PROGRESS REPORT

CR#

CT13-44545

CASE TYPE:

Homicide

REPORT BY:

Investigator Kristin McCauley

ACTION DATE:

12/13/13

DATE TYPED:

12/26/13

SUBJECT:

Follow up

On 12/13/13, I was in my work vehicle and heard over the radio that there was an active shooter situation at Arapahoe High School (AHS), located at:

2201 E. Dry Creek Road City of Centennial, Arapahoe County, Colorado

I responded to the scene and met with Arapahoe County Sheriff's Office (ACSO) Sgt. BRUCE PETERSON, who asked that I assist in securing the Shepherd of the Hills Church for evacuated students to reunite with parents. We also set up an area to have witnesses interviewed about the incident.

At 1408 hours, I met with a student identified as:



advised that:

She is a junior at AHS and lives at

Her mother is:



She is in KARL'S Spanish class.

Kids in KARL'S Physics class are mean to him.

Last week, KARL was talking about buying a gun.

KARL showed her a gun, and it looked like a hunting type gun.

KARL said he was saving money for another gun.

On Wednesday, 12/11/13, in fifth period Spanish class, kids were mean to KARL.

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KARL went to the bathroom, and someone locked the door so KARL couldn't get back into the room.

KARL was very angry when he came into class.

When KARL walked out of the class, he said, "Fuck you."

She believes that KARL has in-school suspension.

She has heard people saying that KARL would kill them if he could.

The Spanish teacher is VICKIE LOMBARDI.

had no additional information and was released back to the school. She advised that she would take a bus home, as her mother couldn't pick her up.

I then spoke with a student identified as:



while her father, identified as:



was present. advised that:

She lives at

Her phone number is

During fifth period, she was in the math room, which is rom C26 at the end of the south hailway.

They were joking around in class and they heard three shots.

Mr. CONWAY, the math teacher, told her to get into the corner.

Her friend said okay.

She heard something like an explosion or banging on the door.

She saw blood as she was running out in the area of the study center.

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The shots sounded like they were in that area.

did not have any further information.

I then spoke with a security guard identified as:

RUST, CAMERON DOB:

CAMERON advised that:

He is a security guard at AHS.

He was in the security office when he heard shots.

He started running down the north hall.

He had another security officer with him (unknown name.)

They ran into the library and the suspect pointed a gun at them and they ran back down the hall.

He saw smoke everywhere.

The shooter was in front of the library desk.

The shooter had a rifle and a mask.

The shooter had a black hoodie with an "AF" on it, which stands for Air Force.

He believes the shooter is KARL PIERSON, as KARL has been wearing the same sweatshirt all week.

They have had lots of issues with KARL.

He has caught KARL looking at guns on the computer.

Yesterday, he escorted KARL out of a room after an altercation with a teacher.

KARL'S temper was bad.

KARL has threatened TRACY MURPHY in the past.

The administration at AHS told him to just watch KARL.

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TRACY MURPHY is the head Librarian.

He has seen guns on KARL'S computers.

KARL has a bad attitude.

He doesn't know why TRACY MURPHY was threatened.

At the beginning of the school year, KARL'S mom reassured them the school administration that nothing would happen.

There are cameras in the hallway, but none in the library.

I then spoke with:

LOMBARDI, VICTORIE "VICKIE" DOB:

who is a Spanish teacher at AHS in room C20. VICKIE stated that:

On Wednesday, 12/11/13, when the bell rang for fifth hour, KARL asked to go get a drink.

When KARL came back, the door was locked.

KARL was banging on the door.

Someone finally let KARL in.

KARL came in the room and began yelling.

She had to kick KARL out of class.

On Thursday, 12/12/13, KARL gave a half-hearted apology.

She thought that she did not move the strip to keep the door from locking, but was advised later by (no further information) that had moved the strip to lock the door.

The kids in the classroom didn't like KARL because he is rude and would shout things out in the class about drinking and other inappropriate things.

KARL was not bullied in her class, he was just rude to others.

Kids just didn't like KARL.

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On Wednesday, when KARL was told to leave the classroom, she thought he would be right outside the door, which is generally where kids go when they are kicked out.

When KARL wasn't outside the door, she immediately called the number # for administration and she was advised that Security Officer CAMERON RUST found KARL in the cafeteria and he went to KEVIN KOLASO the Assistant Principal.

KARL was sent home and apologized to her the next day during second hour.

It was at the end of second hour that he came in and gave a half-hearted apology.

She told KARL that he scared her, and he scares the other kids.

She told Mr. KOLASO twice that day that KARL scares her.

She first told Mr. KOLASA when she came down after she called # that KARL scares her.

Mr. KOLASO was on his phone, stating that he wasn't ignoring her but was taking notes.

When Mr. KOLASO came back and told her that he sent KARL home, she again told Mr. KOLASO that KARL scares her.

Mr. KOLASO wasn't present when KARL apologized.

During the sixth hour period, the kids in her class told her that KARL gets kicked out of class a lot.

They heard about KARL getting kicked out of her class.

She has had discussions with TRACY MURPHY because KARL'S grades have slipped.

KARL was on the debate team, so she let TRACY know about KARL'S grades.

Around Halloween, she attempted to email and call KARL'S mom about his inappropriate comments and his grades.

She did not bear back from KARL'S mom.

During conferences, KARL'S dad showed up but his mom did not.

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KARL'S dad came into her room and asked, "What terrible things are you going to tell me about my son?"

KARL'S dad said that all KARL'S teachers have been saying terrible things.

She has not met KARL'S mom.

She has seen KARL'S mom when he was on cross-country.

The kids would run by Red Rocks on the weekends, and KARL'S mom was supposed to pick him up.

KARL'S mom was an hour late and every time KARL would call, she would say that she was shopping at Target and would get there whenever she gets there.

When KARL'S mom showed up, she didn't even look at her (LOMBARDI) or acknowledge her.

KARL just got into the car and they left.

Mrs. LOMBARDI did not have any additional information at the time.

At this time, I was requested to go back to the command post. At the command post, I was asked by ACSO Sgt. ROB HOFFMAN to go with ACSO Investigator MIKE GARNSEY to KARL'S father's house. Investigator GARNSEY provided me with the address, and I met him there. The home was searched to ensure that KARL had not been there. Additional information was obtained from KARL'S father by Investigator GARNSEY.

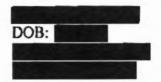
When I cleared the scene, I responded back to ACSO Headquarters, at which time we waited for a search warrant on KARL PIERSON'S house in Douglas County. Once the warrant was signed by the judge, the warrant was served on the residence. The residence was searched (please see Investigator KIM JOHNSTON'S report for further information.)

On 12/14/13, at about 0930 hours, I responded to AHS to check the crime scene. I was walked through the crime scene by ACSO Criminalist ANDREA STEPHEN along with Sgt. PETERSON. After going through the crime scene, I cleared the scene and responded back to ACSO Headquarters.

On 12/16/13, at 1639 hours, I returned a message from ______. The call came in regarding a tip on the school shooting. I left a message at both phone numbers provided, and I did not hear back from ______.

At about 1640 hours, I returned a message from regarding a tip on the school shooting. Advised that his daughter, was on the debate team with KARL and the threats to TRACY MURPHY were well known. Advised his daughter would be at school on Thursday and could speak with me then, or would have her call me.

At 1705 hours, I returned a phone call regarding a tip to:



advised that:

He coordinates the chess club, which meets at Highlands Ranch library.

It's a drop-in club and KARL PIERSON has been attending the club for 8 to 10 years.

They meet the second and fourth Wednesdays of the month from 7 to 9 pm.

Last Wednesday, 12/11/13, KARL had been there.

There were about a dozen other members there.

After the meeting, about half of them went to McDonald's.

KARL asked him to write an Eagle Scout recommendation for him a while ago.

He did write the recommendation.

He is very stunned that KARL did this.

On 12/11/13, KARL'S behavior was normal, and he talked with KARL about college and what he was planning to do.

KARL had previously asked him to write a recommendation if he chose to go to military school.

On Wednesday, KARL advised he would not need the recommendation for Military School as he was no longer planning on going.

KARL did show him a picture of a shotgun that KARL bought.

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He didn't think it was abnormal due to KARL being an Eagle Scout.

He talked with KARL about skeet versus trap shooting.

The chess club is open to anyone of any age.

He was surprised that the shotgun had a pistol grip on it.

KARL showed him a picture from his phone or electronic device.

KARL'S behavior was not different that night than any other Wednesday.

KARL was closest to him in the club, and KARL was a regular member.

On 12/17/13, ACSO Investigator JEFF HIMES and I responded to Littleton Adventist Hospital and spoke to CLAIRE DAVIS' parents, MICHAEL and DESIREE DAVIS. DESIREE was not present during the first part of the conversation and came in later. During the conversation, MICHAEL stated that:

CLAIRE and KARL had their first encounter in 9th or 10th grade.

He believes they were at a back-to-school dance.

They told CLAIRE that if a boy asked her to dance, she should say yes, because it takes a lot of courage to ask a girl to dance.

When they picked CLAIRE up, they asked her how it went and CLAIRE said that one boy kept asking her to dance over and over again.

KARL was the boy that kept asking CLAIRE to dance.

CLAIRE kept dancing with him because she didn't want to hurt his feelings.

After the dance, CLAIRE was very wary of KARL.

She thought that KARL liked her, but CLAIRE wasn't interested.

CLAIRE'S impression of KARL was that he was smart, geeky and somewhat of a bully.

Kids bullied KARL, but he also bullied them back.

CLAIRE was nice to KARL but gave him the cold shoulder and was distant.

DESIREE arrived at this time, and she advised that:

When she would drop CLAIRE off at school, prior to CLAIRE driving herself, if CLAIRE saw KARL, she would ask her mom to not let her out yet.

CLAIRE showed her who KARL was.

CLAIRE had a feeling that something wasn't right with KARL, but didn't think he was dangers.

CLAIRE thought he was weird and different.

CLAIRE is Facebook friends with KARL.

She doesn't believe that CLAIRE and KARL had any phone or text conversations.

They never personally met KARL, just knew who he was.

KARL did not harass or stalk CLAIRE.

CLAIRE had a boyfriend the last year and a half and it was very well known.

She thinks KARL knew about CLAIRE'S boyfriend, but never said anything to her.

CLAIRE and KARL didn't have class together until this year, their senior year.

She didn't know what class, but the teacher was Mr. HANSEN.

CLAIRE came home about 2 to 3 weeks ago and told her that KARL was being a jerk and was heckling everyone during class presentations.

CLAIRE said that the other boys were saying to wait until it was KARL'S turn.

CLAIRE was upset that Mr. HANSEN wasn't addressing the situation.

DESIREE went on to advise that:

Every Friday, CLAIRE and would sit in the hallway and cat cookies and talk.

This was a quiet area.

and CLAIRE are friends in school, but don't see each other outside of school.

CLAIRE is friendly to everyone. CLAIRE'S boyfriend is came in at the end of the conversation, and was asked if CLAIRE mentioned anything to him about KARL. advised that: One time, they saw KARL in the parking lot. CLAIRE said that when they were freshmen, at the homecoming dance, KARL followed her into the bathroom and kept asking her to dance. CLAIRE went to this dance with her friend, did not have any further information regarding CLAIRE and KARL'S relationship. did say that: He has seen KARL around, but doesn't know him. He knows that KARL was made fun of, but mostly behind KARL'S back. People called KARL a communist. arrived at the hospital, and I spoke with her briefly. did not have any additional information than what she advised in her first interview. DESIREE provided information regarding , who is posting information on guns via Facebook. DESIREE asked if they would be able to walk through the school prior to the children returning, so that she could see where everything occurred. We informed DESIREE and MICHAEL that we would make arrangements and let them know what time. Arrangements were later made to meet the DAVIS' on 12/18/13 at 1730 hours at AHS to do a walk-through and obtain CLAIRE'S belongings from her locker. On 12/17/13, at 1733 hours, I returned a call from the tip line from did not provide any additional information and wanted to remain anonymous. advised that: His son and son's friends who go to AHS heard that a senior knew that KARL was going to do this. was identified as , but didn't have any other information.

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At 1736 hours, I returned another call from the tip line to who stated that he needed to talk. I left a message for	advising that I would try to
connect with him on 12/18/13 while teachers were allowed	back in the school.
On 12/17/13, I attempted to return a call to (unknown advised that she believes she saw KARL on 12/12/13 a	at Cabella's and had a
conversation with him. provided a work phone n called this number and was advised that was not	
I was advised that ACSO Investigator BRUCE ISAACSON performed on KARL PIERSON. On KARL'S arm, there we	

I reviewed the video from the school, which shows KARL running into the high school. When he runs into the school, he shoots down the hallway. He turns and shoots at CLAIRE, then runs down the hall and into the library. KARL is not seen any more on surveillance. The security guards, CAMERON RUST and CHRISTINE (no further information at this time), run towards the library and then run out. Shortly after, School Resource Officer JAMES ENGLERT and another security officer, ROD MAULER, are then seen running down the hall. MAULER stops at the library doors and Deputy ENGLERT continues down the hall towards CLAIRE. Security Officer MAULER then goes down the end of the hall and stays with CLAIRE. MAULER is then assisted by Assistant Principal DARRELL MEREDITH in carrying CLAIRE down the hallway to get her closer to an ambulance.

Deputy ENGLERT waits for additional deputies to arrive on scene and responds back to the library. They find KARL deceased in the library. (See Investigator MARY LOU GWALTNEY'S report for further information regarding timeframes and security footage information.) Investigator GWALTNEY received the video from AHS.

On 12/18/13, Investigator HIMES and I were at AHS while faculty returned to gather their belongings. Investigator HIMES and I requested to speak with Assistant Principal:

KOLASA, KEVIN DOB

KEVIN advised that:

He was a Dean for a year at AHS, then left.

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He returned as Assistant Principal and has been in that position for four years.

He did not have KARL'S disciplinary file or his file.

The file had been taken from his office and given to a lawyer from the district.

The Assistant Principals are in charge of specific grade levels, and he is in charge of the seniors.

He has dealt with KARL for two years.

KARL has had outbursts in school.

KARL wasn't suspended, but had been sent home.

They had a meeting with KARL'S parents in junior year.

In September, he was pulled aside by Mr. MURPHY and Mr. LOPTEIN.

Mr. LOPTEIN heard KARL yelling in the parking lot that he was going "to kill that guy."

He believed it was Mr. MURPHY.

They called KARL'S mother.

KARL was very upset about MURPHY demoting KARL from captain.

KARL was not aware of what was going on.

KARL'S mother did verify that KARL said he was going to kill Mr. MURPHY.

KARL took three days off from school, which was not a suspension.

KARL did see the psychologist, Dr. SONG, and they did a threat assessment.

KARL returned back to school.

After the threat assessment, there was a meeting with KARL'S mother, father and Dr. SONG and himself.

Dr. SONG advised that it was safe for KARL to come back to school.

Mr. MURPHY did talk to him (KEVIN) about the concerns and his fear for his safety.

They talked to Deputy ENGLERT, and Deputy ENGLERT spoke with Mr. MURPHY.

KARL was very concerned about being on the debate team.

The plan was that KARL could be part of the team, but couldn't go to practice.

KARL was allowed to go to tournaments.

He told KARL that he did not think he should be on the debate team at all, but Mr. MURPHY said that KARL could still be part of the team.

Mr. MURPHY seemed less concerned about the threats as time went on.

When he would see KARL in the caseteria, KARL seemed to interact positively with others.

He didn't think there were any more interactions between KARL and Mr. MURPHY.

KARL was kicked out of class this last Wednesday, 12/11/13, at the beginning of class.

He was told that the teacher forgot to drop the magnet down to keep the door unlocked.

The teacher in this class was Mrs. LOMBARDI.

KARL said that he knocked lightly, and another student looked at KARL and shook his head to indicate he wasn't going to let KARL in.

KARL then banged on the door loudly and the teacher opened the door.

Mrs. LOMBARDI asked KARL if he was serious, and KARL said, "Serious as a heart attack."

At that time, KARL was asked to leave the room.

He saw KARL sitting in the cafeteria.

KARL was calm at this time.

KARL advised that he was upset that the other kid did not let him back into the room.

KARL told him, verbatim, what happened.

KARL said he wanted to apologize to the teacher for raising his voice.

KARL also advised that he hadn't said any bad words to the teacher.

He called KARL'S mom and advised that KARL would be sent home for the day due to his behavior.

KARL'S mom asked what would happen to the other kid in class that hadn't let KARL back into class.

KARL'S mom also asked if KARL had cussed at the teacher.

The phone was given to KARL, and he told his mother, verbatim, what happened.

KEVIN was asked how seriously he took the threat against Mr. MURPHY. KEVIN advised that:

It was hard to gauge, but he took it seriously.

They did a threat assessment and they followed procedure.

Mrs. LOMBARDI never told him after the incident on Wednesday that KARL scared her.

He doesn't recall Mrs. LOMBARDI ever saying that she was scared of KARL.

Mrs. LOMBARDI did say that she was glad KARL was sent home, but was not a suspension level problem.

Mrs. LOMBARDI was appreciative that he had talked with KARL.

The incident last year was with a math teacher, DAN SWOMLEY.

He hasn't heard of any other inappropriate behavior from teachers, including Mr. HANSEN, in classes.

Mrs. LOMBARDI told him that KARL thinks that he is smarter than everyone else.

He did not know that KARL had been showing pictures of the gun.

If he was aware of pictures of the gun being shown around by KARL, he would have immediately notified Deputy ENGLERT.

He has never dealt with something like a student showing pictures of a gun, and doesn't know exactly how it would have been handled.

It is different when a kid shows pictures of a gun and the kid has had a threat assessment done already.

Mr. MURPHY did tell him (KEVIN) that Mr. MURPHY thought about resigning from his position because of KARL.

He doesn't recall Mrs. LOMBARDI at all saying that she was scared of KARL.

What KARL said about Mr. MURPHY was just KARL being upset with a teacher.

KARL said it was just an outburst.

Mr. MURPHY was asked how he wanted to handle the debate team, and they looked at what would be appropriate for everyone.

Mr. MURPHY was upset by the situation, but seemed more comfortable the closer it got to KARL coming back to school.

KARL was out of school for three days.

KARL is friends with from Speech and Debate.

Mr. MURPHY demoted KARL from the debate team for inappropriate debate and talking about a penis.

Mr. MURPHY thought that someone else would be a stronger captain.

KARL did do well at nationals and Mr. MURPHY felt that no one would go up against KARL for captain of the debate team.

Nobody wanted to argue with him.

On 12/13/13, he heard on the radio in Spanish and could not understand it.

He then heard "lockdown, lockdown, lockdown."

They started locking down the school.

When they were walking down the hallway, Deputy ENGLERT was looking at something in the corner by the trophy area, and they saw CLAIRE.

There was smoke in the library.

There were two fires in the library.

He went into the library.

When he went into the library, he saw a shotgun shell in front of the desk.

The desk and a box had been shot.

The desk was wet and there were two fires.

He was filling vases full of water.

He did see the Molotov cocktail and kicked it away from the bookshelf.

He dumped water on the bookshelf.

He ended up putting the vase over the cocktail to suffocate the flame.

The library aid, CARLA, opened the computer lab and said that KARL came in after Mr. MURPHY and she didn't know where he was.

He figured Mr. MURPHY went out the back door, because he looked for him and couldn't find him.

He saw Mr. MUPRHY'S lunch on the desk and hoped that he had made it out the back door.

He went out the back door, looked outside, but did not run because the police were arriving and he didn't want to get shot.

He didn't see KARL in the library at all.

He saw three students huddled under the desk in the back corner.

He told the students to stay there and not to move.

He didn't know where the shooter was.

He checked with CARLA and said he didn't see Mr. MURPHY.

Deputy ENGLERT came in and directed the students into the computer lab.

He stayed with the kids in the lab and told them to listen to what the police said when they arrived.

When the police arrived, they searched them and sent them out.

KEVIN had no further information at this time.

Investigator HIMES and I then spoke with Mrs. LOMBARDI again. She advised the following, that:

She remembers specifically telling KEVIN twice that she was scared of KARL.

While she was telling KEVIN this, he was on his phone saying that he was taking notes.

She was upset that KEVIN didn't remember her saying that.

She is adamant that is what she said to KEVIN.

I then spoke with Mr. MEYER, who was KARL'S teacher last year. Mr. MEYER did not have KARL in his class this year. (Please see Investigator HIMES' report for further information.) We then spoke with Mrs. CROOKHAM. (Please see Investigator HIMES' report for further information.)

On 12/18/13, at 1730 hours, Investigator HIMES and I met with MICHAEL and DESIREE DAVIS. Littleton Security Officer ROD MAULER was also present. We walked the DAVIS' through the school and answered any questions they had. Officer MAULER was able to answer many questions, as he was on scene at the time of the incident.

On 12/19/13, students were allowed to return to the school to gather their belongings. I was notified that was a wanted to speak with me. I had spoken with her father previously over the phone.



advised me of the following, that:

She was on the debate team with KARL and they were friends.

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She has known KARL since her freshman year.

She is not on the debate team this year.

In September, she had lunch with KARL.

This was after KARL got back from suspension.

KARL said he got demoted from captain for rude comments.

KARL said he may or may not have threatened Mr. MURPHY.

KARL has changed a lot since his freshman year.

KARL is not the same person he was when he was a freshman.

KARL was angry when his parents were getting divorced.

He was also angry at the second of the secon

KARL was upset with her because she wasn't there for him when the divorce was going on.

Mr. MURPHY is generally a nice guy, and can be really nice or really grumpy.

Mr. MURPHY made her friend, cry.

She has heard from a lot of people on the debate team this year that they don't like Mr. MURPHY.

She heard that KARL made a statement to his weight training partner that he had a surprise coming up, but didn't say what it was.

At the end of last year, there was a lot of tension between KARL and Mr. MURPHY.

There were a lot of people upset with Mr. MURPHY by the end of the year.

She talked to KARL this last Thursday, 12/12/13, and KARL seemed happier than normal.

KARL'S normal behavior is flat.

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On Thursday KARL said he felt "amazing", which is not normal for KARL.

She and KARL had second hour off together and she would see him sometimes.

She heard that KARL does not like Mrs. LOMBARDI.

KARL was called a socialist and communist by other people.

KARL did like aspects of the socialist idea, but he was not a socialist.

KARL took on the role of a socialist because the kids called him that and it defined who he was in the school.

It gave him a persona.

She heard kids talk about KARL a lot, but nobody said anything to his face.

KARL was very opinionated and had strong beliefs.

Over the years, KARL changed.

If she thought of someone who would shoot up a school, KARL would have been in the top 10.

She thinks that there is something mentally wrong with KARL.

He was not the same person as when she first met him.

In fifth hour, she is in Ms. LITTLE'S classroom.

KARL specifically did not like or and he thought they were jerks.

KARL also didn't like because he asked her to prom last year and she said no.

did not have any further information at this time.

On 12/23/13, I was asked to follow up on a tip from a voicemail out of Kirkland, Washington. The information on the voicemail was left by a person named "who advised that he was calling for a friend who was a psychic, and was requesting security on the girl in a coma from the shooting. He did not say why and stated he could be reached at the number on the caller ID.

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On 12/26/13, at about 0924 hours, I left a message for requesting a return phone call. I was also asked to check on a tip that came in on 12/17/13 to the Undersheriff's Secretary, SHALEE BYERRUM. SHALEE advised that a parent of a student at AHS had called in stating that there was a systemic bullying at AHS. If we were to mention the word to AHS, they would know who we were talking about because she has met with administration. Once her child is removed from AHS, she would be going to the media to discuss how administration at AHS knew about the bullying and did nothing about it. She feels harassed by the AHS administration. She stated that the shooter may have been gay, not crazy but gray. The shooter was not a pissed off kid because of his political beliefs, never had a chance. She has an attorney to protect herself from the AHS administration and has spoken with her attorney about the issues at the school. She stated again that once her is out of the school, she will leak everything to the press.
The caller was very adamant about the school being able to identify her based on her use of the word and was very concerned about us (law enforcement) using those words. The phone number listed on the caller ID was transferred from dispatch, and the number did not have identifying information. I was not able to contact the caller, as she did not leave a phone number and wanted to remain anonymous.
On 12/23/13, I attended the autopsy for CLAIRE. The autopsy was done by Dr. Leahr-Kaul. Sgt. Peterson was also present during the autopsy. Criminalist Ewelina Bajda was present and documented the autopsy. Dr. Leahr-Kaul advised that CLAIRE's cause of death was a penetrating gun shot to the head.
On 12/26/13, I was given an envelope addressed to Sheriff GRAYSON ROBINSON. I was asked to put this information into the case file. The information is from someone named when the state of the same o
On 12/30/13, I was asked to follow-up on a tip from the father of:
(no further information)
father answered the phone and identified himself as (no further information). advised that told him that she was in Trigonometry class with KARL and KARL had mentioned several times that the Matrix was his favorite. movie. KARL had also stated that they should watch the Matrix instead of taking tests. MIKE stated that he did not want interviewed because she was doing better and did not want to make things worse.
Nothing further

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CASE # CT13-44545 REPORT BY: Investigator Kristin McCauley CASE TYPE: Homicide DATE TYPED 12/31/2013 ACTION: Follow-up On 12/30/13, I was asked to follow-up on a tip that was received from the father of: DOB: Unknown The tip advised that was a student at Arapahoe High School and had a class with: KARL PIERSON DOB: At approximately 1307 hours, I called the number provided on the tip, statement, and spoke with father: DQB: unknown advised that he did not want interviewed at this time, as she seems to be handling everything better. advised that was in Trigonometry class with KARL. KARL stated in class that his favorite movie was the Matrix and that they should watch that movie instead of taking tests. advised that seemed did not have any further information on KARL. On 12/30/13, I learned through the investigation that a student, by the name of Arapahoe High School, may have known what KARL was going to do. There was no further information on At approximately 1307 hours, I contacted who was a friend of KARL's, and asked him if he knew of a that hung out with KARL. advised that he knew who I was talking about, but did not know last name. further advised that he and KARL would sit with during their free period on Tuesdays stated that he did not join in in KARL and conversations. and Thursdays. and would look through the year book to see if he was a stated that advised that he found the picture and the students name could find last name. advised that he did not know that was did not have any further information. I was able to fully identify DOB: At approximately 1419 hours, I called who advised that:

PROGRESS REPORT

He was friends with KARL.

He is very sad about what happened.

KARL was a very smart person and knew a lot of things.

He talked to KARL on the Thursday before the shooting.

KARL did not say anything to him about wanting to shoot up the school.

The Tuesday before, KARL did show him a picture of a shotgun that he bought.

He thought that the gun was an airsoft gun and did not think it was real.

On Thursday, KARL showed him a picture of a machete that he bought.

KARL told him he bought the machete at Sports Authority.

KARL said it was really easy to buy the machete and that all he had to do was show an I.D.

He did not ask KARL why he bought the gun or the machete.

KARL never told him that he wanted to hurt or kill anyone.

He never saw KARL have hatred towards another person.

He heard the KARL got bullied but does not know anything about it.

He was very surprised that KARL was the shooter.

KARL seemed to be very anti-American.

KARL was obsessed with communism and socialist governments.

KARL'S picture on his desktop was of a swastika.

KARL shared his political views with him (



He did not say much to KARL, but just listened.

He did not want to hurt KARL'S feelings by saying anything to him because they were friends.

did not have any further information.

On 12/31/13, I was advised that the CLAIRE DAVIS' parents could have her phone back. I retrieved the phone from evidence and gave the phone to Sheriff ROBINSON to give back to CLAIRE's family via the Undersheriff's secretary, Shalee BYERRUM.

Nothing further at this time.

Kristin McCauley

From:

Victoria Lombardi

Sent:

Wednesday, December 18, 2013 5:39 PM

To:

Kristin McCauley

Subject:

Fwd:

Hi Deputy McCauley,

Below is the letter I sent Ms. Pierson on November 1. Thanks for everything today.

Vicki Lombardi Spanish Teacher Arapahoe High School

----- Forwarded message -----

From: Victoria Lombardi

Date: Fri, Nov 1, 2013 at 3:12 PM

Subject:

To:

Hi Ms. Pierson,

I wanted to write to you about Karl and my Spanish class. Karl started out quite well in the beginning of the semester but his grade has been sliding lately. Today we took a quiz and Karl failed it. I am getting worried as his grade has now dropped to a very low C.

I really enjoy Karl and like having him in class. Lately though, I have had some trouble with his behavior. Today, during a lesson on the "Day of the Dead", he raised his hand to ask a question and asked me if we could drink tequila in class. He is one of only two seniors in the class and the majority are freshman and sophomores. This was an inappropriate comment and it surprised me that he said it in front of 35 other students.

I just thought you would like to know. Please let me know if you have any questions or concerns.

Vicki Lombardi Spanish Teacher Arapahoe High School



Student Name: _	Kor	Pierson		•			
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ACSO AHS Investigation ACSO_0001419

PARENT ADVISEMENT AND WAIVER

[For use when offense requires expulsion under state law (§22-33-106(1)(d), C.R.S.): robbery, assault, sale of a controlled substance, or carrying, bringing, using or possessing a dangerous weapon.]

	have been advised of my
rights in this matter, which include the right to be present when my child signs a writte incident that may lead to mandatory expulsion, the right for my child not to sign such understanding that the school district may use such a statement against my child in any arising from this incident. By signing this document below, I am indicating that I was signed such a written statement.	a statement, and the y expulsion proceedings
Signature of Parent, Guardian, or Legal/Physical Custodian Date	·
Parent waives right to be present when minor child signs statement	•••••••••••••••••••••••••••••••••••••••
I am the parent, guardian, or legal/physical custodian of I rights in this matter, which include the right to be present when my child signs a writt incident that may lead to mandatory expulsion, the right for my child not to sign such understanding that the school district may use such a statement against my child in an arising from this incident. By signing this document below, I hereby waive my right to child signs such a written statement.	a statement, and the y expulsion proceedings
Signature of Parent, Guardian, or Legal/Physical Custodian Date	 .

REPORT BY: Investigator Kristin McCauley

CASE TYPE: Homicide DATE TYPED: 1/16/2014 ACTION: Follow-up

On 01/03/14, I spoke with Littleton Public School Security Officers CAMERON and CHRISTINA who wanted to speak with someone regarding information they had regarding Littleton Public School District reporting policy. CAMERON had with him a file with emails and documentation of students who have been a problem in Arapahoe High School. CHRISTINA and CAMERON provided two behavioral reports for KARL that we had already obtained from the school. CHRISTINA and CAMERON advised that:

They know of several teachers who wrote referrals regarding KARL, to include MICHELLE CROOKHAM.

Referrals are when a teacher sends a complaint to the school administration regarding a student that is causing problems in a class.

The administration takes the referrals and determines what to do with the student; a copy of the referral with the action is then given back to the teacher.

CAMERON and CHRISTINA advised that the files from both the school counselor and the psychologist are kept in their offices and are not part of the main file. Both offices are located at Arapahoe High School.

CAMERON and CHRISTINA advised that ASTRID THURNAU was filling in for school counselor KELLY TALEN while she was on maternity leave. It should be noted that Astrid THURNAU was mentioned in the contact logs provided by the school, but she was not on the faculty list.

CHRISTINA and CAMERON went on to state that:

In October they caught KARL PIERSON looking at guns on his personal computer.

They told their boss, Darrel MEREDITH about what they saw and Mr. MEREDITH told them that there is nothing they could do because it was KARL'S personal computer.

KARL was looking at the guns after the threat was made to Mr. MURPHY.

DAN SWAMLEY, a teacher at the school, had numerous contacts with KARL that do not appear to be documented.

They spoke with Mr. MURPHY who told them that he was concerned for his safety and that he never felt safe around KARL.

CHRISTINA and CAMERON mostly talked about how the school does not seem concerned for the safety of the students, and provided several examples with other students how things were not documented. CHRISTINA and KARL also stated that they have been told not to write things down or document stuff by the school administration.

The interview was recorded.

Nothing further at this time.

C13-44545



Cameron Rust<

Draft To:

Fwd: Off Campus Program

Thu, Dec 19, 2013 at 8:37 P

From: Cameron Rust
Date: Thu, Nov 14, 2013 at 5:51 AM
Subject: Re: Off Campus Program
To: Darrell Meredith

1. What are the cons to off campus? What are the pros to off campus?

Although there are pros and cons to everything, thus far, it would appear that two of the major cons to consider could simply be that there are many students moving in and out of the building, all day, making it hard to differentiate between neutral and/or threatening behavior. In addition, those students who have access to a nearby house basically have what they would refer to as a "safe zone" to participate in extracurricular activities of their choosing. In general, the major con is simply that off campus is more risky in my opinion and seems to be inviting to possible threats.

When it comes to the pros of off campus, behaviorally, it could be considered to give the kids a sense of freedom and trust, thus hoping to lessen tension among students during the school day i.e. giving them some space and trusting them is supposed to develop a trusting relationship between staff and student. In essence, it could increase positive energy and moral, depending on proper managements of consequential behaviors.

2. What are some security issues you have run into and how have you handled them?

The security issues that have potential to arise vary on a broad range of perspectives such as locked exteriors doors being propped open creating access points, drugs, alcohol and tobacco have a greater chance of showing up as well.

In my opinion, perhaps the most important security issue we have ran in to, are the emotions of the students and staff. Everyday can be an emotional roller coaster from family deaths and first breaks ups to newborns and marriage proposals. However, with off campus all these issues have the ability to spread out beyond the campus at anytime and have an impact on the emotional health of the community. Potentially this could lead to physical dangers from the student body to civilian populations. In attempt to manage the wide range of issues that come from off campus, Arapahoe High School has hired a charismatic group of team members and experienced leaders that show great compassion for other people.

3. What are some security procedures you have in place?

Some of the security procedures in place consist of routine random perimeter sweeps by security team members, radio communications, locked exterior door policies, a full time School Resource officer (SRO), exterior cameras, community relationships and what I would call rolling hall duty were a member of the staff is patrolling the halls creating an additional pair of eyes in the building while the security team is conducting exterior duties. In regards to the emotional security,

we have also hired a full time guidance counseling staff and school psychologist available at all times for students and team members. We also run interior and exterior lock down threat drills should an issue arise.

4. Are there types of behavioral issues with students? If so, how do you respond?

Obviously, there are behavioral issues that vary greatly from one student or staff member to the other and everyone is different and responds to different things. Behavioral issues that could arise from off campus policies are truancy, tardiness, skipping class, drug, tobacco and alcohol abuse, depression and suicides, physical altercations etc...

When engaged in a behavioral issue I find it best to respond in an attentive, focused, charismatic and patient manner white being aware of your surroundings and listening carefully. Each issue will have a unique response depending on circumstances

5. Do you have a student-parent off campus agreement? What does it look like?

Were an agreement of this nature might be beneficial, we do not. However when a student has been deemed to lose their off campus privileges parents are notified as to why this is occurring, what the expectations are and time horizons for earning off campus privileges back.

6. Do you have any advice for us to consider as we move from a closed campus to a more open one?

In my eyes the biggest and most critical piece of advice that I would give is that when the students abuse the gift of off campus you have to set a firm example and make it known the consequences when handling inappropriate behaviors, as well as reinforcing the good behavior with some kind of public recognition.

Using a common theme among the world's debates these days, it might be better to consider a combination of open/off campus privileges. Maybe the optimal solution could be requiring a certain GPA or no unexcused absences in order to have the off campus privilege. Doing this might have a dramatic impact in getting students to reach their full potential by creating an "If you reach this goal, you have earned your trust and off campus privileges. Thus, make the students compete for their grades to earn off campus and their education will increase as a byproduct or guaranteed unconscious secondary response. Their knowledge is increasing as they are focused on attaining a tangible goal.

7. Has this program has helped grow the character of the students in areas such as responsibility, etc. ? If so, how so?

Off campus programs do have the potential to increase responsibility, trust and other character qualities. However, in my opinion the critical moment to determine if the program will or not is during the initial roll out phases, as a firm disciplinary structure needs to be effectively implemented, communicated and reminded (regularly) alongside the off campus program. Almost like a Zero tolerance policy, inadvertently saying that if you mess up, your privileges are gone. If it were me if wouldn't be afraid to also re-close the campus should behavioral issues increase. In a way, this is similar to Skinner's Pigeon's in guiding proper behavior with operant conditioning theory.

On Wed, Nov 13, 2013 at 8:03 AM, Darrell Meredith

Page 3 of 3

C113 .44545

I just saw this and would like your input before I reply to our friends at Valor. Can you answer his questions in a Reply back to Me and then I will forward the information. Thanks for the help.

Forwarded message	
From: Dylan Ruder	
Date: Tue, Nov 12, 2013 at 10:37 PM	
Subject: Off Campus Program	
To:	
Hello there Mr. Meredith,	

It is from Valor Christian High School's Student Council. I am the one who tried to contact you a few weeks ago regarding the Off Campus Program, but it seems we both played a bit of phone tag. I apologize for missing your call. If you are still willing, could we schedule a time to discuss Arapahoe's Off Campus Program? Phone, email, or face to face meetings all work for me, whichever you prefer. In the event you need it, my phone number is that we included the framework for the questions below. Please let me know what your thoughts are and what works best for you. Thank You Very Much,

- 1. What are the cons to off campus? What are the pros to off campus?
- 2. What are some security issues you have run into and how have you handled them?
- 3. What are some security procedures you have in place?
- 4. Are there types of behavioral issues with students? If so, how do you respond?
- 5. Do you have a student-parent off campus agreement? What does it look like?
- 6. Do you have any advice for us to consider as we move from a closed campus to a more open one?
- 7. Has this program has helped grow the character of the students in areas such as responsibility, etc. ? If so, how so?

Again we really value you input and time. Thanks Again!

REPORT BY: Investigator Kristin McCauley

CASE TYPE: Homicide DATE TYPED: 1/21/2014 ACTION: Follow-up

On 01/16/14, I was advised by Investigator Kim Johnston that Littleton Public School Security Guard Cameron Rust posted a statement on the Bring Back Cameron Rust AHS Facebook website.

Cameron wrote that:

"Karl Pierson, was a known threat for a long time, he should have gotten the necessary help and appropriate resources should have been involved. I guarantee if they were, and if the proper investigation took place, Karl would have been unable to purchase a gun and ammunition more than a week prior to the shooting."

, g . . .

I know through the investigation that Barbara Pierson had Karl evaluated at Highlands Behavioral Health Systems for inpatient care. Karl was assessed at Highlands Behavioral Health Systems and they determined that inpatient care was not necessary. I also know that Karl was seeing a therapist.

I also know through the investigation that Karl did not commit a crime in any jurisdiction that would have prevented him from passing a background check for purchasing a gun.

Cameron also stated that Karl was writing "questionable symbols" on his school work. I am aware through the investigation that Karl wrote the letters KMFDM at the top of a test that he failed. Karl was asked by the teacher, Michelle Crookham, why he wrote that on the top of the page and Karl advised that he thought she might like this band. I know that KMFDM is a German band that loosely translates to "no pity for the majority". KMFDM is described as the following form Wikepedia:

"KMFDM (originally Kein Mehrheit Für Die Mitleid, loosely translated as "no pity for the majority")^[1] is an <u>industrial</u> band led by German <u>multi-instrumentalist Sascha Konietzko</u>, who founded the group in 1984 as a performance art project. KMFDM has released eighteen studio albums and two dozen singles, with sales of more than two million records worldwide".

I know that Michelle Crookham was concerned about Karl writing the letters on the test because of what it translate to.

Cameron also wrote that:

"Prior warnings-specific to December 13, 2013 –Security team and teachers bring up concerns from the previous year regarding Karl Pierson. Death threat from Karl Pierson directly to Tracy Murphy was made.

I know through the investigation that Karl was suspended in March of 2013 for an outburst in a classroom. Through the investigation we were not able to find any other

concerns from teachers for the school year 2012 to 2013. I also know that Karl did not make a direct threat to Tracy Murphy.

Cameron stated that the day before the incident that Karl was sent home due to an anger outburst in a classroom. I know that the incident that Karl was sent home from occurred on 12/11/13 not 12/12/13. I also know that I have advised Cameron that particular incident did not occur on 12/12/13 but on 12/11/13 prior to him writing this statement for facebook.

Cameron then wrote:

"Day of shooting- December 13, 2103 – Chronological order of events. School's head janitor radios security to check a suspicious suspect going into the building when hears first gunshot and calls 911"

I know that the janitor did not radio that there was a suspicious suspect but he was yelling lockdown, lockdown into the radio, based on several interviews with other witnesses.

Cameron then stated that:

"I and Christina hear 1st gunshot and immediately exit the security office. School Administration (Excluding Principle Pramenko who was not in town on this day), Rod, the other security guard and Security Resource Officer (SRO) JamesEnglert were eating lunch in the staff lounge with the door shut not allowing them to hear the gun shots. 2nd, 3rd and 4th shots go off as I and Christina approach the North hall with Christina slightly ahead of me as I am yelling into the radio James (SRO) James, Lock Down, Lock Down!!!!!

I am aware that Christina and Cameron both state in their initial interview and written statement that they both heard what they both said was a loud bang and not a gun shot. I also know that the second, third and fourth shot did not go off within seconds of each other. I know that there was a pause between the third and fourth shot due to Karl running down the hall into the library. I also know that James Englert and Rod Mauler do not remember hearing Cameron yelling "James, Lock Down, James, Lock Down".

Cameron further states that:

Christina and I stop at the library doors to reassess where the threat was. As smoke appeared thickest in the library, Christina and I approached to enter the library when we encountered the shooter. The shooter pointed his gun at us and paused for us to approach. If we would have been armed we could have stopped him at this point. Administration and the SRO were still scrambling to make sense of the radio talk. They had not gotten to the PA sys-tem to make the lockdown announcement. They still could not hear the gunshots as they were still in the staff lounge. Christina and I retreated from the library, knowing we had no

way to protect ourselves, we ran up the North Hall yelling "Run, Run, Lock Down, Lock Down!!!!. 5th shot goes off as we take our first right down the cross hall. As we were running and yelling warnings, we are making sure as many class room doors were locked as possible- teachers were still teaching and unaware of the danger. Christina and I hear 6th and final shot as we approach South Hall. We radio the shooter was in the library. (We now know based on the timing, the entire shooting and threat was over before the Administration and SRO got out of the staff lounge and before the official lockdown an-nouncement had even been made. Had I and Christina been an armed security guards we could have stopped the shooter, the sheriff mentioned the psychology behind a shooter is when they are found out, they end their own lives and abandon their plans. By the shooter seeing Christina and I, he paused, abandoned his plan which gave time for Tracy Murphy to get out of the building). Not knowing the threat is over, we finally hear the Lock Down announcement over the inter-com as Christina and I run in to the South Hall encountering the PACE staff and students."

Cameron and Christina do not mention any smoke in the library during their first two initial interviews. Christina mentions seeing smoke in the trophy hall but not in the library. I also know that Christina and Cameron pause in the North Hallway and a teacher is pointing to the area wearing Karl ran. Christina and Cameron then go towards the library and then duck and run away from the library. Due to the fact that there is not audio on the video I do not know if Cameron or Christina are yelling anything. I do know that Christina and Cameron only checked two classrooms at the end of the cross hall. Prior to checking those two classrooms, Cameron and Christina passed by several class rooms without stopping to check the doors. I also know by watching the video that several teachers were aware of what was going on because you can see them checking the hallway. I also know from the video that Rod Mauler is going down the North Hallway at the same time that Christina and Cameron are running away from the library. Christina and Cameron should have been able to see Rod going down the hallway. Rod was never told by either of them that Karl was in the library. I also know that James and Darrell Meredith were in the cafeteria helping students when Christina and Cameron were still in the hallway. James does not ever remember hearing anyone stating that the shooter was in the library. There are several teachers that heard James yelling "where is he, where is he". I am also aware that Tracy Murphy left the building while Karl was shooting towards him in the library.

Cameron writes that Investigations did not contact them to do a step by step walk through in the school as they were first responders. Cameron and Christina were both interviewed two times on the day of the shooting. Both of them articulated what they saw and did in both verbal and written statements. Therefore there was not a need to reinterview them as to what happened, other than we have the video of what they did. Cameron and Christina are not first responders but are witnesses to a crime.

Nothing further at this time.

1 Posted 16Ars 826an Page 1 of 7

BRING BACK CAMERON RUST AHS

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ARAPAHOE HIGH SCHOOL SHOOTING DECEMBER 13, 2013.

WHY THIS DID NOT HAVE TO HAPPEN, I KNOW, I WAS THERE.

My name is Cameron Rust, I am currently the Defensive Coordinator for the Varsity Football Team, the head Sophomore Baseball Coach and one of the three security guards at Arapahoe High School.

I played football and baseball my entire life and was fortunate enough to receive several acco-lades in the process. I also realized the power of coaches giving back to me and developed a passion for leadership, and giving back the values, time and effort to others. In other words I learned to care about other people. I attended Colorado State University for two years and Chadron State College for one year before returning home to finish my undergraduate degree in Human Performance and Sport, with a minor in Management from Metropolitan State College of Denver. I then made the decision to get my Master's in Business Administration (MBA), in addition to volunteering as a position coach at Aragahoe High School.

I have always been very passionate about kids, about helping them to furfill their maximum po-tential and fulfilling their dreams in any endeavor. Since I also have a strong passion for sports, I needed to find a career that allowed me to use all my skill sets, be passionate day in and day out with my work. The positions I hold at Arapahoe High School allowed me to do just that. I rolled up my sleaves and started working, one person at a time, to help create positive changes in their lives, not just on the football or baseball field, but in other aspects of their lives. I can still hear coaches talking to me and remember the lessons they taught me. Their teachings pulled me through tough times and made me want to do the same for other kids, whether it is in sports or helping to fulfill any other dreams they may

In the spring of 2013, I was approached about the open security position at the school. I applied for the position as I believed it was a good opportunity to make a difference in more kid's lives on a daily besis. I had a coach in high school that demonstrated the same beliefs to me. Unfor-tunately his life ended early, but I will reflect his heart, passion and other beliefs as I remember. Like with any job I have held, I am very passionate and want to ensure the job I do will make a positive difference. Abraham Uncoln said, "Whatever you are, be a good one."

I also try to hold others accountable for the jobs they do, Just as I was held accountable growing up. I always recognize those individuals for a job well done and hold individuals accountable for those that are not. Abraham Lincoln also said, "I am a firm believer in the people, if given the truth they can be depended upon to meet any national crisis, the great point is to bring them the true facts."

The shooting that occurred on December 13, 2013 has created a ton of turmoll within me. The school had been warned, they did not do enough. The school had been warned about a lot of things, things that

17 munual friend Add Friend 6 mutual friends Add Firend 20 munuai hiends Add Friend 9 mucual frends Add Friend

Chat (14)

did not have anything to do with Cacember 13th and did not do BRING BACK CAMERON RUST Affoligh. In my opinion, they will continue to not do enough unless we force them to, of which we know we can.

> While there are many more warnings and facts that can be documented leading up to Claire Davis's death, I just have highlighted some below. By doing so, I am looking for parents, stu-dents, staff members and security personal to stand behind me. We need to demand changes to our schools, and districts of those schools, to implement chariget We can no longer just be shocked by another news story on TV about yet another senseless shooting at another school. We must do something about it now.

> The shooting on December 13, 2013, and some other shooting incidents undoubtedly had warn-ings prior to the event. We need school administrators to do their jobs and understand the right things to do when it relates to life and death decisions. If they have policies and procedures in place, follow them! If they need to be revised, revise and follow them! When school administra-tors do not follow them, you might as well not have them. If people do not follow policies and procedures, fire them as they do not have the knowledge, skills, abilities or ethics, to be in a leadership position with children or adults.

When a student or any individual is on the "radar screens" of school administrators, they need to act upon it, no matter how small they view the threat, or what's currently going on. It should be obvious to any reasonable and prudent person that the kid or person needs help.
Individuals such a Karl Pierson, was a known threet for along time.
he should have gotten the necessary help and appropriate resources.
Should have been involved it guarantee it they were and lifting proper
timestigation took place, Karl would have been unable to purchase a
out and ammunution more than a week prior to the shooting: Had he gotten the necessary help, I doubt his feelings of anger would have consumed him.

A kid threatening a teacher, caught looking at guns - on the Internet in the school cafeteda, calling individuals "Comrade", drawing questionable symbols on his school work and having un-controllable har file anger outbursts, should have been investigated and given a plan to help. What more of a threat does the School Administration think they

Claire Davis should not have died on December 13, 2013. Karl Pierson should not have died on December 13, 2013. Claire did not have a choice, Karl did. Is Arapahoe High School Admin-istration responsible for Karl's choices? No! Are they responsible for their lack of action? Yes!

Below are some of the chronological order of events - it will be apparent that the Administration needs to be held accountable. We need to demand change, and we need to be part of the solu-tion to help protect our children going forward, and make sure the people in charge or in a lead-ership position are truly focused on doing good for others.

Prior to December 13, 2013.....

The security team, the eyes and ears of the school on the front line, expressed concerns to the School Administration of:

Approximately 15 different illegal drugs that are active within the

The risks of an open campus.

The mental and emotional state of the school.

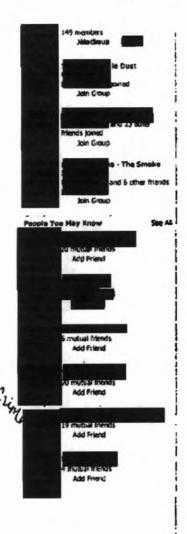
· The "party school" reputation among the community.

Concerns about the Administration violating their own code of conduct by allowing cer-tain individuals back into the school, who openly admitted to selling weapons.

· Concerns of a hostile environment.

Concerns of the effort level (or lack thereof) of truly assisting students with their needs at any level.

Statements being made by Administration, such as: "I don't care if a kid lights up and does drugs right here, I am not dealing with it, I have too much work," or "We will read about that kid (Karl Pierson) in the news someday it just won't be at Arapahoe." or "He or she will



norm

Chat (14)

drop out when they are 17 don't worry about it." or regarding security BR:NG BACK CAMERON RUST A Darks "If you feel threatened, just stand with your back against the

- The abundance of students that have and continue to threaten to commit suicide.
- Security team was adamant something bad was going to happen at the school since Administration ignored, reprimended and brushed off events brought to their attention. Why have security guards at all if the Administration continues to demean their opinions and ignore the facts?

When the security team documented certain activity and issued to school Administration, we were reprimanded and told not to put things in writing. We were told not to bring so many problems or issues to the Assistant Principals as they are too busy. Which makes you wonder how Arapahoe High School got ranked 7th safest school. Is it because things like drugs, and threats are missed, avoided, ignored and in many cases simply not written up and put in student's files? I have to wonder if there is a monetary value for this ranking?

Prior warnings - specific to December 13, 2013;

- Security learn and teachers bring up concerns from the provious year regarding Kart Pierson. Chu | Wide V Church Illich Death threat from Karl Pierson of reday to trace Murphy was made.
- The security team reported to Administration that Karl was looking up guns, on his computer, in the school cafeterla. Administration came back and told the security team It was Karl's personal computer and
- he can do what he warks. · Administration makes comments such as "We will read about that kid (Karl) in the news some-day, it just won't be at Arapahoe.
- Karl began drawing symbols on his math tests. At how word commade."

- Many teachers can refer to many other incidents that were reported to Administration regarding Karl.
- · The majority of things reported on Karl were never recorded in his school file.

Day before the incident Karl was sent home due to anger outburst to another teacher.

Security team was in the process of going outside the school Administration to bring the above and other issues to the public's attention, unfortunately that was unable to happen prior to De-cember

Day of shooting - December 13, 2013 - Chronological order of events.

- School's head lanitor radios security to check a suspicious suspect, going into the building when he hears first quishol and calls \$11.9

 I and Christina hear 1st gunshol and immediately exit the security office. School Administration (Excluding Principal Pramerko who was not in town on this day), Rod, the other security guard, and Security Resource Officer (SRO) James Englert were eating lunch in staff lounge with the door shut not allowing them to hear the gun shots.
- · 2nd, 3rd and 4th shots go off as I and Christina approach the North

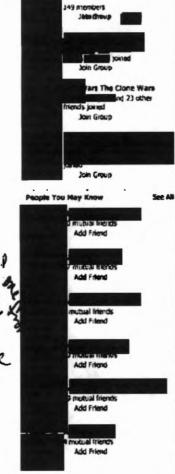
approached to enter the library when we encountered the shooter. he shooter pointed his gun at us and paused for us to approach. If we would have been armed we could have stopped him at this point. Administration and the SRO were still scrambling to make sense of the

radio tallo They had not gotten to the PA sys-tem to make the lockdown announcement. They still could not hear the gunshots as-

they were still in the staff lounge: · Christina and I retreated from the library, knowing we had no way to protect ourselves, we ran up the North Hall yelling "Run, Run, Lock Down, Lack Down!!!"

. 5th shot goes off as we take our first right down the Cross Hall. As we were running and yelling warnings, we are making sure as many class room doors were locked as possible - teachers were still teaching and unaware of the danger.

We radio the shooter was in the library. (We now know based on the timing, the entire shooting and threat was over before the



storment bud barg not consistent whiles Christina and I stop at the library doors to reassess where the threat was:

As smoke appeared thickest in the library Christina. no mention of small

in previous saw smoke in trophy

Character marker mare

ACSO 0001430

https://www.facehook.com/groups/1510235425867406/nermalink/1516879221869693/ ACSO AHS Investigation

Rid hoard poo downhall

Administration and SRO got out of the staff lounge and before the BRING BACK CAMERON RUST Afficial lockdown an-nouncement had even been made. Had I and

Christian lockdown an-nouncement had even been made. Had I and Christina been an armed security guards we could have stopped the shooter, the sheriff mentioned the psychology behind a shooter is when they are found out, they end their own lives and abandon their plant. By the shooter seeing Christina and I. he palsed, abandoned his plan which gave. Ime for many Murphy to get out of the building to

 Not knowing the threat is over, we finally hear the "Lock Down" announcement over the inter-com as Christina and I run in to the South Hall encountering the PACE staff and students.

- We got the PACE students in a locked room and stayed with the PACE staff and students from possible unknown threats.
- I called 911 and described what the shooter was wearing and that he was in the library.

We were evacuated by the Police.

Escurity team finds out that prior bomb threats had been made from other students, in other situations, but no one was notified. This insinuates that things are pushed under the rug for fear of damaging the school's reputation and safety rating.

We went to the police station and provided a written statement

Post December 13, 2013.....

- The first time the security team was contacted by any Administration member was on Monday December 16, 2013 at a staff meeting at Ames Elementary School. Upon entering the staff meeting, with Christina, Administration approached us. When the Principal Pramenko ap-proached to give me a hug, I turned and walked away because of prior knowledge and concerns of being ignored and "dismissing" the security team concerns as being meaningless. I along with an entire school just went through a traumatic event. I was emotionally unable to support her concerns now after a tragedy happened that could have been prevented. At the staff meeting, the entire staff (including security) of Arapahoe High School was told to return on Wednesday December 18, 2013 to Arapahoe High School to collect our personal belongings.

- On Tuesday December 17th Rod, Christina and I got a phone call from Ken Moritz, the Human Resources Director and Littleton Public Schools (LPS) Security asking us to work at the district office on Wednesday December 18, 2013. They indicated we could pick our own hours and they would have someone elsa collect our personal belongings from Arapahoe High School. The entire security team declined as we just had been through a traumatic event and we were not comfortable working at the district office. There was no direct communication from our direct supervisor, or anyone else for that matter, of what was notice on.

matter, of what was onling on. - On Wednesday, December 18, 2013, Christina, Rod and I met at Arapahoe High School. We walked to Starbucks to get coffee and were going to go into the school together, get our stuff and leave. We were stopped by LPS Security and told that we cannot go into the building and we had to talk to Ken Moritz the HR Director. LPS Security walked us to a classroom right through the doors we had come out on December 13, 2013 without any regard for any of our emotions due to the horrible tragedy. Very similar to how they treat the students. Ken Moritz told us "We need your cooperation and we want to relocate you three." No other "first responders" were getting relocated or put through "phantom" policies and procedures. We were never allowed to go into the school to obtain our personal belongings but rather had to have another staff member obtain them for us. Upon asking "Why can't we go get our personal belongings?", Ken Montz said "Administration does not want you here because of the prior concerns you had raised and their belief that we would create a hostile work environment." It was only later that we found out Illnvestigators were in the building that day. Every other staff member was allowed to go into the building, speak with investigators with the exception of

- During our "detention" on December 18th, a group of teachers happened to see what was happening to Christina, Rod and myself. Kirk Bast, the Head Councilor got involved. We were able to meet with Kirk, in his office, where we discussed what was going on. In this meeting, we requested to meet with a member of the school board but LPS Security would not let them into the room. We finally got some information of who we could contact to help with the emotional trauma. After speaking with Kirk, we were then escorted off the



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Chat (14)

Christina, Rod or myself.

premises with our belongings.

BRING BACK CAMERON RUST A Per our request, we received an email from Ken Moritz that an appointment with the Psy-chologist has been set. He also informed us the appointment was mandatory due to the policy for first responders. However, other first responders, who saw things did not have to go through any special process.

We were told that we could not be cleared to come back to Arapahoe High School until we were cleared by the Psychologist and went through the same debriefing as a police officer would go through. Supposedly this is part of their policy/protocol that was in place. However, I requested a copy of the policy on 3 separate occasions and still do not have a copy of it. All other employees or first responders did not have to follow this "policy".

 We were told that we had the same rights as every other employee this simply is not true.

- I met with the Nicoletti-Flatter Group (Psycologist) as did Christina and Rod, both individually. We were told that we had to meet with HR and get cleared for work. Rod and Christina got cleared to go back to Arapahoe High School after they met with just HR Ken Moritz, and were able to walk through the school to re-walk the steps of Dec 13th · their meetings took approxi-mately 30 minutes. I was still waiting for my meeting with Ken Morkz to be set up.

- I sent an email to Superintendent Scott Murphy requesting a meeting. This meeting was going to be in regards to being told, that at Scott's sole discretion, he made the decision to allow a weapon's dealer back into the school violating the code of conduct. I obviously had concerns about this prior to December 13th and definitely after. 1 never received a response from Scott and the meeting was never set up.

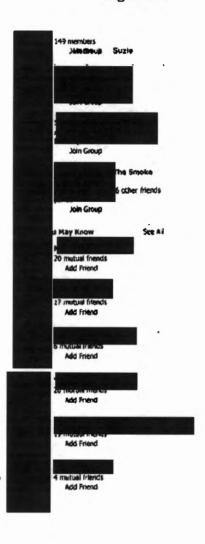
· I sent an email to request a private meeting to speak with the School Board regarding the Su-perintendent's recent decisions, as I never got a response from Scott Murphy. The School Board responded "speak with the Superintendent Scott Murphy and he would handle it." Emails to Scott Murphy, that were previously sent, were never responded to. I did not want to meet with Scott, I wanted to meet with the School Board. They would not meet with me.

- Saturday, January 4, 2014 - In what was supposed to be the final meeting of the process to clear me to go back to Arapahoe, what should have been 30 minutes, took 3 hours. In the meeting with Ken Moritz and Clay Abla (Director of secondary education) [was told] would con-tinue to be on paid leave but was banned from the Arapahoe High School Campus, I was told the reason I was being treated differently was because I would not hug and walked away from Principal Pramenko during the Monday, December 16th staff meeting, and at Claire Davis's Memorial Service. Both Clay Abia and Ken Moritz told me that the Administration was "scared of me" even though I just stared down the barrel of a shotpun to protect others. I was also told by Clay Abla that the District follows its code of conduct in every situation. This statement is just simply untrue. At the conclusion of this meeting, they wanted to set up another meeting for Monday January 5, 2014 so Principal Pramenko, Darrel Meredith, Clay Abia, and Ken Moniz could attend. I did not feel comfortable or safe. meeting with the Administration again based on how they were treating me in this meeting. I have not met with the Administration since. There appears to be some ulterior motive . I was not pleased with what I heard in the meeting and I was being put through some random process and I needed to seek legal representation

 The psychologist let us know that the security team's healing process is being disrupted and stopped due to the actions of the Administration. HR knows this and continues to isolate the security team and not allow the healing process to take place. My question is why?

 The school Administration never contacted the security team other than the meetings described above with the exception to let us know of Claire's passing. It is my opinion, based on their actions, they were told not to contact us and were being coached on how to respond to us. They have not responded to our many questions or concerns. They have just now started to begin communications since I felt hopeless and sought after legal advice. Since Christina and I were the first responders to the incident, why and sought after legal advice.

did the investigators not contacted us to do a step by step walk through, in the school. In addition, they did not speak to us about our written statements given on Dec 13th even though we disclosed the prior warnings. Due to this, after Claire's public Memorial Service, I



Chat (14)

BRING BACK CAMERON RUST Assence and a copy to Claire's parents voicing our concerns. The only intent of this email was to get the facts out, Claire's death not be in vain and to protect others going forward. The Pastor sent the information to the Investigators and only then were we contacted by the Police Department after Dec.13th. We met with an Investigator and a Detec-tive, and provided much of the same information that is contained within this document.

> - In my opinion, Christina and I have been isolated and singled out based on warnings, docu-mentation, and voicing our opinions, to Arapahoe High School Administration prior to December 13, 2013. What other reason would the school have to exclude us or not include us, from every healing event that has taken place since Claire's death?

> I do hope this is a way to "spread the light" or "begging to remove the wool from everyone's eyes". There obviously is a lot more detail. As the Warrior motto is, "Warriors always take care of one another." is taken to heart and practiced by students, parents, teachers and cierical staff - I have to wonder if Administration is practicing what they are preaching? In my opinion, you do not treat people this way. I know exactly how the students feel when they are inistreated, lied to, "brushed under the rug" and purposefully degraded. One of the sayings posted around Arapahoe says, "Know what you stand for or you will fall for anything." I stand for doing what is right, honesty, integrity, hard work and going the extra mile, and treating people as humans. Not because of their level of affluence or the color of their skin It is appailing to hear the closed door conversations versus the projected public Image. Again these facts presented can be verified by other staff members who probably know even more than I do. The fact of the matter, people are dead. The decisions that were made did not help to prevent the shooting. The well being of the school is bad and no one, not the students, teachers, or any staff member is operating at an optimal level. They constantly have to worry if something is going to get done, or are their concerns being taken seriously?

While I have pointed out what the problems are, as always, I need to be part of the solution. What can be done to help change our schools to make them safer? While we know not all violence can be stopped -IN many instances there are no warnings, at least not as apparent as the warnings that were here. However we need to make sure we do everything humanly possible to stop the violence such as occurred on December 13, 2013.

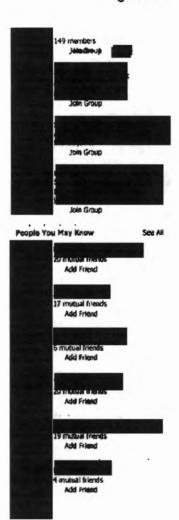
My first solution was bringing out the facts, regardless of the consequences We need to get as many parents, students, staff members and anyone else in the communities, to join and come together. We need to demand change now!

Please help in creating change for Claire's sake, Karl's sake, every person in the world's sake. It is very obvious that something is wrong. Parents should not have to wonder if their child is going to come home from school.

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47 people like this.

leith Murphy Thanks Cam..... IF you need anything.... 7 minutes ago : Like As a parent I'm absolutely mortified... Cameron thank you for speaking out, things like what you have spoke of should not be swept under the rug... 6 ininutes ago · Like hange is going to come. I promise you that. No matter what it takes. 5 minutes ago : Like : 1 Coach I miss you and your pre You aways look out for others instead of yourself. I can't thank you enough for all you did that Friday: It makes me sick how others can be so ungrateful. Your words need to be heard and placed into effect in a more safer school! Stary tough coach! 2 minutes ago . Like



Chot (34)

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Cameron Rust

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Good afternoon. First and foremost 1 want to thank everyone who has supported the cause of getting me back to Arapahoe High School. Due to additional school tragedles this week, I came to the conclusion 1 needed to speak out.

On December 13, 2013 Claire Davis and Karl Pierson did not have to die. Policies and proce-dures that were put in place to protect the students and staff, were NOT followed leading up to December 13, 2013. The administration needs to own up to their mistakes and make the nec-essary changes going forward. Not one more life should be put in danger!

It is important for everyone, students, teachers, the entire staff, parents of kids in Arapahoe High School and parents with kids in any school, to know that this shooting should not have happened. We need to keep our kids safe, we need to ensure policies and procedures are in place and are followed to ensure the safety of our kids. We need to demand that those who do not follow the policies and procedures are held accountable. Please help in creating an environment that is absolutely necessary to keep people safe, ask the hard questions and demand to see the follow through.

I am releasing a specific chronological order of events that encompass events prior to the shoot-ing, the day of the shooting, and after the shooting. Why am I speaking out with the truth? I have to, kids are the 9th wonder of the world and we have to protect our kids. I need the parents to stand behind me and force changes in administration and demand policy and procedures are in place at every school. These policy and procedures are diligently being followed and if not, those individuals be held accountable immediately. We need to make sure our security guards, we put in our schools, have a way to protect themselves which ultimately protects the students and all of the staff. We need to demand change! Will every shooting be able to be prevented? Not Will shootings such as the one that happened on Dec 13, 2013 be much more preventable? The answer to that is yes!

In addition, since there is so much controversy of why I am not back at Arapahoe High School, I wanted you all to know the truth. I did not make the decision not to return to Arapahoe High School on January 6, 2013. I was not in any special training, I was not at another facility. This was the sole decision of the Administration of Arapahoe High School and the Administration of Littleton Public School District. I was placed on paid leave and banned from returning to the Arapahoe High School campus. The reason they provided, for this decision: "they felt threat-ened since I chose not to hug Principal Natalie Pramenko at the staff meeting on Monday, De-cember 16th. In addition, I walked away from her on the 16th and at Claire's Memorial Service. The reason I would not give Principal Pramenko a hug and walked away from her was due to the events on December 13, 2013. The warnings she and other administrators had prior to that day, were not acted upon along with several other threats not related to Dec 13, 2013.

I will be posting "my story" in the next few minutes.

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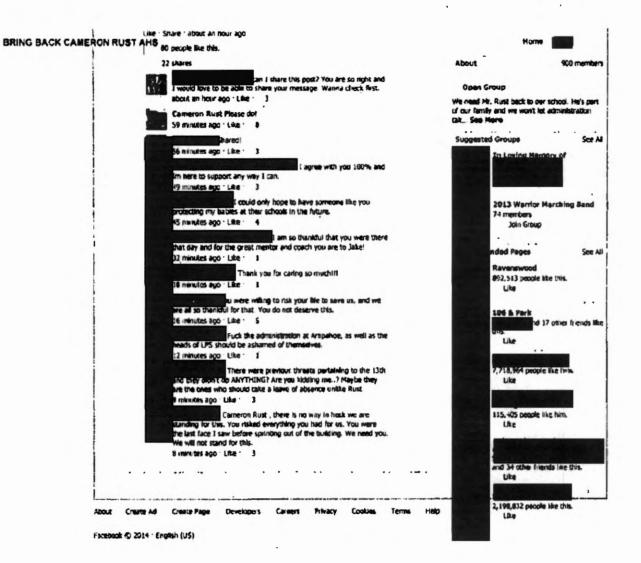
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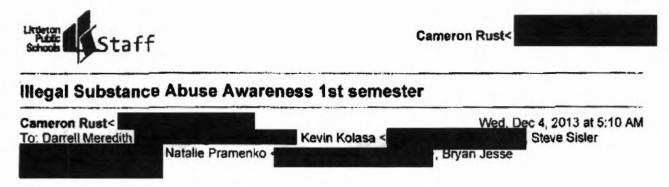
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Chot (18)

C913-44545



Team,

We wanted to take the opportunity to express some of our observations during this 1st semester regarding illegal substances being sold, consumed and paraded regularly on and around our campus. As Arapahoe high school (AHS) can be classified as a civilization and culture, we understand that there are a lot of different aspects to manage, watch and guide. We felt it important to notify Administration of an escalating substance abuse problem that has the potential to affect the physical safety of students and staff as well as the reputation of AHS amongst the community. As it has been brought to our attention from former students, AHS is becoming known in the community as, "The Party School," which is concerning in multiple ways. We can relatively identify the who, what and where of the following list and would love to discuss in further detail should there be an opportunity to do so. The substances being abused in the following list are of great concern as they have the potential to cause great harm and tragedy from overdose to violent/deadly hallucinations; to student's futures potentially diminishing and more. As we are responsible for leading, guiding and taking care of one another, it is our opinion that, just as people take preventative care to reduce health risks, we must do the same with the current illegal substance abuse concerns. Gambling with lives, hoping, sweeping it under the rug or simply waiting to see if something bad will happen before we take action is not advised. With about 2200 students and limited people having a central focus on the safety and security you can imagine how hard it is to be in all the places all the time, let alone watching out for weapons, physical/verbal altercations, emotional well being of students and more, as we try to corral the substance abuse.

Obviously these are troublesome and hard to catch as students retreat to the safety of local homes to consume and often times come back to school after consumption. As mentioned, these are highly dangerous drugs due to the possibility of overdose, unknown reactions, and psychological hallucinations. We would like to thank you for the opportunity to share our findings and concerns during the 1st semester of the 2013/2014 school year. The substances below have all been verified by other students, social media, and/or direct contact.

- Methamphetamine
- 2. DMT (Dimethyltryptamine)
- 3. Acid
- 4. Heroin
- Cocaine
- Marijuana (Edibles and smoking)
- 7. Vicoden
- Percocet

CT13-44544

- 9. Adderall
- 10. OxyContin
- Ecstasy
 Bath Salts
- 13. Mushrooms
- 14. Alcohol
- 15. Tobacco

Sincerely,

Your AHS Security Team

C713-44545



Cameron

Staff	Cameron Rust
ameron Rust Personal Day	
ameron Rust<	Thu, Dec 5, 2013 at 9:03 PM
Hey Darrell,	
I wanted to notify you that I will be taking a personal day F regarding and the messages being sent from word is chosen to be used, is very disheartening and unclithat you where not responsible for the decision to re-admirmessage LPS is trying to send. Thank you for your time.	LPS and being insulted, discredited whatever ear what value we bring to the table. I understand
With Respect,	

CT13-44545



C11 2 - 745 41

Cameron Rust<

Nicoletti-Flater Group

3 messages

Ken Moritz < Wed, Dec 18, 2013 at 5:16 PM
To: Cameron Rust , Rod Mauler , Rod Mauler

Cameron, Christina and Rod.

Per your request today we have arranged for a "crisis and trauma" debrief session with the Nicoletti--Flater Group. We have an appointment set up for each of you at the following location: 3852 S. Dallas St. #105, Aurora, CO 80014. The main phone number is provided by Please call to confirm your appointment and to obtain the correct address. Cameron your appointment is at 11:00 a.m., Christina your appointment is at 1:00 p.m. and Rodney your appointment is at 2:00 p.m.

We know you are in need and we want you to take care of yourself. The district expects you to attend all the the counseling sessions and this is your work for tomorrow.

Ken Moritz, Director of Human Resources Littleton Public Schools 5776 S. Crocker Street Littleton, CO 80120 303-347-3385

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Cameron Rust<
To: Ken Moritz <

Wed, Dec 18, 2013 at 8:24 PM

Ken.

I wanted to take the time to respond to your email. I would be more than happy to attend the counseling sessions and want to, unfortunately prior obligations and my prior voicemail explaining that I was taking personal days the rest of the week (in response to your requests, we discussed on Tuesday), require me to reschedule for a Monday visit.

I have heard good things about the Nicoletti--Flater Group and look forward to speaking with them.

Cameron

[Quoted text hidden]

Ken Moritz < To: Cameron Rust

Wed, Dec 18, 2013 at 8:51 PM

C113-44545

Hi Cameron,

Thank you so much for your email. I have not listened to your voicemail. I appreciate your need to take personal days and I want to stress the importance of the counseling so that you can deal with the trauma you have been exposed to. This is critical that you work through your trauma that the district is requiring you to do so before you return to work and AHS.

With that said even though you are taking a personal day tomorrow you may not return to AHS tomorrow without having attended this counseling.

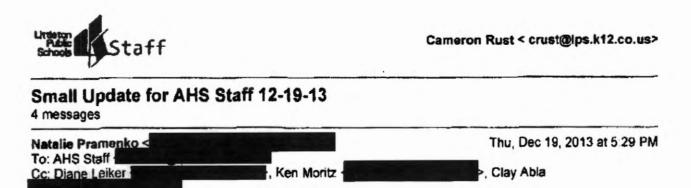
I just want to be clear about the expectation that this counseling must come first before your interaction with AHS students and your return to work and AHS.

Additionally, I would like to schedule a meeting or phone conversation with you tomorrow at about 3:00 or 3:30. Is that possible?

Thank you.

So critical that you attend

Ken Moritz [Quoted text hidden]



Dear Arapahoe Faculty & Staff,

Today was a positive day for Arapahoe, and a chance for the healing of our students and staff to truly begin. In an effort to keep you informed, I'd like to share with all of you some information regarding the status of our Campus Security staff (Christina, Cameron, and Rod). Similar to the requirements of law enforcement, our first-responders are required by the district to attend a "crisis and trauma" debrief session with a Board Certified Specialist in Police and Public-Safety Psychology and Crisis Intervention. Once the employee attends the crisis and trauma debrief sessions, they meet with the Human Resources Department for additional support and resources. At this time the Human Resources Department will determine if the employee is ready to successfully return to work duty. This process ensures the employee is ready and that the district is ready for them to return to their assignment working with our students and staff. It is my hope that the process will happen quickly.

Thank you again for all you have done, are doing, and will do! This is not easy, but I KNOW we can do it together as WARRIORS!!

Love you all,

Natalie Pramenko

Principal

Arapahoe High School Office (303) 347-6023 Fax (303) 347-6004

http://arapahoe.littletonpublicschools.net/

Cameron Rust < To: Natalie Pramenko

Fri, Dec 20, 2013 at 6:33 AM

Natalie,

May I please have a written copy of the district requirment you are refering to?

Where is this district requirement written and when we were notifyed of this writen document and policy and procedure?

Cameron
[Quoted text hidden]

Natalie Pramenko < To: Cameron Rust Cc: Lori Kinney Fri, Dec 20, 2013 at 7:37 AM

Cameron,

Thank you for your email. I have copied this to Human Resources, and they will be in touch with you.

. Ken Moritz

Natalie

Natalie Pramenko

Principal

Arapahoe High School Office (303) 347-6023 Fax (303) 347-6004

http://arapahoe.littletonpublicschools.net/

(Quoted text hidden)

Ken Moritz < To: Cameron Rust

Natalie Pramenko

Fri. Dec 20, 2013 at 3:26 PM

Hi Cameron,

The tragedy of last Friday put LPS in uncharted waters as we have never before had to respond to this level of trauma in our schools. The district requirement is a new requirement put into place by me and is based on the best practices we have learned from law enforcement. I look forward to connecting after your crisis debrief.

Ken

(Quoted text hidden)

Ken Moritz, Director of Human Resources Littleton Public Schools 5776 S. Crocker Street Littleton, CO 80120 303-347-3385

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that any disclosure, copying, distribution or use of the content of this information is prohibited. If you have received this communication in error, please notify us immediately by email or by telephone (303-347-3364) and delete the original message. Thank you.



Cameron Rust< crust@ips.k12.co.us>

Arapahoe Security Team 1st Responders 3 messages Tue, Dec 31, 2013 at 1:49 PM To: Lucie Stanish Cc: Carrie Warren-Gully , Mary Nichols Kelly Perez

Board Members,

Please allow, Christina Kolk and I (Cameron Rust) to request a private meeting with all the governing board members of the Littleton Public School District as soon as possible? Preferably, before second semester begins...? We are the two security guards at Arapahoe High School who responded 1st to the events that that happened on December 13, 2013. As we have important information and deep concerns, we would like to discuss topics along the lines of:

- Concerns and red flags About Carl Pierson and others that multiple teachers had brought up to Administration as well as Scott Murphy
- Recent events regarding the way we are being treated during this process
- Scott Murphy's Decision to allow Weapons Dealers back in to AHS
- 15 Different Illegal Substances circulating the student population
- The creation of a hostile environment at AHS
- Other warnings from other teachers about Carl Pierson
- · Other warnings from other students
- Changes that are going to ensue
- Other fears and safety changes
- · The AHS community reputation
- And more...

Please let us know a date, time and location that works for you?

Please respond to this email via email as it currently is the best method of contact.

With Respect,

Cameron

Lucie Stanish Wed, Jan 1, 2014 at 9:45 PM
To: Cameron Rust
Cc: Carrie Warren-Gully
And Mary Nichols
, Jack Reutzel
Scott Murphy

Dear Mr. Rust.

On behalf of the Board of Education, thank you for your service to the students and staff of Arapahoe High School. In addition, thank you for contacting the Board to share your concerns. However, all

CT13-44545

administrative matters for the district are handled by the Superintendent, Mr. Scott Murphy, or his designees. I encourage you to contact Mr. Murphy directly to express your concerns.

Respectfully,

Lucie Stanish
President
LPS Board of Education
303-347-3509

(Quoted text hidden)

Cameron Rust<
To: Lucie Stanish

Thu, Jan 2, 2014 at 2:54 PM

Thank you very much. We are asking for this meeting independent of Scott Murphy. Please let me know an available time?

Cameron [Quoted text hidden]

REPORT BY: Investigator Kristin McCauley

CASE TYPE: Homicide DATE TYPED: 1/22/2014 ACTION: Follow-up

On 01/21/13, at approximately 1530 hours, District Attorney George Brauchler, Mark Hurlbert, Investigator Jeff Himes and myself met with the superintendent of Littleton School District Scott Murphy in regards to possible information not received during the search warrant for the school records. With Scott Murphy was the lawyer for the school district Stephen Everall.

During the meeting Stephen Everall stated that Karl's file was taken out of Kevin Kolasa's office by another person and placed in Darrell Meredith's office. I explained to Stephen Everall that the file was found to be with Darrell Farrington, his law partner. Stephen started to state again that Darrell Farrington was never in possession of Karl's file and we were mistaken it was with Darrell Meredith. I explained to Stephen that the file was found to be at the school district office not Darrell Meredith's office at the high school. I also explained to Stephen that the file was incomplete when Sgt. Hoffman arrived at the school district office. I informed Stephen that eventually the threat assessment was found to be with Darrell Farrington not with Darrell Meredith.

Scott Murphy and Stephen Everall were provided with a list of items we thought could be missing from the records we requested. The following is the list provided to the school district:

- 1. The files we did receive Littleton School District indicate that there was a meeting between Karl and his school counselor, Astrid Thurnau, on 09/26/13 but there was no report from Astrid Thurnau or any notes regarding the meeting. The meeting was a follow-up to the incident where Karl threatened Tracy Murphy. My understanding is that the meeting was between Karl, Ms. Thurnau, Mr. Murphy, Mr. Kolasa and possibly Karl's parents therefore that would not be considered privileged information.
- 2. There was also a contact noted on 11/28/2011 regarding an incident in a class where Karl told a student to "gut himself" and the teacher sent an email to Kelly. There is no other documentation in the file regarding Karl's comments to the other student. The contact log states there was an email from a Ms. Price regarding the incident but there is no documentation in the file from Ms. Price or the original email from Ms. Price or any notes regarding the incident.
- We received Karl's suspension paperwork from the incident in March, but there is no written documentation of what occurred.
- The school was unable to locate Tracy Murphy's Summative Evaluation reports for the school years ending in 2008, 2010, 2011 and 2013. I am aware that the school is supposed to do evaluations yearly on all faculty members.
- 5. On 12/18/13, I also spoke with Trigonometry teacher Michelle Crookham, who advised that she spoke with Kevin regarding an incident with Karl that occurred after Karl failed a math test. Karl wrote on the top of a test he failed the letters KMFDM. Michelle Googled the term and learned that it is a German music band and KMFDM translates to "No pity for the Majority". Michelle took the test and the information to Kevin, and Kevin told her it was probably nothing. When Karl was questioned about the letters he stated that it was a

German band and he thought Michelle would like the music. There was no documentation in KARL'S file as to Michelle's concerns.

- 6. On 12/18/13, I spoke with Vicki, who advised when she was telling Kevin about what occurred in class that caused her to kick Karl out, Kevin advised her that he was not ignoring her but he was taking notes as to what occurred on his phone. Vicki also advised that she told Kevin at least two times that Karl scared her. When Kevin was questioned about Vicki's statements Kevin stated he did not recall Vicki stating that Karl scared her. There were no notes in the file.
- 7. On 12/18/13, I asked Assistant Principle Kevin if he had Karl's file and was informed that the file was taken out of his office by the Attorney. Kevin advised that he did have Karl's written statement from the incident that occurred on 12/11/13 of when he got kicked out of Spanish class by Vicki. Kevin advised that there were no other files for Karl in the school, to include the school vault. On 01/07/14, at approximately 0643 hours, I spoke with Arapahoe County Sheriff's Deputy James Englert and learned that he had a meeting with Kevin Kolasa and Darrell Meredith on Thursday, 01/02/14, and while he was in the meeting he noticed that Kevin had in his leather brief case a file labeled Karl Pierson.
- The suspension paperwork from the incident in March of 2013 is in the file, but no other documentation to include the notes or the teachers documentation of what occurred to get KARL suspended.
- 9. The threat assessment was included in the file, but nothing else, to include Ms. Song's documentation which would also not be privileged information due to that fact that Kolasa, Karl and his parents were present during the meeting that occurred on 09/06/13, when Karl returned to school. There was also no documentation from Kolsa regarding the meeting on 09/06/13.

My understanding is that when a teacher has a concern regarding a student that they do a referral on the student. Ms. Crookham apparently did a referral on Karl but there is not any documentation of the referral or any other referral's from Karl's teachers, however he have been informed by several people that there were several referrals done on Karl, due to his behavior, by his teachers.

From my training and experience of working with school districts, to include Littleton Public Schools, that when we receive reports regarding possible criminal behavior Arapahoe County Sheriff's Office generally receives all documentation from the school to include written notes on what occurred along with the teacher or administration personnel as to what occurred.

During the meeting we went through each item. For the first item I was told that Astrid Thurnau did not have any notes and any information regarding the meeting was noted in the contact log. Stephen stated that he had spoken with Astrid early on and she stated she did not have any notes and everything was in the contact log.

For item 2, Scott Murphy advised that he would ask if the email was still available even though it was past the two retention time frame. Stephen stated that I could talk to Kelly Talon in regards to any information that she may have, however he wanted to call her first

and let her know that we would be calling her. Stephen also advised that the information was not brought to the attention of the administration so there was not any documentation on it.

For item 3, Stephen provided me with a statement that Karl completed from the incident in March that got him suspended. Stephen stated that there may not be any more paperwork regarding the suspension. He stated the reason why there may not be any more paperwork is because the teacher may be lazy, but he could not say for sure.

For Item 4, Scott Murphy advised until this year they were only required to do evaluation on staff every three years if they were not on probation. Tracy's evaluations were done in 2009 and 2012.

For Item 5, Stephen advised that he spoke with Kevin and there is not documentation on the incident. Kevin did tell Stephen that he spoke with Karl in the hallway and he told him the same thing that Karl told Michelle, that he thought she might like the band.

For Item 6, Stephen advised that he spoke with Kevin, who stated that Vicki never told him that she was scared of Karl. Kevin also stated that he does not have any other documentation on the incident.

For Item 7, Stephen advised that Kevin did have a file labeled Karl Pierson and he started it after the shooting. Stephen did not know what was in the file but stated that he would get us what was in it.

For Item 9, Stephen advised that the only documentation on the meeting was what was in the contact log, but he would double check.

Both Stephen and Scott requested that they get some advanced notice of when the case would be closed so that they could do a records request.

Earlier in the day I was contacted by Deputy Englert, who advised me that Kevin came up to him and was questioning him about telling investigators about the file he saw. Kevin wanted to know if Deputy Englert was interviewed again regarding the shooting. Kevin was concerned that Deputy Englert provided information to me. Deputy Englert informed Kevin that any information regarding the investigation would be forwarded to the investigator. During the meeting with the school district I informed them of Kevin's concerns.

Nothing further at this time.



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ACSO AHS Investigation ACSO_0001450

REPORT BY: Investigator Kristin McCauley

CASE TYPE: Homicide DATE TYPED: 1/31/2014 ACTION: Follow-up

On 01/21/14, I was reviewing an internet website called "thefischbowl.blogspot.com" that is written by an Arapahoe High School teacher, Karl Fisch. In the blog Karl gives his written account of what he experienced and witnessed on 12/13/13. Karl did witness the shooting or see the person who had the gun. The following is the blog written by Karl Fisch:

"Sunday, January 05, 2014

12.13.13

The following is my best recollection of recent events. I've tried to make it as accurate as possible, but undoubtedly there are mistakes of fact or sequence, as eyewitness accounts are notoriously inaccurate. I've also tried to be as honest as possible in regards to my own thoughts, feelings and actions, even though at times that may not reflect particularly favorably on me. I debated for quite a while whether to write anything about this event, but finally decided that I would because it's what I do, and because I've always felt that knowledge was a good thing. There isn't anything profound here, but by sharing my experience it might help others who find themselves in similar situations.

Friday, December 13, 2013, approximately 12:10 pm

I leave my office and head down to the main office. I have an appointment at the beginning of 5th period with an assistant principal and another teacher and I want to get down there before the halls fill up with students changing classes. Before I head into my meeting, I stop by the principal's secretary's desk and drop off my daughter's open enrollment application. She'll be a freshmen next year.

Approximately 12:33 or 12:34 pm

I'm in my meeting in the assistant principal's office with the door closed when suddenly the door bursts open and his secretary yells, "There's a shooter in the library." The assistant principal reacts first and bursts out the door. I'm about two steps behind him.

He heads to the front part of the main office and I follow. I have a sense of other people running but I'm not really aware of who they are or where they are going. He heads to the PA system, activates it, and says, "Lockdown. Lockdown." He then turns, heads down the hallway within the main office by the bookkeeper's office, and then exits into the cafeteria.

The Sheriff later describes this as "running toward the thunder." Our School Resource Officer, campus security personnel, and administration all "ran toward the thunder" - the library - that day.

12:34 or maybe 12:35 pm

I'm standing in the main office. I'm not sure what to do. This is not how I've rehearsed this. Every drill we've done - and every time I've rehearsed it in my head - I've been in one of two places, either with my Algebra class or in my office. I know what to do in those situations.

If I'm with my class, I make sure the door is locked, the lights are off, and the students are on the floor as far away from the door as possible and out of sight, and I'm in between them and the door. I then try to keep them safe, try to reassure them, and wait for instructions.

If I'm in my office (next door to the library), then I head into the library to help with their lockdown. We've had a lot of conversations about lockdown procedures in the library. It's a large, open space that often has lots of students in it, and it's an obvious point of vulnerability. There are also only two adults that are staffed in there (the media specialists and the media clerk), and often one of them is elsewhere in the building, so there can be a lot of students and not very many adults, so my responsibility is to go and try to help keep them safe and calm.

But I'm in the main office. I decide to head out into the cafeteria. I honestly have no idea exactly what I was thinking, but I'm pretty sure it was combination of two competing ideas. First, since I don't have a class, I'm supposed to help in the library. I'll head there. Clearly that's a really stupid idea, and I think I realize that as I'm about to open the door to the cafeteria. The second idea takes over, I need to grab any students who are in the cafeteria and bring them into the relative safety of the main office.

As I enter the cafeteria the second idea has definitely won out, but it's a moot point: there are no students in the cafeteria (they've already been grabbed by other people.) Again, I'm at a momentary loss as to what to do. A different assistant principal is running through the cafeteria and has seen me exiting the main office. He screams at me to "get back in there." I decide that's excellent advice and make my first good decision.

I re-enter the main office. Somehow I have a sense of which room people have locked down in so I head to that room. I pause outside the door - which is closed and undoubtedly locked. Now what? I'm the only one standing out here and they've already been in the room for a minute or two (I think). If I knock on the door or try to open it, they'll freak out. I briefly debate entering a

different room and locking myself in, but quickly decide it's better for everyone, and eventually for the first responders, if we're all in the same room. I decide to announce myself loudly at the door, "It's Karl. I'm coming in." Then use my key to unlock the door and enter.

I'm guessing all of the above has taken maybe 90 seconds at the most. My various "debates" with myself took longer to describe above than they actually took in my head - probably less than two seconds each. Twenty-four hours later we'd find out from the Sheriff's press briefing that at about this time the shooter had already taken his own life, but of course no one knew that at the time.

12:35 or maybe 12:36 pm

As I enter the lockdown room it's dark because the lights are off (of course), but the light from the doorway gives me just a brief impression of the room. I sense that there are quite a few people in the room, but I don't know how many or who they are. I can only see and recognize the faces of two staff members who are near the door. I quickly close the door and can't really see as my eyes haven't adjusted, but I had noticed (or sensed, or something) that there was a small space available on the floor just inside the door. I sit down and turn to face the door.

The thought flashes through my head that just two or three days ago this room would've been full of presents waiting to be wrapped for <u>Toys for Tots</u>. Our wrapping party had been Wednesday after school and the wrapped gifts had already been removed to another space. There were still maybe one or two hundred gifts in the room that would go to the Denver Indian Center, but not the more than 1,000 gifts that had been there on Wednesday. We would've had a hard time fitting if all the gifts had been there.

When we evacuate I would find out that there were 16 of us in that room, 13 staff members (secretaries, counselors, teachers, including me) and 3 students who had been adjacent to the main office and pulled in. (Correction 1-10-14: After talking with someone else, I remembered that one of the adults in the room was a parent that had been in the school, so 12 staff members, 1 parent, and 3 students.) This is a narrow, rectangular conference room with big tables and chairs down the center and cabinets at the end (and gifts piled on the end with the cabinets). We were all on the floor around the edges with our backs to various walls except for me - my back was to gifts or a chair, I'm not sure which.

My eyes start adjusting. There is some light coming in around the doors and, I eventually notice, through the seams between the walls and the ceiling. (The main office was constructed well after the original building, when the school

was added on to, and the area was reconfigured with walls that obviously were not load bearing.)

As I sit there I wonder what I should be doing to "prepare" for whatever might happen next. Again, this is something I've rehearsed in my head. In my Algebra classroom we have chairs that aren't attached to the desks, and my students also have laptops. So my plan was always to have a chair ready to throw at an intruder, then follow that up with trying to hit them with a laptop. In the media center, there are similar chairs and lots of things to hit them with.

But in this conference room, the chairs are huge and there's no room to grab them, lift them and throw them (plus they're heavy). So I feel around and grab a rectangular gift that's next to me that feels fairly heavy. It's not much, and probably pretty useless, but it makes me feel like I'm doing something.

Later I would talk with many other teachers who were going through a similar process, finding something handy to use as a defensive weapon. Several days later I have a dream that the present I grabbed was a Barbie, and specifically the one from a few years ago that said "Math class is tough." I could only imagine the headlines if I hit an intruder with that. Not sure what that says about me.

The sequence of this next part is pretty confused in my head. At some point all of these things happened, but I can't remember for sure the order. I think there were three separate "excursions" from the lockdown room, and I think in this order (checking doors and announcement that didn't go out, then announcement that did, then a second announcement a bit later), but I could be wrong.

Several Minutes Later

I realize that the fire alarm is going off. It probably has been for a minute or two, but I think this was the first time I noticed it. One of the secretaries has her walkie-talkie with her. This is how administration, campus security, secretaries and the custodial staff communicate across the building (not law enforcement). We hear a message come over the walkie-talkie asking if an announcement can be made telling people to not evacuate. They should ignore the fire alarm and stay in lockdown.

The secretary and I look at each other. The PA system is in the main office. The front of the main office, not the room we're in. Those of us in that room are the only ones reasonably close to the PA system. We look at each other, stand up, and exit the room, along with another teacher, closing the door behind us. The PA system is around the corner, perhaps 20 feet away.

At some point (not sure if it was in the lockdown room or right now in the hallway), the secretary wonders aloud if we were sure we had locked all the external doors to the main office. She checks one door, the other teacher checks another door, and I check two doors (I think). I'm pretty sure I then grab the PA microphone and attempt to make an announcements telling them to stay in lockdown. This is one piece of technology I'm not familiar with. I've made announcements before, but they have updated the equipment slightly since then. Because the announcements don't get broadcasted into the main office, it's always hard to tell if the announcement actually works.

We return to the lockdown room, announce ourselves loudly, and re-enter the room and close the door. I make a comment about how I hate that I can never tell if the announcement actually works. The secretary looks at me and asks me if I pressed the two buttons first. I say, "What two buttons?"

The secretary and I leave the lockdown room again and run directly to the PA system. She pushes the two necessary buttons and I grab the microphone and say something like, "Do not evacuate. Stay in lockdown. Do not evacuate, stay in lockdown." We run back to the lockdown room, announce ourselves, then reenter the room and close the door behind us.

I tend to use humor to deal with situations. All kinds of situations. So at some point in the lockdown room, in spite of the fact that we're supposed to remain quiet, I make several comments. Somehow by this point I know there are some students in the room, so I think humor might keep them calm. Later I decide it was probably for my own benefit.

To the principal's secretary, "About that open enrollment application I just dropped off with you . . . "

To the room in general, "How about those Broncos?" (They had played at home, and lost, to San Diego the night before.) Another memory briefly flashes, the Broncos played at home, and won, against the New York Giants on Monday night, September 10th, 2001. There was some talk that because that game ended so late New York time, that many people in New York were late getting into work the next morning, perhaps resulting in a few saved lives.

To the athletic secretary, "This is going to wreak havoc on your activities schedule."

An undetermined amount of time passes.

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At some point the alleged shooter's name comes over the walkie-talkie. There's an audible gasp in the room as we recognize one of our student's names. I know him. Not well, I never had him in class, but I know him. I also know a bit of the background and why he might have targeted the library. For the second time that day I briefly think about what I would've done/would be doing right now if I'd been in my office instead of the main office.

I've thought about this a lot since. As everyone present that day probably has. I've come to the conclusion that my being in my office would've either had no effect whatsoever, or possibly would've made it worse. The first shots (along with the last one) were the ones that mattered. I imagine I would've reacted like others that heard them. Most people initially thought the first shot was either a book being dropped on the floor, or maybe a locker being slammed. By the second and third shot people started to realize what was going on.

Like the media specialist and media clerk next door in the library, I probably would've started heading from my desk to the hallway to see what was going on. Unlike them, the distance from my desk to the hallway is not very far.

What would I have done next? I imagine the initial lockdown announcement was still at least 15 or 20 seconds in the future. Would I have been aware enough to shut my door, turn off the light, and lockdown in my office? Would I have gone into the hallway, figured out what was going on, and tried to grab any students I saw and pull them into my office? Would I have gone into the hallway and started toward the library entrance, which is maybe 30 feet away?

Claire was already injured. No matter what I would've done my actions wouldn't have changed that. As it played out, no one other than the shooter was injured after this point. If I had started toward the library, it's likely that I would've been approaching at the same time as the shooter. Would anything have changed?

In every scenario that I play through my head either nothing changes or things change for the worse. If the shooter ignored me and I turned around (the most likely scenario), nothing would've changed. If the shooter saw me and decided I was a worthy target, then things could've changed for the worse. (Not just for me, it might've kept him in the hallway longer and changed his next destination, and the ultimate outcome.) If the shooter was slightly ahead of me and entered the library and I followed him trying to do something (unlikely), then things could've changed for the worse. (Instead of firing, missing, and then quickly ending his own life, I might've distracted him and more students might have been hurt.)

Perhaps this is all just to make myself feel better, to convince myself I couldn't have changed anything, but those are the conclusions I've come to I questioned whether I should even share this - is this just self-indulgent? But, in the interest of sharing my thoughts and feelings, I ultimately decided to share.

Keeping in mind how fluid information is when events like this are happening, and how often the initial information is either incomplete or just wrong, I decide to make another comment since we have students in the room. I say something like, "We don't know if that information is accurate. Please don't share that information with anyone yet." Someone else says, "No texting [that information out]".

Later we would find out how quickly the information had already spread, and it had nothing to do with the message that came over the walkie-talkie. Multiple students saw the shooter and shared that information via text and social media. Some students in many locked-down classrooms (most?) knew the shooter's name very quickly.

Another undetermined amount of time passes.

At some point another request came over the walkie-talking: could someone please shut off the fire alarm? The secretary and I look at each other again. The shutoff for the fire alarm is also out in the main office, by the front desk, near the PA system. We again exit the lockdown room, and run to the receptionist area. The secretary presses the two PA buttons and then proceeds another few feet to the alarm panel, where she proceeds to silence the fire alarm. The sound stops, but the lights continue flashing. Only the alarm company or the fire department can stop the lights. As soon as the fire alarm sound stops I pick up the PA microphone and make another announcement. I say something like, "Remain in lockdown. Please remain in lockdown. Thank you."

It's amazing to me how the brain works so much on auto-pilot. "Please" and "Thank You" were surely not necessary, or even intentional, they just came out

We race back to the lockdown room, announce ourselves, open the door and enter, and close the door behind us.

We have no idea what is happening, still have no idea that it's essentially over, but from the tone of the last request on the walkie-talkie I think we all have a sense that perhaps the worst has passed. It has . . . and it hasn't.

We start to hear more noises through the walls. Lots of voices shouting and sounds of movement. It sounds like what we were expecting to hear next - lots of law enforcement personnel moving throughout the building. Because the room we're in is on the edge of the main office, adjacent to both the cafeteria and a hallway, we hear lots of activity. Probably because we're in the relatively secure main office, it's still quite a while before those voices get closer.

At some point I decide to say something again. Apparently I have no ability to control my need to feel in control, but at least this time I'm not trying to make a joke. I address myself to the students in the room (still not knowing how many there are) and explain to them what is likely happening, and that eventually they will come to our door and help us evacuate. I say something about they're likely to be talking loud, but not to be frightened, and to make sure to keep your hands visible and move slowly and deliberately.

On days when I'm feeling charitable toward myself, I congratulate myself on handling this well. On other days I think I was probably just talking to make myself feel better.

The voices get really loud. Clearly they have now entered the main office and are going room to room. They come to our portion of the main office last. They pound on the door and announce themselves as law enforcement and ask if anyone is in there.

The secretary and I look at each other again. We're closest to the door, but this goes against our training. We've been explicitly trained not to open the door, even if they announce themselves as law enforcement. Instead, they are supposed to open the door themselves with a key, we'll see they are law enforcement, and then proceed from there.

This is the only thing that day that I was part of that didn't go according to our training.

We stay silent, like we're supposed to. They keep pounding, identifying themselves, and asking if anyone is in there. The secretary and I make eye contact again and finally decide we should say something otherwise they are either going to leave or break down the door, so we answer them.

Even though it was against our training, it seemed pretty obvious that it actually was law enforcement. Lots and lots of voices and sounds of movement, and members of different agencies identifying themselves. If it was a ruse, it would've had to have been extremely well done.

They ask us to open the door. The secretary does and we see men in appropriate gear who smile at us reassuringly. They ask if everyone is okay, then explain that they will be evacuating us soon, but not yet (they were still setting up the secure pathway for the evacuation from our area). They tell us to remain where we are and shut the door. We still hear lots of shouting and movement in the immediate area. Three or four minutes later they announce themselves again and we open up.

I'm not sure if it's now or if it was earlier, but at some point we ask for the names of the students in the room and write them down, figuring that it's going to be chaos and at some point it might be good to be able to say they were safe. It turns out we didn't need that information. At some point I've also managed to get texts out to my wife, my daughter and my brother saying I'm fine. It takes several tries to get them to send as the cell towers are overwhelmed.

They identify themselves again, and again ask to make sure everyone is okay. We assure them that we are. The lead deputy/officer/agent/whatever (I don't remember what agency he was from anymore) explains what's going to happen next. He apologizes, but says that they are going to have to pat each one of us down just to make sure we aren't involved. He asks us to stand up with our hands in the air and keep them in the air.

We then exit the conference room one at a time. We get patted down in the hallway and then asked to line up along the wall as they pat everyone else down. Once we are all patted down he asks who is the "senior person" here. We're not completely sure how you define that, but the secretary is first in line so she speaks up and the rest of us are thankful. He addresses her but really all of us and asks us to count off so that we know how many of us there are.

This is when I find out there were 16 of us in that conference room.

He tells the secretary that it's her job to check when we reach the evacuation site to make sure that all sixteen of us make it there. He explains that we are going to be escorted across the cafeteria and then outside of the building. I don't recall for sure, but I don't think he tells us that we're headed for the track area, just that we'll be escorted to safety. He tells us to walk, stay calm, stay close to the person in front of you, and to follow directions. He also tells us we need to keep our hands up the entire time.

A different officer escorts us across the cafeteria. There are multiple law enforcement officers in the cafeteria and we're headed toward one in the

Northwest corner of the cafeteria. I glance at the clock on the wall. It's 1:42 pm. We've been in lockdown for a little over an hour. Seemed much longer.

We make it to the Northwest corner of the cafeteria and the next officer. We're told to wait for a minute. We are then escorted out through the hallway next to the social studies office (at least that's what I remember, I'm pretty sure we didn't exit out through the cafeteria doors). We exit the building. I can no longer recall if we stayed on the sidewalk up by the building or walked out toward the driveway that goes behind the boiler room. I think we went behind the boiler room, but I'm not sure.

We pause once or twice. During one of these pauses the officer in the front tells us we can put our hands down. Those of us in the front of the line hear him and put our hands down. The folks further back still have their hands up. At some point I realize that and pass the message back. We proceed slowly toward the track.

As we approach the track, we pass another officer who tells us to put our hands back up. Several lines of students/staff are approaching at the same time. We form into two or three lines and get patted down again, then "released" to the north end of the track. There are hundreds of students and maybe two dozen staff members already there, with a few more coming. And lots and lots of law enforcement.

I talk to a few staff and students who are closest to me, but mostly just turn and look back at the school. Some folks are still being evacuated, but it appears as though most people are already out. I'm reassured that things seem pretty calm and orderly, and I don't see any running, shouting, or smoke. I text my wife again and let her know I'm on the track and "helping" with the evacuation and I'll let her know more later when I know something.

Everyone's talking about what they know (or don't know), how they're doing, asking what's happening, what are we going to do next. For the first time I hear (from students) the name "Claire." I also hear the name "Karl" for the second time (the first time was over the walkie-talkie).

I talk with another teacher whose husband also teaches in the building - she hasn't heard from him yet. He was teaching in our portable classroom (we have two classrooms in a modular portable) and we don't know if he was evacuated somewhere else or is still in lockdown or what. I talk briefly with a social studies teacher. I have his daughter in class. He hasn't heard from her yet, but he knows what class she was in and that it was relatively far from the action.

Later I would also think about his wife, who's an elementary teacher in our district. How hard must it be for her to be in lockdown with her kids, plus know her daughter and husband were both at AHS? Later I would hear she was actually at a conference that day, but got a call from a friend.

I see another staff member with their own child. The secretary who had been in lockdown with me has found her daughter. She's with one of my students who is the daughter of another teacher at my school.

I think about all the teachers at school who also have children at school, and how much worse that would've made this. I think about how for the next four years that could be me.

We've disturbed the geese. At this time of year there are hundreds of geese out on our athletic fields, and we've upset them. There must be at least 250 geese flying and squawking overhead. It just adds to the surreal aspect of all of this.

I'm having random thoughts about the probability that at least some of us are going to be hit by goose droppings, and then further inappropriate concerns that the helicopters flying overhead might be in danger of getting tangled up with the geese.

I talk with various students, some of who I know and some I don't. They all seem to be doing well, considering. I spot a few of my Algebra students in the crowd and make my way to each of them that I can and check on them briefly. I again try to use humor to make them (me?) feel better, so I tell one of them that he can't use this as an excuse not to study for his final this weekend.

As soon as I said it I realized how stupid the comment was (not the first and, as you'll see, not the last one I'd make that day). Thankfully, the student took it the way it was intended and smiled. I thought about telling him that we probably wouldn't be having finals next week (if ever), or even any semblance of regular school, but decided I shouldn't since I didn't know for sure what would be decided.

I'm talking with an assistant principal who indicates that he's being told we're going to walk across the fields toward University and board buses to get evacuated to another school where we'll be picked up. He's not sure when it's going to happen, but he thinks pretty soon. Shortly after that the word goes

out to try to gather all the faculty that are on the track in one area for instructions. Those of us in the front walk through the crowd asking for faculty to come to the front and we have a quick meeting.

As an aside, the track was just one of many gathering places for evacuees. Many were across the street on the east side of the building in the Burger King parking lot, many were across the street on the south side of the building by King Soopers (and eventually Shepherd of the Hills which ended up being one of the pickup places for parents), and of course some kids just walked home or saw their parents in the crowds that were forming and joined them.

Law enforcement addresses the gathering of teachers and indicates that each teacher who has a class out on the track needs to get them together to prepare for evacuation via the buses. I don't say anything, but my first thought is unprintable and basically I think that's a hopeless cause. But we fan out through the kids and spread the message, and within 5 minutes it's basically done. I mentally apologize to law enforcement - and our students - for doubting them.

Throughout this entire event our students were amazing. They handled things well, remained amazingly calm overall, followed directions and tried to help those around them. The Sheriff would tell us on Monday that not one person was injured in the evacuation. Not one. He indicated he would've thought ahead of time that was impossible with a situation like this and over 2300 people on campus.

After we get the kids organized by class (and those kids who weren't in a class at the time gathered together), we wait. The sun has gone behind some clouds and it's starting to get cold. Thankfully it's not very windy. I think to myself how lucky we were that this didn't happen 4 or 5 days ago when it was below zero and windy. That would've been a nightmare.

This was the first of several times that I've thought how "lucky" we were that day. Lucky that the weather was pretty good. Lucky that it was 5th period on a Friday when the majority of our students are in class, which means fewer unscheduled students in the library or the hallways. Lucky that the Arapahoe Singers, who were doing their annual caroling tour of the halls hadn't made it to the west end, because not only would they have been at risk, but often classes come to the hallway to listen. Lucky that room N13, which is attached to the library, didn't have a class that period. It's the only period on Friday when it doesn't have a class. Not only did that mean fewer students in the vicinity, but at least one student who was in the media center at the time exited through that room. If a class had been in there, the door would've been locked. Lucky that - for whatever reason - the shooter decided to end it so quickly after his primary target left the building. Lucky (personally) that one of

my assistant principal's asked the day before to schedule a meeting with me in the main office 4th or 5th period, and I picked 5th.

Each time I question myself about the use of that word. How could anything be "lucky" about this? Am I being disrespectful or unfeeling when I use that word (either mentally or in writing)? I hope not. I decided to use it here because I'm trying to be completely honest and open about my thoughts and feelings.

Since I don't have a class, I continue to hang out on in the middle of the track, at the edge of our students, in between the students and the mass of law enforcement officers (and the building). Several times I talk briefly with the assistant principal who's there and trying to facilitate whatever is going to happen next, as well as keep an eye on any students (or staff) on the track who might need assistance.

During one of those conversations I look down and see what appears to be blood spatters on his pants. I look up and tell him he's going to need some new pants. He glances down, then looks up, and says, "Yeah."

I'm very thankful that he didn't take my head off for such an inane question. Especially when I later find out that he helped tend to Claire before the paramedics arrived. This particular assistant principal has also seen way more than his fair share of tragedies over the years, and has held more than one dying student in his arms. And I'm talking to him about his pants.

Eventually we are told that we are about ready to take kids to the buses. They've changed their minds, instead of hiking across the field to University, they are bringing the buses along Franklin next to the student parking lot and we'll walk over there, which is much better. We get the classes that are closest to line up single file with their teacher in front, and then slowly walk one class at a time toward the buses. I finally get to feel a little bit useful as I help with that process. The buses are arriving one by one, so it's a slow process, just a couple of classes at a time, then we wait for the next bus.

While this is happening, two more classes get led away from the building out to the track. They are just now getting evacuated. Turns out these are the two classes that were in the portable. For whatever reason, they weren't evacuated until now. I spot the spouse of the teacher I was talking with earlier, so I text her that's he's okay and on the track (her class had already boarded the buses and been evacuated to a middle school).

Eventually all the classes on the track are evacuated via bus. There are still staff members and a few students who didn't have a class remaining. We're not sure what to do. Law enforcement asks if any of us saw or heard anything. Those that had they asked to step to one side so they could do a quick interview. Those who had not (that included me), stayed where we were.

Finally we're told that we can go. It's about 3:15 or so (I think) but it seems much later. We ask where we are allowed to go, since clearly we can't walk back toward the school or toward our cars in the parking lot.

We - and students - ended up getting access to our cars on Saturday, which I thought was pretty darn fast.

After some discussion it's decided that we can exit off the north end of the track onto Franklin, assuming the law enforcement officer there doesn't stop us. He questions us, but lets us go past. I'm with the social studies teacher whose daughter I have in class and a science teacher. The social studies teacher lives just a few blocks away, so we're walking to his house. We figure it's far enough away that it's probably not blocked off, and it isn't, so our spouses can come pick us up (taking the long way around the roadblocks to get there).

While we're waiting we turn on the news to see what we can find out. There's not much more information available than we had before, other than lots of pictures and videos from different areas than we were in. They're reporting that two students were hurt, plus the shooter who apparently shot himself. Initial reports are that one students had a minor injury, but that the other was at the hospital in "serious" condition. I breathe a sigh of relief, since that seems too good to be true. Only one student with serious injuries, and I knew "serious" condition wasn't great, but was also a much better condition than "critical." I began to think we might get out of this with some emotional trauma, but perhaps the only loss of life being the shooter.

It turns out that the other student wasn't injured - at least physically - at all. It was Claire's blood on her. It also turns out that Claire was not in serious condition, she was in critical condition.

I'm waiting for my wife and daughter to come pick me up at the social studies teacher's house. I'd eventually find out the story of their afternoons.

For all of the 2300+ stories of people who were present at AHS that day, there are tens of thousands of people who were fairly directly affected who

have their own stories, and hundreds of thousands (if not more) who would be affected more peripherally. I'll perhaps touch on this later, but the community (local, state and beyond) response to this was nothing short of amazing.

Both my daughter (8th grade) and my wife (1st grade teacher) went into lockout (different than lockdown) that afternoon. They had no idea, of course, why there were going into lockout, or even if it was just a drill or if something was going on somewhere. Not only do we drill reasonably often, but lockouts happen more often than you might think. Robberies, car chases, domestic disturbances - all of these can cause lockouts in schools that are close. In this case, most of the south metro area went on lockout.

My daughter was sitting in her 8th grade language arts class about six miles south of AHS. They had just gone into lockout, but didn't know why yet. At about the same time that her teacher was being told what the lockout was about, my daughter found out on her own via other students. Her teacher tried to comfort her and took her down to the counselor who did the same. They then called my wife.

My wife (about 20 miles south of AHS) had been in lockout for a little while as well, but didn't know why. After a little while another teacher came into her room and told her she needed to go talk to our daughter on the phone in the front office. My wife panicked a little and asked if something had happened at her school. The answer was no, Karl's school. My wife ran to grab her phone before going to pick up our daughter.

She saw the text from me saying I was fine. (I had also texted our daughter, but she didn't think to check her phone, partially because she's so well trained not to get her phone out at school.) She had a brief conversation with our daughter's school to work out the logistics of how to pick her up (since they were on lockout, how does she actually get entrance to the building). (There was already an officer at my wife's school and he kindly offered to drive her and get her in as well, but that wasn't necessary.) She drove to our daughter's school to get her. At some point she tries to call me. That call actually made it through to my phone while I was in lockdown. I obviously couldn't answer, but I tried to text her back saying I was still in lockdown. Unfortunately, I apparently hit one of the auto-text replies that says something like "Do you want to get together tonight?" That freaked her out, as she thought someone must have my phone. Eventually she got the text I intentionally sent and knew I was fine.

Our daughter calmed down some after my wife picked her up and they proceeded home to wait. My wife tried to get more information on what was going on as well as get information out to others that I was fine. (At some

point a bit later I texted her and asked her to not only contact my family - which I figured she already had - but to put something out on Twitter since I know how that blows up. She <u>did.</u>)

When I was eventually able to call and tell them where to come pick me up, our daughter started to melt down again. She didn't want to get in the car, she wanted to stay at home. My wife knew that was a bad idea, so eventually convinced her to get in the car. My daughter ended up calling my Mom from the car and talking for a while, which calmed her down. But then when they actually got to me she melted down again. The anxiety was just too much and she had to let it out. It was a very long car ride home, but by the time we got there she had calmed down a bit.

Since then she has had questions (don't we all), but seems to be handling it fairly well. She's had a few nightmares (haven't we all), and she takes a long time to process, so we'll see. After a few days she got up one morning and announced that she was still going to go to Arapahoe next year, and she wore nothing but Arapahoe clothing for the next week or so. I suggested to her that she certainly could, but that if she did she needed to be prepared to answer questions from people (she was wearing this to school and, eventually, on the plane trip to visit my family in Kentucky over break).

Turns out on the plane trip she just replied that "no, my Dad teaches there", so then I got the questions :-).

When I got home we talked for a bit, played with the dog, and I got on the computer briefly to try to get some info and perhaps share some info out.

Twitter has been an interesting part of this for me. (Facebook, Instagram, and others too, have played a big role I'm sure, but I'm mainly a Twitter user so that's what I've experienced.) I got a quick tweet out to follow-up on what my wife tweeted earlier, and then immediately tweeted something similar on the AHS twitter account.

And then I stopped and wondering if I should've done that. When social media was finally approved in my district (Twitter and Facebook), we developed a set of guidelines to generally follow and I was comfortable with those. But this situation was obviously different, and not something we had ever discussed (or I had ever thought about). What was the role of our Twitter and Facebook accounts in all of this? What was my role in using them? What responsibility did I have and what leeway did I have to make decisions about what to tweet?

I was acutely aware of both the importance and the risk of tweeting using the school account. While I always try to be thoughtful and careful about what goes out on those accounts, this was different. Our community was hurting. Our community was desperate for news. And I also knew that the tweets would be seen by a lot more people and that, depending on how things went in the long run, might be looked back at and analyzed and/or criticized. So should I tweet from the school account, or would it be better (certainly safer) not to?

After thinking about it for a bit I decided to cautiously tweet. (Again, looking back, I wonder if this was at least partially for my benefit, my need to do something.) The <u>next tweet</u> on the school account (5:07 pm) was heartfelt, and hopefully helpful. That was quickly followed by an <u>informative tweet</u>.

I then took a break to eat dinner, and then asked permission to watch the news. We generally don't watch the news in front of our daughter, and especially didn't want to do that tonight, so I asked if I could close the door and watch. She agreed. So I surfed the local channels to try to learn more, while also using my laptop to surf social media and websites as well. Interestingly, one of the local stations led one of their broadcasts by quoting that heartfelt tweet.

I started getting texts from my principal's secretary. My principal was in a meeting with district folks talking about lots of things (as you can imagine), and they were finalizing plans for some kind of support meeting that night. The secretary asked me to stand by as they finalized details because they wanted me to tweet and post to Facebook. At 6:22 | tweeted there would be meeting at 7 pm for folks who need counseling support, and then at 6:30 with the location.

I returned to watching the television news and checking social media, and again a local television station (different one than before) now shared the information about the meeting I just tweeted out. I also heard on the news that we would not have school on Monday. I didn't have any confirmation of that, but decided to tweet it anyway with the caveat that I didn't have confirmation. I also came across a tweet from the Denver Post (I was searching Twitter for various phrases, but mostly "Arapahoe") with a phone number for mental health services, so I retweeted that.

I was not hearing a whole lot of new information, except for one thing: they were now saying Claire (although they hadn't named her yet) was in critical condition, not serious. My earlier relief thinking that we might get out of this with no deaths other than the shooter evaporated.

Later that evening staff received a communication from our superintendent (that also went out to the community at the same time) that included information about counseling services that would be available tomorrow (Saturday), so I tweeted out that information. After thinking about it for a minute, I decided since it went out to the public, I could upload it to Google Drive and link to it, so I did and tweeted that as well. Later that night I heard on the news that students and staff would be able to get their cars from the West lot beginning at 8 am tomorrow, so tweeted that as well.

Once the evening news shows were over (10:30 pm), I decided I better get some rest. I generally go to bed fairly early (this was late for me), so I hoped I'd be able to fall asleep quickly. As you might expect, it took a while, but eventually I fell asleep, but woke up early hoping for more - and hopefully good - information.

Saturday, December 14th, morning.

I wasn't particularly upset by this then (or now). I understand the need of the district to try to make sure that only "official" and accurate information is coming out from district channels (and surely the school Twitter and Facebook accounts are official "district" communications in some form). But the one thing I am suggesting - both to our district and to other districts - is to consider using these channels better.

We are the "primary source document" for our community. While not everyone craves information in these situations, a certain percentage (I would say a large percentage) does. I completely understand the concerns about anything related to the investigation, but for basic information like I had been tweeting out I think these channels are a perfect way to help meet the needs of our community.

On Friday local media was all over the story, but by Saturday they were only covering it during regular newscasts (and later that day when the Sheriff's office held a press briefing). At the time the district took over our social media accounts, our five local stations were broadcasting college basketball, Dew Tour (snowboarding), A Tale of Two Tigers, Sports Stars of Tomorrow, and

Yu-gi-oh. The "emergency" district page hadn't been updated in over fifteen hours.

Basic information regarding school being open or closed on Monday, what we were going to do about final exams, when students and staff could get their cars from the parking lot, and resources the district were making available to staff (they were making cash available for any staff whose purses/wallets/cell phones/etc. were still trapped in the building - some young staff might not have any other resources to pay for stuff) are all things that I think it's helpful to get out there (and were not getting out there via other means). Even when there is no new substantive information, I think it's helpful to tell people periodically that there's nothing new.

I know this is complicated, and I'm not suggesting this is the most important issue schools and districts face in situations like this, but I think if districts are making emergency plans ahead of time, this is something to consider and plan for (whichever way you decide to go). Let's utilize these "push" technologies we already have in place to help serve our communities in times of crisis as well as we do in calmer times.

Social media was also interesting in the way it quickly mobilized to support the Arapahoe community. Not only were #WarriorStrong and #ArapahoeStrong prominent, but people all over Colorado, the United States, and beyond began tweeting their support of the community, and Claire in particular.

I was now using my personal twitter account to both share information and retweet some of the support I was seeing.

The Arapahoe County Sheriff's Department held a press briefing on Saturday afternoon. For the first time, they identified Claire Davis by name. Unfortunately, her condition was still critical. The Sheriff also stated that he would no longer say the shooter's name, but simply refer to him as the shooter. (And, later, as "the murderer".) He said he didn't want to make the story about the shooter, but about Claire and the Arapahoe community. He also used the word "evil" multiple times.

I understand what the Sheriff was trying to do and, in some ways, I support it. Certainly I would rather have more of the focus being on helping Claire and the community. Yet from the time he stated this, I've also been uncomfortable with it. The "shooter" was also a student at Arapahoe; also a member of our community. While I certainly agree with not making him "famous" or somehow glorifying his actions, it doesn't change the fact that Karl Pierson was one of

our students. Not saying his name won't change what he did. For me, using the word "evil" doesn't really help, either.

As time has passed, my feelings on this are just as conflicted. While I don't begrudge the Sheriff's opinion or his intent, I still think it's not the best approach. I realize that others will disagree. But I agree with what another AHS teacher said later, "I want to say Karl's name." I think if we want to understand and learn from this, we can't pretend as if Karl didn't exists. We have to look at his experience at AHS (and outside of it), and try to figure out what happened. And we have to realize that his friends and family are mourning as well. The Davis family has come to the same conclusion. The response of the Davis family has been nothing short of amazing.

Sunday, December 15th

Sometime on Sunday we received word about our schedule for the following week. On Monday the AHS staff would have a meeting at another district building. On Wednesday staff would be allowed back in the building. On Thursday and Friday students would be allowed back in the building one class at a time.

I was really glad to hear this. I was worried that for various reasons they might not allow anyone back in the building until after winter break. I thought it was really important for both staff and students to not only get back in the building to get their stuff, but to see each other. I worried the longer we waited, the worse everyone would feel, and the harder it would be to return to school.

Monday, December 16th

On Monday the staff met for about three hours. We heard from our superintendent, our administration, the Arapahoe Sheriff, and our district Student Support Services folks. It was a very good, but very emotional, day. We received some additional information, comforted each other, and made plans for how to help the students on Thursday and Friday.

I was impressed with the Arapahoe County Sheriff (despite my concerns with some of his word choices). He updated us with current information (at least what he was allowed to share), gave us some advice to take care of ourselves (and our students), and answered questions to the best of his ability.

He also said something that I think is important. He said that me misspoke on Saturday. On Saturday he said that Claire was "in the wrong place at the wrong time." Today he said, "Claire was exactly in the right place. She was exactly where she belonged. She was at AHS, she was there to learn, to

grow. She was just there at an unfortunate time." Some folks may see that as just semantics, but I think it is an important distinction.

Wednesday, December 18th

Staff is allowed back in the building. The building was in very good shape. The library was closed and off-limits, but everything else was ready to go. As they had warned us, it did look a bit weird because it was as if time had stopped. All the students' stuff was still on their desks in the classrooms, whatever teachers' had out on their desks was in the same place. That part actually wasn't that weird for me. As teachers, we fairly often walk into our classrooms and see something like that (after going to an assembly, or a presentation, or the computer lab, or similar). I think the part that was a bit eary for me was still seeing PowerPoint or Google Presentations still up on screens, mid-presentation. It was emotional, and tough for a lot of folks, but I think it was a good day.

Thursday, December 19th

Roughly half of our students returned to the building. Students returned by class (Seniors, Juniors, Sophomores, and Freshmen), with each class getting a two-hour window. Today was Seniors first, then Juniors. They returned to the class they were in when we went into lockdown, to retrieve their stuff and to touch base with their teacher. They they could spend as much time in the building as they wanted to

As our principal told us, it's their building.

Most students went to their class and then their lockers, then met up with each other and their teachers, and walked the building. It was a very good day. Some crying, some laughing, lots of hugging. It was very good to have the students back in the building.

Friday, December 20th

Sophomores and then freshmen came in today. Same story as yesterday: it was really good to have the students back. Because I teach just one section of Algebra, with all freshmen, this was when my current students returned to the building.

I had called all of my students' parents the night before to see how the students were doing and whether they had any concerns about returning to school. Most of them were doing well, but a few expressed concerns. Our guidance department had started a Google Form where we could submit names of anyone who we felt might need some extra attention, so I submitted those students names. (I had already submitted a few other folks' names as well.)

On Friday I tried to see as many of my 29 Algebra students as I could. The night before I had written down which class they were in for the lockdown, so I hung out by one of the entrances and grabbed a few of my students as they came in, then made my way around the building looking for all the others. One of my students was out of town, but I managed to find 26 of the 28 that came that day (and verified with their teachers that the other two made it and seemed okay).

Was that for my students, or was that for me? I'm not sure it matters.

Now we were on Winter Break. I communicated via email with my parents and students regarding our tentative schedule for the week back, as well as asking them for information about whether they wanted to take their first semester final exam for Algebra after we came back or not. (We had decided to make final exams optional - students could choose to take them if they wanted to, or they could simply keep the grade they had.)

Saturday, December 21st

The call finally came. Claire died. It wasn't a surprise, but we had been holding on to hope anyway. By this point the district had returned the school's Twitter and Facebook account to me. I had been mostly sharing out some basic information and the amazing support we were receiving from around the world, but especially from other high schools in the Denver metro area. Not really knowing what to do, I simply tweeted words of support and a link to counseling resources on our website. I also emailed all the parents of my students reminding them of the counseling available to them as well as my contact information if they or their student needed to talk.

Lots and lots (and lots) of decisions were being made by my school administration and by the district over the next few weeks. I had some peripheral duties related to the website, getting information out about Claire's Memorial Service, and a few other things, but mostly I just tried to stay on top of social media, sharing support from other folks.

Monday, December 23rd

A small group of teachers and administrators from Columbine High School offered to meet with any of the AHS staff who were available and interested to share their experiences. A small group of us spent a little more than two hours at Columbine, and it was good. We talked about how to support our students and a lot about how to support ourselves, and our families. They said as educators it's really easy for us to focus on helping the students, and put aside taking care of ourselves and our families.

The focus on not forgetting to take care of ourselves wasn't a surprise, but I guess I hadn't really focused on how rough this could be for our families as well (despite the fact that my daughter had struggled so much with it initially). So it was good to get that reminder.

December 25th - 31st

We go to Kentucky to visit my family. It was good to get away. Our daughter chose to wear an Arapahoe sweatshirt jacket on the trip out (she had pretty much been wearing AHS gear every day since the incident). I told her it was perfectly fine but, as I'd indicated all the previous days, she had to be prepared to answer questions from folks who were curious. Several folks were, but she just said her Dad taught there and looked at me, so I got the questions instead :-). She wore the same sweatshirt jacket on the way back to Colorado.

January 1st, 2014

Claire's Memorial Service and Celebration of Life was today. Even though ! knew I would be back in town in time, I decided not to get tickets for it (there was no charge for tickets, but you had to get them ahead of time.) Initially I thought I would go to be supportive, but then decided it was probably more important to spend the time with my family. As it turns out, I ended up watching most of it streamed live over the web. I'm not sure if not going was the right choice or not.

After the memorial service was when I finally made the decision to start writing this. As the Davis family stated, we should try to learn from this. I hope in some small way this might help someone, somewhere, sometime. There's more to say, and I may eventually write more, but I've run out of steam."

Nothing further at this time.

The Fischbowl

The opinions expressed here are the personal views of Karl Fisch and do not (necessarily) reflect the views of my employer.

Monday, January 13, 2014

Dear Best-of-all-Warriors

The following is a letter written on December 17th, 2013, to her fifth period English Lit class by Marlys Fernit, a Language Arts teacher in my building. With her permission, I share it with you.

December 17, 2013

Dear Best-of-all-Warriors.

Last Friday. December 13th, 2013 we became a family. We were not simply a group of people taking English Literature from Mrs. Ferrill fifth period, but a family facing a common threat to our very existence, and a family huddling together in fear and support, not knowing if life would ever be the same again.

And now we know; life will never be the same again. As a mother, I am biologically wired to protect my children at all costs. I want to save my children from the ugly realities of the world, and I want my children to feel safe, accure, and loved. My son Jeff is now 33 years old and my daughter Meredith is 31. Although I have kept them safe from physical harm, I have not been able to shield them completely from disappointment, sadness, anxiety, loss, anger, or fear. And so, when I looked at your faces last Friday and saw the loss of innocence cloud your eyes with the knowledge that bad things do happen to good people. I began to shake (and so did my stupid Jingle Bell entrings), knowing I would not be able to save you from harm if suddenly the classroom door burst open.

But then something magical happened. You saved me. Your quiet, determined faces remained strong. Those of you standing toughened your posture, ready to pounce. Some of you sat quietly praying, and I felt a spiritual power calming my pounding heart. Others checked phones and began texting. Protocol says students shouldn't use their phones during a lock-down, but your connection to the outside world was reassuring. Even though we didn't hear sirens, we knew the world was watching our school and sending help. When we finally evacuated, you moved quickly, methodically, following instructions exactly.

I did not have the chance to talk with all of you after we ran across University Boulevard and congregated in front of Burger King. But I want each of you to know your actions, your attitude, and your trust in me were heroic. We began this semester reading "Invictus," and you have proven you possess an "unconquerable soul." You have become "the man in the water." Your "essential, human nature... rose to the occasion," and you proved to me that "no man is ordinary."

I'm so sorry we did not have the chance to finish reading Hamlet together to you could see how Hamlet regains his heroic stature after suffering "the stings and arrows of outrageous fortune." We started the play watching Hamlet trying to discover "who is there" and whether "to be or not to be." In the final scene of the play Hamlet agrees to the fencing match with Lacries. Horatio tells him, "You will lose this wager," but Hamlet replies, "There's a special providence in the fall of a sparrow. If it be now tis not to come. If it be not to come, it will be now. The readiness is all...let be." Hamlet finally understands he can not control how long he will live or when he will die. He must simply be ready for death when it comes and "let be," In Joseph Campbell's words. "Conquering the fear of death is the recovery of life's joy."

I also want you to know Shakespeare ultimately believed the Honor Code of Revenge was barbane. Laertes is a negative foil to Hamlet because his hot-headed nature precipitates the tragic ending in which both men die. To Hamlet's credit, he does not want to avenge his father's death, and early in the play he says. "O cursed spite that ever I was born to set it right." Revenge never ends conflict. As Gandhi once said, "An eye for an eye and the whole world is blind."

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The mother side of me wishes you did not have to experience the horror and devastation revenge causes. The teacher side of me is eager to share with your literary works that will strengthen your soul against the "slings and arrows" of life. For those of you who will remain a part of our English Literature family next semester, I can't wait to share with you powerful literary masterpieces that will give you words that help you define your feelings. For those of you who do not remain in this class second semester, you are still family and part of the warrior spirit that reminds us to take care of one another.

Thank you for reminding me why it is an honor to be your teacher; and may each of you enjoy a blested winter break and a happy new year!

Love, Mother Ferrill

Postert by Karl Fisch at? 48 PM. No comments:

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Sunday, January 06, 2014

12,13.13

The following is my best recollection of recent events. I've tried to make it as accurate as possible, but undoubledly there are mistakes of fact or sequence, as eyewitness accounts are notoriously inaccurate. I've also tried to be as honest as possible in regards to my own thoughts, feelings and actions, even though at times that may not reflect particularly tavorably on me. I debated for quite a while whether to write anything about this event, but finally decided that I would because it's what I do, and because I've elways fall that knowledge was a good thing. There isn't enything profound here, but by sharing my experience it might help others who find themselves in similar situations.

Friday, December 13, 2013, approximately 12:10 pm

I leave my office and head down to the main office. I have an appointment at the beginning of 5th period with an assistant principal and another teacher and I want to get down there before the helis fill up with students changing classes. Before I head into my meeting, I stop by the principal's secretary's desk and drop off my deughter's open enrollment application. She'll be a freshmen next year.

Approximately 12:33 or 12:34 pm

I'm in my meeting in the assistant principal's office with the door closed when suddenly the door bursts open and his secretary yells, "There's a shooter in the library." The assistant principal reacts first and bursts out the door. I'm about two steps behind him.

He heads to the front part of the main office and I follow. I have a sense of other people running but I'm not really aware of who they are or where they are going. He heads to the PA system, activates it, and says, "Lockdown. Lockdown." He then turns, heads down the hellway within the main office by the bookkeeper's office, and then exits into the cafeteria.

The Sheriff later describes this as "running toward the thunder." Our School Resource Officer, campus security personnel, and administration all "ran toward the thunder" - the library - that day.

12:34 or maybe 12:38 pm

I'm standing in the main office. I'm not sure what to do. This is not how I've rehearsed this. Every drill we've done - and every time I've rehearsed it in my head - I've been in one of two places, either with my Algebra class or in my office. I know what to do in those situations.

If I'm with my class, I make sure the door is locked, the lights are off, and the students are on the floor as far away from the door as possible and out of eight, and I'm in between them and the door. I then try to keep them safe, try to reassure them, and wait for instructions.

If I'm in my office (next door to the library), then I head into the library to help with their lockdown. We've had a lot of conversations about lockdown procedures in the library. It's a large, open space that offen has lots of students in it, and it's an obvious point of vulnerability. There are also only two adults that are staffed in there (the media specialists and the media clerk), and offen one of them is elsewhere in the building, so there can be a lot of students and not very many adults, so my responsibility is to graind try to help keep tham safe and calm.

But I'm in the main office. I decide to head out into the cafeteria. I honestly have no idea exactly what I was thinking, but I'm pretty sure it was combination of two competing ideas. First, since I don't have a class, I'm supposed to help in the library. I'll head there. Clearly that's a reality stupid idea, and I think I realize that as I'm about to open the door to the cafeteria. The second idea takes over, I need to grab any students who are in the cafeteria and bring them into the relative safety of the main office.

As I enter the cafeteria the second idea has definitely won out, but it's a moot point: there are no students in the cafeteria (they've already been grabbed by other people.) Again, I'm at a momentary loss as to what to do. A different assistant principal is running through the

caseteria and has seen in a suiting the main omes. He screams at me to get back in there a decide that's excellent advice and make my first good decision.

I re-enter the main office. Somehow I have a sense of which room people have locked down in so I head to that room. I peuse outside the door - which is closed and undoubtedly locked. Now what? I'm the only one standing out here end they've already been in the room for a minute or two (I think). If I knock on the door or try to open it, they'll freak out. I briefly debate entering a different room and locking myself in, but quickly decide it's better for everyone, and eventually for the first responders, if we're all in the same room. I decide to announce myself loudly at the door, "It's Karl. I'm coming in." Then use my key to unlock the door and enter.

I'm guessing all of the above has taken maybe 90 seconds at the most. My various "debates" with myself took longer to describe above than they actually took in my head probably less than two seconds each. Twenty-four hours later we'd find out from the Sheriff's press briefing that at about this time the shooter had alreedy taken his own life, but of course no one knew that at the time.

12:36 or maybe 12:36 pm

As I enter the lockdown room it's dark because the lights are off (of course), but the light from the doorway glives me just a brief impression of the room. I sense that there are quite a few people in the room, but I don't know how many or who they ere. I can only see and recognize the faces of two staff members who are near the door. I quickly close the door and can't really see as my eyes haven't adjusted, but I had noticed (or sensed, or something) that there was a small space available on the floor just inside the door. I sit down and turn to face the door.

The thought flashes through my head that just two or three days ago this room would've been full of presents waiting to be wrapped for <u>Toys for Tots</u>. Our wrapping party had been. Wednesday after school and the wrapped gifts had already been removed to another space. There were still maybe one or two hundred gifts in the room that would go to the Denver Indian Center, but not the more than 1,000 gifts that had been there on Wednesday. We would've had a hard time fitting if all the gifts had been there.

When we evacuate I would find out that there were 16 of us in that room, 13 staff members (secretaries, counselors, teachers, including me) and 3 students who had been adjacent to the main office and pulled in. (Correction 1-10-14: After talking with someone eise, I remembered that one of the adults in the room was a parent that had been in the school, so 12 staff members, 1 parent, and 3 students.) This is a narrow, rectangular conference room with big tables and chairs down the center and cabinets at the end (and gifts piled on the end with the cabinets). We were all on the floor around the edges with our backs to various walls except for me - my back was to gifts or a chair, I'm not sure which.

My eyes start adjusting. There is some light coming in around the doors and, I eventually notice, through the seams between the walls and the ceiling. (The main office was constructed well after the original building, when the school was added on to, and the area was reconfigured with walls that obviously were not load bearing.)

As I sit there i wonder what I should be doing to "prepare" for whatever might happen next. Again, this is something I've rehearsed in my head. In my Algebre classroom we have chairs that eren't attached to the desks, and my students also have laptops. So my plan was always to have a chair ready to throw at an intruder, then follow that up with trying to hit them with a laptop. In the media center, there are similar chairs and lots of things to hit them with

But in this conference room, the chairs are huge and there's no room to grab them, lift them and throw them (plus they're heavy). So I feel around and grab a rectangular gift that's next to me that feels fairly heavy. It's not much, and probably pretty useless, but it makes me feel like I'm doing something.

Leter I would talk with many other teachers who were going through a similar process, finding something handy to use as a defensive weapon. Several days later I have a dream that the present I grabbed was a Barbie, and specifically the one from a few years ago that said "Math class is tough." I could only imagine the headlines if I hit an intruder with that. Not sure what that says about me.

The sequence of this next part is pretty confused in my head. At some point ell of these things happened, but I can't remember for sure the order. I think there were three separate 'excursions' from the lockdown room, and I think in this order (checking doors and announcement that didn't go out, then announcement that did, then a second announcement a bit later), but I could be wrong.

Several Minutes Later

I realize that the fire starm is going off. It probably has been for a minute or two, but I think this was the first time I noticed it. One of the secretaries has her walkie-talkie with her. This is how administration, campus security, secretaries and the custodial staff communicate across the building (not law enforcement). We hear a message come over the walkie-talkie asking if an announcement can be made telling people to not evacuate. They should ignore the fire starm and stay in lockdown.

The secretary and I look at each other. The PA system is in the main office. The front of the main office, not the room we're in. Those of us in that room are the only ones reasonably close to the PA system. We look at each other, stand up, and exit the room, along with another teacher, closing the door behind us. The PA system is around the corner, perhaps 20 feet away.

At some point (not sure if it was in the lockdown room or right now in the hallway), the secretary wonders aloud if we were sure we had locked all the external doors to the main office. She checks one door, the other teacher checks another door, and I check two doors (I think). I'm pretty sure I then grab the PA microphone and attempt to make an announcements telling them to stay in lockdown. This is one plede of technology I'm not familiar with. I've made announcements before, but they have updated the equipment slightly since then. Because the announcements don't get broadcasted into the main office, it's always hard to tell if the announcement actually works.

We return to the lockdown room, announce ourselves loudly, and re-enter the room and close the door. I make a comment about how I hate that I can never tell if the announcement actually works. The secretary looks at me and asks me if I pressed the two buttons first. I say, "What two buttons?"

The secretary and I leave the lockdown room again and run directly to the PA system. She pushes the two necessary buttons and I grab the microphone and say something like, "Do not evacuate. Stay in lockdown. Do not evacuate, stay in lockdown." We run back to the lockdown room, announce ourselves, then reenter the room and close the door behind us.

I tend to use humor to deal with situations. All kinds of situations. So at some point in the lockdown room, in spite of the fact that we're supposed to remain quiet, I make several comments. Somehow by this point I know there are some students in the room, so I think humor might keep them calm. Later I decide it was probably for my own benefit.

To the principal's secretary, "About that open enrollment application I just dropped off with you . . . "

To the room in general, "How about those Broncos?" (They had played at home, and lost, to San Diego the night before.) Another memory briefly flashes, the Broncos played at home, and won, egainst the New York Glents on Mondey night, September 10th, 2001. There was some talk that because that game ended so late New York time, that meny people in New York were late getting into work the next morning, perhaps resulting in a few saved lives.

To the athletic secretary, "This is going to wreak havoc on your activities schedule."

An undetermined amount of time passes.

At some point the alleged shooter's name comes over the walkie-talkie. There's an audible gasp in the room as we recognize one of our student's names. I know him. Not well, I never had him in class, but I know him. I also know a bit of the background and why he might have targeted the library. For the second time that day I briefly think about what I would've done/would be doing right now if I'd been in my office instead of the main office.

I've thought about this a lot since. As everyone present that day probably has. I've come to the conclusion that my being in my office would've either had no effect whatsoever, or possibly would've made it worse. The first shots (along with the last one) were the ones that mattered, I imagine I would've reacted like others that heard them. Most people initially thought the first shot was either a book being dropped on the floor, or maybe a locker being stammed. By the second and third shot people started to realize what was going on.

Like the media specialist and media clerk next door in the library, I probably would've started heading from my desk to the hallway to see what was going on. Unlike them, the distance from my desk to the hallway is not very far.

What would I have done next? I imagine the initial lockdown announcement was still at least 15 or 20 seconds in the future. Would I have been aware enough to shut my door, turn off the light, and lockdown in my office? Would I have gone into the hallway, figured out what was going on, and tried to grab any students I saw and pull them into my office? Would I have gone into the hallway and started toward the library entrance, which is maybe 30 feet away?

Claire was already injured. No matter what I would've done my actions wouldn't have changed that. As it played out, no one other than the shooter was injured after this point. If I had started toward the library, it's likely that I would've been approaching at the same time as the shooter. Would anything have changed?

In every scenario that I pley through my head either nothing changes or things change for the worse. If the shooter ignored me and I turned around (the most likely scenario), nothing would've changed if the shooter saw me and decided I was a worthy terget, then things could've changed for the worse. (Not just for me, it might've kept him in the hallway longer and changed his next destination, and the ultimate outcome.) If the shooter was slightly ahead of me and entered the library and I followed him bying to do something (unlikely), then things could've changed for the worse. (Instead of firing, missing, and then quickly anding his own life, I might've distracted him and more students might have been hurt.)

Perhaps this is all just to make myself feel better, to convince myself I couldn't have changed anything, but those are the conclusions I've come to. I questioned whether I should even share this - is this just self-indulgent? But, in the interest of sharing my thoughts and feelings, I ultimately decided to share.

Keeping in mind how fluid information is when events like this are happening, and how often the initial information is either incomplete or just wrong. I decide to make another comment since we have students in the room. I say something like, "We don't know if that information is accurate. Please don't share that information with enyone yet." Someone else says, "No texting [that information out]."

Later we would find out how quickly the information had already spread, and it had nothing to do with the message that came over the walkle-talkie. Multiple students saw the shooter and shared that information via text and social media. Some students in many locked-down classrooms (most?) knew the shooter's name very quickly.

Another undetermined amount of time passes.

At some point another request came over the walkis-talking: could someone please shut off the fire alarm? The secretary and I look at each other again. The shutoff for the fire alarm is also out in the main office, by the front desk, near the PA system. We again exit the lockdown room, and run to the receptionist area. The secretary presses the two PA buttons and then proceeds enother few feet to the alarm panel, where she proceeds to slience the fire slarm. The sound stops, but the lights continue fleshing. Only the alarm company or the fire department can stop the lights. As soon as the fire slarm sound stops I pick up the PA microphone and make another ennouncement. I say something like, "Remain in lockdown. Please remain in lockdown. Thank you."

It's amazing to me how the brain works so much on auto-pilot. "Please" and "Thank You" were surely not necessary, or even intentional, they just came out.

We race back to the lockdown room, announce ourselves, open the door and enter, and close the door behind us.

We have no idea what is happening, still have no idea that it's essentially over, but from the tone of the last request on the welkie-talkie i think we all have a sense that perhaps the worst has passed. It has . . . and it hasn't.

We start to hear more noises through the walls. Lots of voices shouting and sounds of movement, it sounds like what we were expecting to hear next - lots of law enforcement personnel moving throughout the building. Because the room we're in is on the edge of the misnoffice, adjacent to both the cefeteria and a hallway, we hear lots of activity. Probably because we're in the relatively secure main office, it's still quite a white before those voices get closer.

At some point I decide to say something again. Apparently I have no ability to control my need to feel in control, but at least this time I'm not trying to make a loke. I address myself to the students in the room (still not knowing how many there are) and explain to them what is likely happening, and that eventually they will come to our door and help us evacuate. I say something about they're likely to be talking loud, but not to be frightened, and to make sure to keep your hands visible and move stowly and deliberately.

On days when I'm feeling charitable toward myself, I congratulate myself on handling this well. On other days I think I was probably just talking to make myself feel better.

The voices get really loud. Clearly they have now entered the main office and are going room to room. They come to our portion of the main office last. They pound on the door and announce themselves as law enforcement and ask if anyone is in there.

The secretary and I look at each other agein. We're closest to the door, but this goes egainst our training. We've been explicitly trained not to open the door, even if they announce themselves as law enforcement. Instead, they are supposed to open the door themselves with a key, we'll see they are law enforcement, and then proceed from there.

This is the only thing that day that I was part of that didn't go according to our training.

We stay silent, like we're supposed to. They keep pounding, identifying themselves, and asking if anyone is in there. The secretary and I make eye contact again and finally decide we should say something otherwise they are either going to leave or break down the door, so we answer them.

Even though it was against our training. It seemed pretty obvious that it actually was law enforcement. Lots and lots of voices and sounds of movement, and members of different agencies identifying themselves. If it was a ruse, it would've had to have been extremely well done.

They ask us to open the door. The secretary does and we see man in appropriate gear who smile at us reassuringly. They ask if everyone is okey, then explain that they will be evacuating us soon, but not yet (they were still setting up the secure pathway for the evacuation from our area). They tell us to remain where we are and shut the door. We still hear lots of shouting and movement in the immediate area. Three or four minutes later they announce themselves again and we open up.

I'm not sure if it's now or if it was earlier, but at some point we ask for the names of the students in the room and write them down, figuring that it's going to be chaos and at some point it might be good to be able to say they were safe. It turns out we didn't need that information. At some point I've also managed to get texts out to my wife, my daughter and my brother saying I'm fine. It takes several tries to get them to send as the cell towers are exemplated.

They identify themselves again, and again ask to make sure everyone is okey. We assure them that we are. The lead deputy/officer/agent/whatever (il don't remember what agency he was from anymore) explains what's going to happen next. He spologizes, but says that they are going to have to pat each one of us down just to make sure we aren't involved. He asks us to stand up with our hands in the air and keep them in the air.

"You trien wan that the "botterfarke" four this are tried you person or the "ballway and tried asked to fine up along the wall as they pat everyone else down. Once we are all patted down he asks who is the "senior person" here. We're not completely sure how you define that, but the secretary is first in line so she speaks up and the rest of us are thankful. He addresses her but really all of us and asks us to count off so that we know how many of us there are.

This is when I find out there were 16 of us in that conference room.

He tells the secretary that it's her job to check when we reach the evacuation sits to make sure that all sixteen of us make it there. He explains that we are going to be escorted across the cafeteria and then outside of the building. I don't recall for sure, but I don't think he tells us that we're headed for the track area, just that we'll be escorted to safety. He tells us to walk, stay calm, stay close to the person in front of you, and to follow directions. He also tells us we need to keep our hands up the entire time

A different officer escorts us across the cafeteria. There are multiple law enforcement officers in the cafeteria and we're headed toward one in the Northwest corner of the cafeteria. I glance at the clock on the wall. It's 1:42 pm. We've been in lockdown for a little over an hour. Seemed much longer.

We make it to the Northwest corner of the cafeteria and the next officer. We're told to wait for e minute. We are then escorted out through the hakway next to the social studies office (at least that's what I remember, I'm pretty sure we didn't exit out through the cafeteria doors). We exit the building, I can no longer recall if we stayed on the aldewalk up by the building or walked out toward the driveway that goes behind the boiler room. I think we went behind the boiler room, but I'm not sure.

We pause once or twice. During one of these pauses the officer in the front tells us we can put our hands down. Those of us in the front of the line hear him and put our hands down. The folks further back still have their hands up. At some point I reelize that and pass the message back. We proceed slowly toward the track.

As we approach the track, we pass another officer who tails us to put our hands back up. Several lines of students/staff are approaching at the same time. We form into two or three lines and get patted down again, then "released" to the north end of the track. There are hundreds of students and maybe two dozen staff members already there, with a few more coming. And lots and lots of law enforcement.

I talk to a few staff and students who are closest to me, but mostly just turn and look back at the school. Some folks are still being evacuated, but it appears as though most people are aiready out. I'm reassured that things seem pretty calm and orderly, and I don't see any running, shouting, or smoke. I text my wife again and let her know I'm on the track and "helping" with the eyacuation and I'll let her know more later when I know something.

Everyone's talking about what they know (or don't know), how they're doing, asking what's happening, what are we going to do next. For the first time I hear (from students) the name "Claire." I also hear the name "Kart" for the second time (the first time was over the walkle-

I talk with another teacher whose husband also teaches in the building - she hasn't heard from him yet. He was teaching in our portable classroom (we have two classrooms in a modular portable) and we don't know if he was evacuated somewhere else or is atill in lockdown or what. I talk briefly with a social studies teacher. I have his daughter in class. He hasn't heard from her yet, but he knows what class she was in and that it was relatively far

Later I would also think about his wife, who's an elementary teacher in our district. How hard must it be for her to be in lockdown with her kids, plus know her daughter and husband were both at AHS? Later I would hear she was actually at a conference that day, but got a call

I see another staff member with their own child. The secretary who had been in lockdown with me has found her daughter. She's with one of my students who is the daughter of another teacher at my school

I think about all the teachers at school who also have children at school, and how much worse that would've made this. I think about how for the next four years that could be me.

We've disturbed the geese. At this time of year there are hundreds of geese out on our athletic fields, and we've upset them. There must be at least 250 geese flying and squawking overhead, it just adds to the surreal aspect of all of this

I'm having random thoughts about the probability that at least some of us are going to be hit by goose droppings, and then further inappropriate concerns that the helicopters flying overhead might be in danger of getting tangled up with the geese.

I talk with various students, some of who I know and some I don't. They all seem to be doing well, considering. I spot a few of my Algebra students in the crowd and make my way to each of them that I can and check on them briefly. I again try to use humor to make them (me?) feel better, so I tell one of them that he can't use this as an excuse not to study for his final this weekand.

As soon as I said it I realized how stupid the comment was (not the first end, as you'll see, not the last one I'd make that day). Thankfully, the student took it the way it was intended and smiled. I thought about telling him that we probably wouldn't be having finals next week -(if ever), or evelt any symblance of regular school; but decided i shouldn't strice i didn't know≡ for sure what would be decided.

I'm talking with an essistant principal who indicates that he's being told we're going to walk across the fields toward University and board buses to get evacuated to another school where we'll be picked up. He's not sure when it's going to happen, but he thinks pratty soon. Shortly after that the word goes out to try to gather all the faculty that are on the track in one area for instructions. Those of us in the front walk through the crowd asking for faculty to come to the front and we have a quick meeting.

As an aside, the track was just one of many gethering places for evacuous. Many were across the street on the east side of the building in the Burger King parking lot, many were across the street on the south side of the building by King Scopers (and eventually Shepherd of the Hills which ended up being one of the pickup places for parents), and of course some kids just walked home or saw their parents in the crowds that were forming and joined them.

Law enforcement addresses the gathering of teachers and indicates that each teacher who has a class out on the track needs to get them together to prepare for evacuation via the buses. I don't say anything, but my first thought is unprintable and basically I think that's a hopeless cause. But we fan out through the kids and spread the message, and within 5 minutes it's basically done. I mentally apologize to law enforcement - and our students - for doubting them.

Throughout this entire event our students were amazing. They handled things well, remained amazingly calm overal, followed directions and tried to help those around them. The Sheriff would tell us on Monday that not one person was injured in the evacuation. Not one. He indicated he would've thought ahead of time that was impossible with a situation like this and over 2300 people on campus.

After we get the kids organized by class (and those kids who weren't in a class at the time gathered together), we wait. The sun has gone behind some clouds and it's starting to get cold. Thankfully it's not very windy, I think to myself how lucky we were that this didn't happen 4 or 5 days ago when it was below zero and windy. That would've been a nightmare.

This was the first of several times that I've thought how "lucky" we were that day. Lucky that its weather was pretty good. Lucky that it was 5th period on a Friday when the majority of our students are in class, which means fewer unscheduled students in the library or the hallways. Lucky that the Arapahoe Singers, who were doing their annual caroling tour of the halls hadn't made it to the west end, because not only would they have been at risk, but often classes come to the hellway to listen. Lucky that room N13, which is attached to the library, didn't have a class that period. It's the only period on Friday when it doesn't have a class. Not only did that mean fewer students in the vicinity, but at least one student who was in the media center at the time exited through that room, if a class had been in there, the door would've been locked. Lucky that - for whatever reason - the shooter decided to end it so quickly after his primary target left the building. Lucky (personally) that one of my assistant principal's asked the day before to schedule a meeting with me in the main office 4th or 5th period, and I picked 5th.

Each time I question myself about the use of that word. How could anything be "lucky" about this? Am I being disrespectful or unfeeling when I use that word (either mentally or in writing)? I hope not. I decided to use it here because I'm trying to be completely honest and open about my thoughts and feelings.

Since I don't have a class, I continue to hang out on in the middle of the track, at the edge of our students, in between the students and the mass of law enforcement officers (and the building). Several times I talk briefly with the assistant principal who a there and trying to facilitate whatever is going to happen next, as well as keep an eye on any students (or staff) on the track who might need assistance.

During one of those conversations t look down and see what appears to be blood spatters on his pants. I look up and tell him he's going to need some new pants. He glances down, then looks up, and says, "Yeah."

I'm very thankful that he didn't take my head off for such an inane question. Especially when I later find out that he helped tend to Claire before the paramedics errived. This particular assistant principal has also seen way more than his fair shere of tragedies over the years, and has held more than one dying student in his arms. And I'm talking to him about his pents.

Eventually we are told that we are about ready to take kids to the buses. They've changed their minds, instead of hiking across the field to University, they are bringing the buses along Franklin next to the student parking lot and we'll walk over there, which is much better. We get the classes that are closest to line up single file with their teacher in front, and then slowly wells one class at a time toward the buses. I finally get to feel a little bit useful as I help with that process. The buses are arriving one by one, so it's a slow process, just a couple of classes at a time, then we wait for the next bus.

White this is happening, two more classes get led away from the building out to the track. They are just now getting evacuated. Turns out these are the two classes that were in the portable. For whatever reason, they weren't evacuated until now. I spot the spouse of the teacher I was talking with earlier, so I text her that's he's okey and on the track (her class had already boarded the buses and been evacuated to a middle school).

Eventually all the classes on the track are evacuated via bus. There are still staff members and a few students who didn't have a class remaining. We're not sure what to do. Law

emotoement asks if any of de saw or heard alterning. Those that had every asked to stap to one alde so they could do a quick interview. Those who had not (that included me), stayed where we were

Finally we're told that we can go, it's about 3:16 or so (I think) but it seems much later. We ask where we are sllowed to go, since clearly we can't walk back toward the school or toward our cars in the parking lot

We - and students - ended up getting access to our cars on Saturday, which I thought was pretty darn fest.

After some discussion it's decided that we can exit off the north end of the track onto Franklin, assuming the law enforcement officer there doesn't stop us. He questions us, but lets us go past. I'm with the social studies teacher whose daughter I have in class and a science teacher. The social studies teacher lives just a few blocks away, so we're walking to his house. We figure it's far enough away that it's probably not blocked off, and it isn't, so our spouses can come pick us up (taking the long way around the roadblocks to get there).

White we're waiting we turn on the news to see what we can find out. There's not much more information svaliable than we had before, other than lots of pictures and videos from different areas than we were in. They're reporting that two students were hurt, plus the shooter who apparently shot himself. Initial reports are that one students had a minor Injury, but that the other was at the hospital in "serious" condition. I breathe a sigh of relief, since that seems too good to be true. Only one student with serious Injuries, and I knew "serious" condition wasn't great, but was also a much better condition than "critical." I began to think we might get out of this with some emotional trauma, but perhaps the only loss of life being the shooter.

It turns out that the other student wasn't injured - at least physically - at all. It was Claire's blood on her, It also turns out that Claire was not in serious condition, she was in critical condition.

I'm waiting for my wife and daughter to come pick me up at the social studies teacher's house. I'd eventually find out the story of their afternoons.

For all of the 2300+ stories of people who were present at AHS that day, there are tens of thousands of people who were fairly directly affected who have their own stories, and hundreds of thousands (if not more) who would be affected more peripherally. I'll perhaps touch on this later, but the community (local, state and beyond) response to this was nothing short of amazing.

Soth my daughter (8th grade) and my wife (1st grade teacher) went into lockout (different than lockdown) that afternoon. They had no idea, of course, why there were going into lockout, or even if it was just a drill or if something was going on somewhere. Not only do we drill reasonably often, but lockouts happen more often than you might think. Robberies, car chases, domestic disturbances - all of these can cause lockouts in schools that are close. In this case, most of the south metro area went on lockout.

My deughter was sitting in her 6th grade language arts class about six miles south of AHS. They had just gone into lockout, but didn't know why yet. At about the same time that her teacher was being told what the lockout was about, my daughter found out on her own via other students. Her teacher tried to comfort her and took her down to the counselor who did the same. They then called my wife.

My wife (about 20 miles south of AHS) had been in lockout for a little while as well, but didn't know why. After a little while another teacher came into her room and told her she needed to go talk to our daughter on the phone in the front office, My wife panicked a little and asked if something had happened at her school. The answer was no, Karl's school. My wife ran to grab her phone before going to pick up our daughter.

She saw the text from me saying I was fine. (I had also texted our daughter, but she didn't think to check her phone, partially because she's so well trained not to get her phone out at achool.) She had a brief convenation with our daughter's school to work out the logistics of how to pick her up (since they were on lockout, how does she actually get entrance to the building). (There was already an officer at my wife's school and he landly offered to drive her and get her in as well, but that wasn't necessary.) She drove to our daughter's school to get her. At some point she tries to call me. That call actually made it through to my phone while I was in lockdown. I obviously couldn't answer, but I tried to text her back saying I was still in lockdown. Unfortunately, I apparently hit one of the auto-text replies that seys something like "Do you want to get together tonight?" That freaked her out, as she thought someone must have my phone. Eventually she got the text I Intentionally sent and knew I was fine.

Our daughter catried down some after my wife picked her up and they proceeded home to wait. My wife tried to get more information on what was going on as well as get information out to others that I was fine. (At some point a bit later I texted her and asked her to not only contact my family - which I figured she already had - but to put something out on Twitter since I know how that blows up. She <u>did.</u>)

When I was eventually able to call and tell them where to come pick me up, our daughter started to melt down again. She didn't want to get in the car, she wanted to stay at home. My wife knew that was a bad idea, so eventually convinced her to get in the car. My daughter ended up calling my Mom from the car and talking for a while, which calmed her down. But then when they actually got to me she melted down again. The enxiety was just too much and she had to let it out. It was a very long car ride home, but by the time we got there she had calmed down a bit.

Since then she has hed questions (don't we all), but seems to be handling it feirly well. She's had a few nightneres (haven't we all), and she takes a long time to process, so we'll see. After a few days she got up one morning and announced that she was still going to go to Arapshoe next year, and she wore nothing but Arapshoe dothing for the next week or so. I suggested to her that she certainly could, but that if she did she needed to be prepared to answer questions from people (she was wearing this to school and, eventually, on the plane trip to visit my family in Kentucky over break).

Turns out on the plane trip she just replied that "no, my Dad teaches there", so then I got the questions :-).

When I got home we talked for a bit, played with the dog, and I got on the computer briefly to try to get some info and perhaps share some info out.

Twitter has been an interesting part of this for me. (Fecebook, Instagram, and others too, have played a big role I'm sure, but I'm mainly a Twitter user so that's what I've experienced.) I got a guick tweet out to follow-up on what my wife tweeted sarrier, and then immediately tweeted something similar on the AHS twitter account.

And then I stopped and wondering if I should've done that. When social media was finally approved in my district (Twitter and Facebook), we developed a set of guidelines to generally follow and I was comfortable with those. But this situation was obviously different, and not something we had ever discussed (or I had ever thought about). What was the role of our Twitter and Facebook accounts in all of this? What was my role in using them? What responsibility did I have and what leeway did I have to make decisions about what to tweet?

I was acutely aware of both the importance and the risk of tweeting using the school account. While I always try to be thoughtful and careful about what goes out on those accounts, this was different. Our community was hurting. Our community was desperate for news. And I also knew that the tweets would be seen by a for more people and that, depending on how things went in the long run, might be looked back at and analyzed and/or criticized. So should I tweet from the school account, or would it be batter (certainly safer) not to?

After thinking about it for a bit I decided to cautiously tweet. (Again, looking back, I wonder if this was at least partially for my benefit, my need to do something.) The <u>next tweet</u> on the school account (5:07 pm) was heartfelt, and hopefully helpful. That was quickly followed by an <u>informative tweet</u>.

I then took a break to eat dinner, and then asked permission to watch the news. We generally don't watch the news in front of our daughter, and especially didn't want to do that tonight, so I asked if I could close the door and watch. She agreed. So I surfed the local channels to try to learn more, while also using my laptop to surf social media and wabsites as well. Interestingly, one of the local stations led one of their broadcasts by guoting that heartfelt tweet.

I started getting texts from my principal's secretary. My principal was in a meeting with district folks talking about lots of things (as you can imagine), and they were finalizing plans for some kind of support meeting that night. The secretary asked me to stand by as they finalized details because they wanted me to tweet and post to Fecebook. At 6:22 I tweeted there would be meeting at 7 pm for folks who need counseling support, and then at 6:30 with the location.

I returned to watching the television news and checking social media, and again a local television station (different one than before) now shared the information about the meeting I just tweeted out. I also heard on the news that we would not have achool on Monday. I didn't have any confirmation of that, but decided to tweet it anyway with the caveat that I didn't have confirmation. I also came across a tweet from the Denver Post (I was searching Twitter for various phrases, but mostly "Arapañoe") with a phone number for mental health services, so I retweeted that.

I was not hearing a whole lot of new information, except for one thing: they were now saying Claire (although they hadn't named her yet) was in critical condition, not serious. My earlier relief thinking that we might get out of this with no deaths other than the shooter evaporated.

Later that evening staff received a communication from our superintendent (that also went out to the community at the same time) that included information about counseling services that would be available tomorrow (Saturday), so I tweeted out that information. After thinking about it for a minute, I decided since it went out to the public, I could upload it to Google Drive and link to it, so I did and tweeted that as well. Later that night I heard on the news that students and staff would be able to get their cars from the West lot beginning at 6 am tomorrow, so tweeted that as well.

Once the evening news shows were over (19:30 pm), I decided I better get some rest. I generally go to bed fairly early (this was late for me), so I hoped I'd be able to fall asleep quickly. As you might expect, it took a while, but eventually I fell asleep, but woke up early hoping for more - and hopefully good - information.

Saturday, December 14th, morning.

On Saturday morning I continued to tweet out what little information I was finding. There wasn't much new information online or on ty, and we were not yet getting any new information from the district. I started noticing the prevalence of two new hashtags in my stream, #WarriorStrong and #ArapahoeStrong. Late in the morning I got a call from the district asking for the password for the achool Twitter account. They asked me to put out one

<u>its tweet to direct people to the official district page for all further communication. (At the same time they removed my ability to update the school Facebook page.)</u>

I wasn't particularly upset by this then (or now). I understand the need of the district to try to make sure that only "official" and accurate information is coming out from district channels (and surely the school Twitter and Facebook accounts are official "district" communications in some form). But the one thing I am suggesting - both to our district and to other districts - is to consider using these channels better.

We are the "primary source document" for our community. While not everyone craves information in these situations, a certain percentage (I would say a large percentage) does. I completely understand the concerns about anything related to the investigation, but for basic information like I had been tweeting out I think these channels are a perfect way to help meet the needs of our community.

On Friday local media was all over the story, but by Saturday they were only covering it during regular newscasts (and later that day when the Sheriff's office hold a press briefing). At the time the district took over our social media accounts, our five local stations were broadcasting college basketball, Dew Tour (anowboarding), A Tale of Two Tigers, Sports Sters of Tomorrow, and Yu-gl-oh. The "emergency" district page hadn't been updated in over fifteen hours.

Basic information regarding school being open or closed on Monday, what we were going to do about final exams, when students and staff could get their cars from the parking lot, and resources the district were making available to staff (they were making cash available for any staff whose purses/vailets/cell phones/etc. were still trapped in the building - some young staff might not have any other resources to pay for stuff) are all things that I think it's helpful to get out there (and were not getting out there via other means). Even when there is no new substantive information, I think it's helpful to tell people periodically that there's nothing new.

I know this is complicated, and I'm not suggesting this is the most important issue schools and districts face in situations like this, but I think if districts are making emergency plens ahead of time, this is something to consider and plan for (whichever way you decide to go). Let's utilize these "push" technologies we alreedy have in place to help serve our communities in times of crisis as well as we do in calmer times.

Social media was also interesting in the way it quickly mobilized to support the Arapahoe community. Not only were #WarriorStrong and #ArapahoeStrong prominent, but people all over Cotorado, the United States, and beyond began tweeting their support of the community, and Claire in particular.

I was now using my personal twitter account to both share information and retweet some of the support I was seeing.

The Arapahoe County Sheriff's Department held a press briefing on Saturday afternoon. For the first time, they identified Claire Davis by name. Unfortunately, her condition was still critical. The Sheriff also stated that he would no longer say the shooter's name, but simply refer to him as the shooter. (And, leter, as "the murderer".) He said he didn't want to make the story about the shooter, but about Claire and the Arapahoe community. He also used the word "evil" multiple times.

I understand what the Shariff was trying to do and, in some ways, I support it. Certainly I would rather have more of the focus being on helping Claire and the community. Yet from the time he stated this, I've also been uncomfortable with it. The "shooter" was also a student at Arapahoe, also a member of our community. While I certainly agree with not making him "famous" or somehow glorifying his actions, it doesn't change the fact that Karl Pierson was one of our students. Not saying his name won't change what he did. For me, using the word "evil" doesn't really help, either.

As time has passed, my feelings on this are just as conflicted. While I don't begrudge the Sheriff's opinion or his intent, I still think it's not the best approach. I realize that others will disagree. But I agree with what enother AHS teacher said later, "I want to say Kari's name." I think it we want to understand and learn from this, we can't pretend as it Kari didn't exists. We have to look at his experience at AHS (and outside of it), and try to figure out what happened. And we have to realize that his triends and family are mourning as well. The Davis family has come to the same conclusion. The response of the Cavis family has been nothing short of amazing.

Sunday, December 18th Sometime on Sunday we received word about our schedule for the following week. On Monday the AHS staff would have a meeting at enother district building. On Wednesday staff would be allowed back in the building. On Thursday and Enday students would be allowed.

back in the building one class at a time.

I was really glad to hear this. I was worried that for various reasons they might not allow anyone back in the building until after winter break. I thought it was really important for both staff and students to not only get back in the building to get their stuff, but to see each other. I worried the longer we waited, the worse everyone would feel, and the harder it would be to return to school.

Monday, December 18th

On Monday the staff met for about three hours. We heard from our superintendent, our administration, the Arapahoe Shariff, and our district Student Support Services folks. It was a

very good, but very emphasifically we received solfie additional information, comforted each other, and made plans for how to help the students on Thursday and Friday.

I was impressed with the Arapahoe County Shertif (despite my concerns with some of his word choices). He updated us with current information (at least what he was allowed to share), gave us some advice to take care of ourselves (and our students), and answered questions to the best of his ability.

He also said something that I think is Important. He said that me misspoke on Saturday. On Saturday he said that Claire was "in the wrong place at the wrong time," Today he said, "Claire was exactly in the right place, She was exactly where she belonged. She was at AHS, she was there to learn, to grow. She was just there at an unfortunate time." Some folks may see that as just sementics, but I think it is an important distriction.

Wednesday, December 18th

Staff is allowed back in the building. The building was in very good shape. The library was closed and off-limits, but everything else was ready to go. As they had warned us, it did look a bit weird because it was as if time had stopped. All the students' stuff was still on their desks in the classrooms, whatever teachers' had out on their desks was in the same place. That part actually wasn't that weird for me, As teachers, we fairly often walk into our classrooms and see something like that (after going to an assembly, or a presentation, or the computer lab, or similar). I think the part that was a bit sery for me was still seeing PowerPoint or Google Presentations still up on screens, mid-presentation. It was emotional, and tough for a lot of folks, but I think it was a good day.

Thursday, December 19th

Roughly half of our students returned to the building. Students returned by class (Seniors, Juniors, Sophomores, and Freshmen), with each class getting a two-hour window. Today was Seniors first, then Juniors. They returned to the class they were in when we went into lockdown, to retrieve their stuff and to touch base with their teacher. They they could spend as much time in the building as they wented to.

As our principal told us, it's their building.

Most students went to their class and then their lockers, then met up with each other and their teachers, and walked the building. It was a very good day. Some crying, some laughing, lots of hugging. It was very good to have the students back in the building.

Friday, December 20th

Sophomores and then freshmen came in today. Same story as yesterday: it was really good to have the students back. Because I teach just one section of Algebra, with all freshmen, this was when my current students returned to the building.

I had called all of my students' parents the night before to see how the students were doing and whether they had any concerns about returning to school. Most of them were doing well, but a few exprassed concerns. Our guidance department had started a Google Form where we could submit names of anyone who we felt might need some extra attention, so I submitted those students names. (I had already submitted a few other folks' names as well.)

On Friday I tried to see as many of my 29 Algebra students as I could. The night before I had written down which class they were in for the lockdown, so I hung out by one of the entrances and grabbed a few of my students as they came In, then made my way around the building looking for all the others. One of my students was out of town, but I managed to find 26 of the 28 that came that day (and verified with their teachers that the other two made it and seemed okey).

Was that for my students, or was that for me? I'm not sure it matters.

Now we were on Winter Break, I communicated via email with my parents and students regarding our tentative schedule for the week back, as well as asking them for information about whether they wanted to take their first semester final exam for Algebra after we came back or not. (We had decided to make final exams optional - students could choose to take them if they wanted to, or they could simply keep the grade they had.)

Saturday, December 21st

The call finally came. Claire died. It wasn't a surprise, but we had been holding on to hope anyway. By this point the district hed returned the school's Twitter and Fecebook account to me. I had been mostly sharing out some basic information and the amazing support we were receiving from around the world, but especially from other high schools in the Denver metro area. Not really knowing what to do, I simply tweeted words of support and a link to counseling resources on our website. I also emailed all the parents of my students reminding them of the counseling available to them as well as my contact information if they or their student needed to talk.

Lots and lots (and lots) of decisions were being made by my school administration and by the district over the next few weeks. I had some peripheral duties related to the website, getting information out about Claire's Memorial Service, and a few other things, but mostly I just tried to stay on top of social media, sharing support from other folks.

Monday, December 23rd

A small group of teachers and administrators from Columbine High School offered to meet with any of the AHS staff who were available and interested to share their experiences. A small group of us spent a little more than two hours at Columbine, and it was good. We talked about how to support our students and a lot about how to support ourselves, and our

- ramilles. They said as educators it is really easy for us to rocus on helping the students, and put aside taking care of ourselves and our families.

The focus on not forgetting to take care of ourselves wasn't a surprise, but I guess I hadn't really focused on how rough this could be for our families as well (despite the fact that my daughter had struggled so much with it initially). So it was good to get that reminder.

December 25th - 31st

We go to Kentucky to visit my family. It was good to get away. Ou: daughter chose to wear an Arapahoe sweatshirt jacket on the trip out (she had pretty much been wearing AHS gear every day since the Incident). I told her it was perfectly fine but, as I'd indicated all the previous days, she had to be prepared to answer questions from folks who were curious. Several folks were, but she just said her Dad taught there and looked at me, so I got the questions instead:-). She wore the same sweatshirt jacket on the way back to Colorado.

January 1st, 2014

Claire's <u>Memorial Service and Celebration of Life</u> was today. Even though I knew I would be back in town in time, I decided not to get tickets for it (there was no charge for tickets, but you had to get them shead of time.) Initially I thought I would go to be supportive, but then decided it was probably more important to spend the time with my family. As it turns out, I ended up watching most of it streamed live over the web. I'm not sure if not going was the right choice or not.

After the memorial service was when I finally made the decision to start writing this. As the Davis family stated, we should try to learn from this. I hope in some small way this might help someone, somewhere, sometime. There's more to say, and I may eventually write more, but I've run out of steam.

The Arapahoe High School Community Fund Honoring Claire Davis

Posted by Karl Frach at 6.59 PM No communits:

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February 4, 2014

Deputy McCauley

Karl Pierson was in my 5th hour World Geography and Civilizations course, fall semester of 2011. The following is what I recall regarding an incident on November 16, 2011 - his sophomore year.

Karl sat in a front seat, against the wall in class. During a class discussion, a student shared his opinion on our topic and Karl muttered something like "just go cut yourself." While I don't think the student heard him, others around Karl did and so did I. I immediately asked Karl to stay after class. Karl stayed after class and I do not remember my opening statement to him - it was probably something like, "tell me about what happened in class today." Regardless, he became very angry, very quickly and explained that kids were mean to him. He was made to feel like someone's "bitch" and he now felt justified in making other kids feel the same way. At one point he asked, "Why wouldn't I make him my bitch after that has been done to me?" I don't think Karl was saying that the specific student was mean to him in the past, I never observed any exchanges to between them - I think he just meant that others were mean to him in the past. He did not provide any examples. I suggested other ways to handle anger and feelings, but I don't recall making any progress. It seemed that in his mind, he was justified in his behavior. I was not intimidated by his behavior.

I spoke with and emailed his counselor, Kelly Talen and included school psychologist, Esther Song. I do not recall any discussion with Esther on this issue. Kelly sent me an email, which I believe you have. I did not report this to the AHS administration team because it not seem to call for discipline. I also called his mom. I don't remember how long his mom and I spoke. What I do recall is that she kept apologizing for his rude behavior and I repeated myself by saying that to me rudeness was not the point. I was very concerned by what he said and how he said it. She told me he is a good boy and just finished his Eagle Scout project. She did not understand the origin of his anger.

By coincidence, I saw Mrs. Pierson Friday the 20th after school in the parking lot. Again she apologized and told me what a nice kid he is. I shared my same concerns with her.

Karl was not in my class second semester. I do not know if he switched classes because of what happened; or if there was a conflict with another course and simply needed a schedule change.

When I saw Karl after that, we engaged in small talk, but nothing more. This fall, 2013, his was in my class. He saw me in the hall one day and asked me how his was doing.

Deputy McCauley, I hope this account is helpful to your investigation. Please feel free to contact me with any questions you may have for me at

Jackie Price Social Studies Teacher at AHS

REPORT BY: Investigator Kristin McCauley

CASE TYPE: Homicide DATE TYPED: 2/12/2014 ACTION: Follow-up

On 12/17/13, at approximately 0705 hours, 1 interview Deputy Bratsch regarding his initial response to Arapahoe High School on 12/13/13.

During the interview Deputy Bratsch advised that he heard Deputy Englert air over the radio that the school was going into lockdown. Deputy Bratsch advised he started towards Arapahoe High School and then heard Deputy Englert air that there was a fire in the library. Deputy Bratsch was responding code 3 to the high school. Deputy Bratsch arrived at the same time as Deputy Mason.

Once on scene Deputy Englert let them into the school by the north halls. They decided to head towards the library. Once they arrived at the library, Deputy Englert and Deputy Mason entered the library and he covered the hallway. Deputy Stokes eventually arrived and he then helped clear the library. After the initial response he helped assist with clearing and evacuating the school.

The interview was recorded and the DVD was placed into evidence.

REPORT BY: Investigator Kristin McCauley

CASE TYPE: Homicide DATE TYPED: 2/12/2014 ACTION: Follow-up

Investigator Kim Johnston received the report and finding DVD from Rocky Mountain Regional Computer Forensics Laboratory (RMRCFL) from Computer Analyst A. Hilton.

I reviewed the findings, please see Hilton's report and DVD for further.



Rocky Mountain Regional Computer Forensics Laboratory



REPORT OF EXAMINATION

To:

Arapahoe County Sheriff's Office

Date:

January 21, 2014

13101E, Broncos Pkwy

Case ID

Centennial, CO 80112 Attn: Investigator Kim Johnston

Request No.:

RMRCFL-13-0175

Reference: Request for Service Dated December 17, 2013

Ref. No.: CT13-44545

Title:

KARL PIERSON

Date item(s) received:

December 18, 2013

Item(s) Submitted:

RMRCFL022302

Dell Inspiron 530 desktop computer, serial # 97MBPH1, which contains a single Western Digital WD2500AAJS-75B4A0, 250 GB hard drive, serial # WMAT15737002, given barcode RMRCFL022313.

RMRCFL022303

Samsung NP355 ESC laptop computer, serial # HY2N98FC9C6TSMT, which contains a single Samsung ST500LM012, 500 GB hard drive, serial # S2RSJ9BC739378, given barcode RMRCFL022312.

RMRCFL022304

Toshiba V63600-A, 500 GB, external HD, serial # 52A6YETKFN69.

RMRCFL022305

Generic (Gustavus) 4 GB, USB Thumbdrive, no model or serial number.

RMRCFL022306

Solio USB charger. Not a storage device. Not examined.

RMRCFL022307

Generic 1 GB, USB Thumbdrive, no model or serial number.

Page 1 of 7

Accredited Laboratory Since May 19, 2008

RMRCFL022308
Lexar Jumpdrive 4 GB, USB Thumbdrive, serial # AAQ6CJ0N6Y3PJQP8.

RMRCFL000309 Sony 16GB, Thumbdrive, serial # 5A0902060043122.

Request:

Investigator Kim Johnston submitted the described evidence pursuant to an affidavit and search warrant. Investigator Johnston requested that the RMRCFL examine the items for any information related to the planning and or motivation for the shooting at Arapahoe High School. Investigator Johnston is also interested in Internet history, information relating to the making of bombs, weapons and ammunition purchases, and information regarding other school shootings.

Summary of Results:

I was able to locate and decrypt a password protected document that would amount to a manifesto, planning and to some degree explaining his reasons for the shooting at Arapahoe High School. I also located and have provided Internet history for the Internet Explorer browser as well as Firefox and Google Chrome browsing history. Also located was the "Anarchist Cookbook" and "A Field Guide to Monkeywrenching".

Details of Examination:

My digital forensic examination was conducted in accordance with Computer Analysis Response Team (CART) policies and procedures

The following processes were used:

Physical Examination: Examination of evidence items occurred at evidence intake and during the imaging process.

Hardware and System Information: Hardware and system information was obtained during the imaging process.

Performance Verification: I confirmed that each piece of laboratory equipment was operating normally before using it in by examination.

Write Protection: All media was write-protected in accordance with CART (Computer Analysis Response Team) policies.

RMRCFL-13-0175 Page 2 of 7

Imaging: A forensic image of each device was created in accordance with CART policies.

Data Extraction and Interpretation: Conducted during the exam process.

Pre and Post Exam Hash Verification: Image verification was conducted during the imaging process and again after the examination process.

A physical image of each of the submitted evidence items was created using CART approved tools and procedures. The image files were written to a previously prepared storage area network volume, verified and processed. My examination was conducted on these image files.

Item 1: Dell Inspiron:

The Dell has Windows XP, service pack 3, installed on an NTFS partition. All hard drive space was accounted for. The computer date and time was consistent with the current date and time.

The Windows Registry shows the registered owner as "Barbara" and no registered organization is listed. There are three user-configured profiles; "Barbara", "Mark" and

See "Registry Reports" link on the findings DVD.

This computer appears to be used exclusively by Barbara Pierson and water with some use by Mark Pierson in the past.

The only items related to the request for service I could find are emails to, or from, Barbara Pierson. Some of the emails were exchanged with Littleton Public Schools personnel relating to issues involving Karl and some emails were exchanged with Karl. Others are to or from counselors or therapist also discussing issues with Karl. Other emails are relating to applying to the University of Portland, contact information for Senator Michael Bennet and emails related to Karl going to "Nationals" for the speech and debate team. I have provided emails dating back to January 2013.

These emails can be viewed by selecting the "Email Ref Karl and School", Email Ref Karl", "Counseling- Karl", "College App- Karl", "Karl- Senator Bennet" and "Email Ref Nationals" link on the findings DVD.

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Item 2: Samsung Laptop:

The Samsung has Windows 8.1 installed on an NTFS partition. All hard drive space was accounted for. The computer date was consistent with the current date. The computer time however was 15 hours ahead. (At 7:59 am the time showed 22:58 pm)

The Windows Registry shows the registered owner as "Grand exalted leader" and no registered organization is listed. There is one user-configured profile; "Grand exalted leader", full name "Karl Pierson".

See "Registry Reports" link on the findings DVD.

As a result of several keyword, index searches I was able to recover several Internet searches and web pages related to 'rampage' and 'school massacres' incidents, including Columbine and Sandy Hook.

See "Columbine Pics", "Internet 12-13-13" and "Search Hit-Rampage" links on the findings DVD.

I have also provided Firefox Internet browsing history for 11-6-2013 through 12-13-2013. The date and times in the spreadsheet are given as Coordinated Universal Time (UTC) which is 7 hours ahead of Mountain Standard Time and is provided by the internet servers for the web sites visited.

See "Firefox Internet History" link on the findings DVD.

I have also provided a complete Internet History for installed web browsers including Internet Explorer, Firefox and some from Facebook.

See "Full Internet History" link on the findings DVD.

Most of the documents on the Samsung laptop appear to be school related with the majority of those related to national and world politics.

Item 3: Toshiba- external HD:

The Toshiba external hard drive contains a single NTFS partition. The drive does not contain an operating system and appears to be used as a backup hard drive for Mark Pierson.

I found nothing on this drive related to the request for service.

Item 4: Generic (Gustavus) 4 GB, USB Thumbdrive:

This storage drive has been used on an Apple/Macintosh computer. It contains pictures from the Gustavus Summer Speech Institute.

RMRCFL-13-0175 Page 4 of 7

I found nothing related to the request for service.

Item 5: Solio USB Device:

Solio USB charger. Not a storage device. Not examined.

Item 6: Generic 1 GB, USB Thumbdrive:

This storage device appears to have been re-formatted and all items were carved from unallocated space. It contains PDF (Adobe Portable Document Format) documents which are political in nature as well as documents from Christian Science Monitor and the Wall Street Journal. It also contains miscellaneous pictures.

I found nothing relating to the request for service.

Item 7: Lexar Jumpdrive 4 GB, USB Thumbdrive:

This storage device contains only two active documents. "A Field Guide to Monkeywrenching, 3rd Edition.pdf" and "The Anarchist Cookbook by William Powell (1971).pdf".

See "Field Guides" link on the findings DVD.

Item 8: Sony 16GB, Thumbdrive:

This storage device contains pornography, political articles, and miscellaneous documents for school. It also contains two password protected documents. One titled "A diary of a madman.doc" located in the directory My Documents\stuff\DO NOT OPEN\Saguntum\. The other titled "the burn list.odt" located in the My Documents\stuff\DO NOT OPEN\. These documents were created by OpenOffice which is a free office suite similar to Microsoft Office.

Using password recovery software I was able to determine the password for "A diary of a madman.doc" is "saguntum" and the password for "the burn list.odt" to be "gabriella". The file "A diary of a madman" is a 28 page word document that appears to have been written by Karl Pierson. The document is journal of sorts beginning Tuesday, September 17, 2013 and ending on Friday, December 13, 2013, the day of the shooting. The document is an explanation and planning by Pierson for the shooting at Arapahoe High School going into detail how he plans to execute his plan. I also located other drafts of the document which have bee carved out and provided on the findings DVD. Due to the document being created and password protected using OpenOffice, I have copied the contents of the document and have copied the contents into a Microsoft Word document that is not password protected for ease of access.

RMRCFL-13-0175 Page 5 of 7

The OpenOffice document "the burn list.odt" is a listing of numerous adult porn stars and models and is not related to the request for service.

See "Password Protected" and "A diary of a madman" link on the Findings DVD.

I also located a Power Point presentation titled "Columbine: a true crime story by: Jeff Kass". The presentation appears to have been created by Karl Pierson making comment on the book by Kass.

See "Columbine" link on the findings DVD.

I also located a document titled "the best movies list" apparently by Karl Pierson listing a top ten list and an additional 12 "good movies".

See "Best Movie List" on the findings DVD.

A photograph was located in the My Documents\stuff\DO NOT OPEN\Saguntum\ directory which depicts what appears to be a father, mother and 3 daughters at Fenway Park and is titled "4 targets". It is unknown what the title "4 targets" refers to.

See "4 Targets" link on the findings DVD.

Bookmarks by File Path:

Links showing the location on the micro SD Card for each item bookmarked has been provided on the findings DVD.

File Listing:

A complete file listing of each item submitted was created during the initial processing and is provided on the findings DVD.

Derivative Evidence:

I generated the following items of derivative evidence during the examination process:

Derivative Evidence:	Type:	Description:
RMRCFL022357	Archive Tape	Archive images of each item
RMRCFL022407	Findings DVD	Agency Copy
RMRCFL022408	Findings DVD	Agency Copy
RMRCFL022409	Findings DVD	Lab Copy

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Disposition:

The original evidence was returned to the RMRCFL evidence control facility and is available for release to the submitting authority.

The listed derivative evidence was entered into the RMRCFL evidence control facility and will be maintained until it is returned to the submitting agency or other disposition consistent with their standard operating procedures.

Examiners' notes and other internal paperwork generated as a result of the submission of this case to the RMRCFL will be maintained in the RCFL file and will be produced for the submitting agency upon request.

Examiner:

A. "Corky" Hilton, FE

Rocky Mountain RCFL
Computer Analysis Response Team .

This report may contain the conclusions, opinions and interpretations of the examiner whose signature appears on the report.

RMRCFL-13-0175 Page 7 of 7

REPORT BY: Investigator Kristin McCauley

CASE TYPE: Homicide DATE TYPED: 2/12/2014 ACTION: Follow-up

Investigator Bruce Isaacson requested copies of the 911 calls and the radio traffic for the shooting at Arapahoe High School on 12/13/13. Once Investigator Isaacson received the DVD's from ACSO dispatch he placed a copy in ACSO evidence and provided me with a copy.

I listened to the radio traffic, and the following is what occurred during the initial response, in part (see DVD for full radio traffic or CAD notes):

1233 hours: 1P31 (Deputy Englert): School is going into lockdown, not sure why

Reports of shots fired, not sure where

Going to library

There's smoke north side of school, athletic hall

Fire in library - come to forum

1234 hours: 1P31: North side student down in athletic hall, student bleeding,

heavy smoke, no shots heard

rescue to south side shotgun shell on floor

1237 hours:

1A11 (Deputy Mason): On scene

1P36 (Deputy Bratsch): On scene

1P31: one student down, 3 shotgun shells on ground

Rescue respond to south side of Dry Creek to study center, glass area

Fire is out in library

1240 hours: 1T82: on scene with fire

W21: with fire bringing them in

A31: bring fire to rescue to glass doors

1241 hours: 1P31: going to library last place shots heard

Coordinate people coming in on south side

1242 hours: 1P31: student is Karl Pierson, blonde hair about 509

Get with Littleton school to get picture

1243 hours: A21: going with rescue, transporting severally wounded

1244 hours: 1P31: with Karl in library looks like shotgun wound to the head

1245 hours: 1P31: A11 and I have Karl in library north side of school.

Keeping him covered has a shotgun

1249 hours: 1P31: Karl has big black backpack with shotgun shells under him

H50: verify subject is down and doesn't need rescue He needs to be searched by a bomb tech

1256 hours: 1P31: there is a smell of gasoline in the area of the shooter

I listened to the 911 calls, which according to the CAD notes start at 1234 hours. There are several calls being placed to ACSO dispatch, and most callers are not identified. Several of the calls were students who ran from the school.

At 1237 hours, a call was received by Cameron Rust, who advised that the shooter was last seen in the library and he pulled fire alarms. Cameron also advised that he saw the shooter, but he did not know who he is, he doesn't know his name. The shooter was wearing an air force blue sweater, and had a black rifle. Cameron stated he turned and ran and locked down in a classroom. Cameron did not have any further information about the shooter other than he was wearing a black hoodie and had a rifle.

Another call was received by the state of the same who advised that he saw the shooter and he had what looked like a hunter shotgun, he heard gun shots and a student was shot.

See DVD's of calls for all 911 calls.

Nothing further at this time.

REPORT BY: Investigator Kristin McCauley

CASE TYPE: Homicide DATE TYPED: 2/13/2014 ACTION: Follow-up

On 01/28/14 I received a letter from Littleton Public School District Attorney Stephen Everall advising that the file that Kevin Kolasa had was at the HR department. Stephen advised that I could pick the file up from Ken Moritz, but to please call him first. The letter also contained notes that Kevin took regarding Karl. I was also informed that Karl's counselor Kelly Talen's notes were the entries into the contact logs.

Attached to the letter was a student statement written by Karl regarding the incident on 12/11/14 in Spanish class. Also attached was a behavior detail report for Karl for the dates 12/11/13 and 09/03/13, and the threat assessment and notes from Kevin Kolasa.

On 01/29/14, at approximately 0948 hours, I called Stephen, who advised that:

He spoke with teacher Jackie Price, and she has the emails she wrote regarding Karl back in 2011.

Jackie told him there was a typo in the email and that it was supposed to say Karl told another student to go cut himself, not gut himself.

He spoke with Vicki Lombardi who had an email she sent to Karl's mom regarding Karl talking about tequila in class.

He spoke with Dan Mass, who was looking into the emails.

On 01/29/14, at approximately 1340 hours, I received a phone call from Kelly, who advised that:

She was the school counselor for Karl.

Most of her contact with Karl was regarding his class schedule.

Regarding the incident where he told a student to go cut himself, Karl felt that he was getting picked on and had to defend himself.

Karl felt that he may have been bullied during that incident.

Karl had never said anything about being bullied.

Karl seemed upset about the incident but not depressed.

She thought Karl was easy going, and considered him to be intelligent.

She didn't have any contact with Karl regarding the threats that were made about Tracy Murphy.

Esther Song told her about what was going on.

She did not know that Karl was suspended last year.

Karl worked in the guidance counselor his junior year.

Kelly did not have any further information.

I received another letter in the mail from Stephen, which stated that:

He spoke with Vicki Lombardi, who said that she was never physically afraid of Karl, although his behavior on 12/11/13 did scare and some of the students.

Jackie Price should be sending an email with a statement regarding the incident that occurred in her classroom.

He spoke with Dan Swomley, who advised him that he did not take any notes or write a referral over the incident that Karl suspended last year.

On 02/04/14, I received an email from Jackie Price, who advised wrote that:

She had Karl in her class during 5th period his sophomore year.

During a discussing in class, a student shared his opinion and Karl muttered something like "just go cut yourself".

She did not thing the student heard him.

She emailed both Kelly Talen and Esther Song, the school psychologist.

She spoke with Kelly regarding the incident but not Esther.

She called his mom regarding the incident.

She did not talk to the school administration because it did not seem to call for discipline.

Attached to the letter were emails that Vicki Lombardi, Kelly Talen and Michelle Crookham provided.

On 02/04/15, at approximately 1359 hours, I left a message for Ken Moritz, regarding the file he had on Karl.

On 02/06/14, at approximately 1435 hours, I called school counselor

Astrid Katzer-Thurnau DOB:

Astrid advised she was retired, and had only been filling in for Kelly while she was on leave.

Astrid had worked at Arapahoe High School before retiring.

She filled in for Kelly from 08/19/13 to 10/25/13.

She knew Karl from his freshman year when she was the assistant speech coach.

She didn't coach the debate side.

This year, Karl walked by her office and she spoke with him.

Karl talked to her about going to Nationals, and seemed upset that he didn't get any recognition for going to Nationals.

Karl told her he was the only student from Littleton School District to make it to Nationals.

On 09/26/13, she was asked to sit in on a meeting with Karl.

The meeting took place in room C2.

During the meeting Karl was quiet, agreeable and pleasant.

Both Karl's parents were present for the meeting along with Esther Song, Kevin Kolasa and Tracy Murphy.

Karl was to apologize to Tracy Murphy but he never did.

The meeting was regarding Karl going back to the Speech and Debate team.

When she knew Karl in 9th grade, he was quiet.

Karl lost more rounds in debate his freshman year then he felt he should have.

Karl was always dressed well for the competitions; in a suit an tie.

She remembers a meet in Denver, where Karl's mom was helping and they couldn't find her.

Karl made a joke that she does that sometimes, but didn't seem upset by it.

Karl appeared the same to her in 12th grade as he did in 9th grade.

She wrote Kelly an email regarding students that she should check the contact log on and Karl was one of the students.

The files for the students are kept in the vault at the high school.

Karl's suspension information should be under the behavior in infinite campus.

Astrid did not have any further information.

On 02/11/14, I left a message for Stephen regarding Ken not returning my phone call and to see if I could get the emails.

On 02/11/14, I spoke with Ken Mortitz, from Littleton School HR department. We agreed that he would give the file to Deputy Englert, who would then bring it to ACSO Headquarters. Deputy Englert brought the file to me at approximately 1530 hours on 02/11/14. The file contained the threat assessment, Karl's school statement from 12/11/13 and a behavior report for Karl.

On 02/12/14, I received a message from Stephen, who advised he had the emails and states that some of them maybe important. I returned Stephen's call and left a message.

Nothing further at this time.

SEMPLE, FARRINGTON & EVERALL, P.C.

ATTORNEYS AT LAW

THE CHANCERY BUILDING, SUITE 1308 1120 LINCOLN STREET DENVER, COLORADO 80203 TELEPHONE (303) 595-0941 FAX (303) 861-9608

January 31, 2014

. via U.S. MAIL

K.D. McCauley, Deputy Sheriff Sheriff's Office 13101 East Broncos Parkway Centennial, CO 80112

Re: Arapahoe High School Investigation

Dear Ms. McCauley:

Following up on our telephone conversation of January 29, this letter will confirm the following undertaken at your request:

Vicki Lombardi

I called Ms. Lombardi. In response to my question as to whether she had any documents (including e-mails) pertaining to Karl Pierson or his parents, she agreed to search her e-mails (she was sure she had no written documents, including notes). She provided me a copy of her e-mail to Mrs. Pierson dated November 1, 2013, pertaining to the "tequila" comment. A copy is enclosed. Ms. Lombardi stated that she had already provided you a copy of this e-mail. Also of interest, I thought, was that Ms. Lombardi told me that after Karl had apologized on December 12 for his outburst the day before, she was satisfied and felt they would be moving forward. She also said that she was never physically afraid of Karl, although his behavior on December 11th did "scare" her and some of her students.

2. Jackie Price

I called Ms. Price. She remembered the incident with Karl that occurred in her class on November 16, 2011. She found the e-mail chain between Kelly Talen and her. A copy is attached. She mentioned that the phrase "just go gut himself" in her e-mail was a typo which should have read "just go cut himself." Ms. Price has no other documents (including e-mails) pertaining to Karl Pierson or his parents. At your request, I then called Ms. Price to ask her to provide you either an e-mail statement or to call you directly. Ms. Price indicated that she would prefer to provide you a statement. You should have that next week.

MARTIN SEMPLE

DARRYL L. FARRINGTON

STEPHEN G. EVERALL

M BRENT CASE

MATT RATTERMAN

SUSANNE STARECKI KIM

HOLLY ORTIZ

MARY B GRAY

K.D. McCauley, Deputy Sheriff January 31, 2014 Page 2

Kelly Talen

I spoke with Ms. Talen and gave her your phone number. She said she would call you. I told her that you intended to interview her over the telephone and that it might last 5 or 10 minutes. Hopefully, she will have talked with you by the time this letter reaches you. If not, please let me know.

4. Dan Swomley

I spoke with Mr Swomley, Karl's math teacher for 2012/2013 school year. He remembered the March 15, 2013 incident with Karl pretty well, but he made no notes, including a referral. He thought that the one day suspension was appropriate. Afterward, Karl and he got along for the rest of the year. In November 2013, Karl began calling him "comrade." Mr. Swomley thought this was odd, but he did not seek an explanation:

Michelle Crookham

I spoke with Ms. Crookham Wednesday evening. She stated that she did not have any documentation pertaining to the KMFDM "incident." Ms. Crookham stated that she had some other e-mails. They are an e-mail chain between Ms. Pierson and Ms. Crookham in October 2013, in which they talk about improving Karl's trigonometry grade. They are enclosed. Mr. Kolasa said he had no documentation, because no disciplinary action was taken as a result of this "incident."

6. Astrid Thurnail

Her telephone number is ______. I believe she is expecting your call.

Generic LPS E-mails Pertaining to the Piersons

I have made contact with Mr. Dan Maas, the LPS Chief Information Officer. Mr. Maas has gathered the e-mails pertaining to the Piersons. I will review them and discuss their content with you before passing them on to you. They are numerous.

If you have any questions or comments, please do not hesitate to contact me.

Sincerely,

Stephen G. Everall

Enclosures

K.D. McCauley, Deputy Sheriff January 31, 2014 Page 3

cc: Mr. Scott D. Murphy, LPS Superintendent Ms. Natalie Promenko, AHS Principal Darryl L. Farrington, Esq.

S:\Littleton Public School District\Arapahoe Incident\McCauley Letter 140131.doc

Steve Everall

From:

Victoria Lombardi

Sent:

Monday, January 27, 2014 3:09 PM

To: Subject: Steve Everali Fwd:

Vicki Lombardi Spanish Teacher Arapahoe High School

- Forwarded message

From: Victoria Lombardi

Date: Fri Nov 1, 2013 at 3:12 PM

Subject:

To:

Hi Ms. Pierson,

I wanted to write to you about Karl and my Spanish class. Karl started out quite well in the beginning of the semester but his grade has been sliding lately. Today we took a quiz and Karl failed it. I am getting worried as his grade has now dropped to a very low C.

I really enjoy Karl and like having him in class. Lately though, I have had some trouble with his behavior. Today, during a lesson on the "Day of the Dead", he raised his hand to ask a question and asked me if we could drink tequila in class. He is one of only two seniors in the class and the majority are freshman and sophomores. This was an inappropriate comment and it surprised me that he said it in front of 35 other students.

I just thought you would like to know. Please let me know if you have any questions or concerns.

Vicki Lombardi Spanish Teacher Arapahoe High School

> ing productions of the table organisms

Steve Everall

From:

Jacqueline Price

Sent:

Monday, January 27, 2014 4:51 PM

To: Subject:

Steve Everall Fwd: KP

Steve,

Here is the email chain you requested.

Thank you. Jackie

- Forwarded message -

From: Talen Kelly Date: Mon Nov 28, 2011 at 12:45 PM

Subject: RE: KP

To: Price Jacqueline

Cc. Song Esther

Hi Jackie,

I did meet with Karl today. It was interesting as he expressed a lot of anger in his tone of voice while discussing times when he has been picked on. We talked about strategies he can use and I also spoke with his dad on the phone. Dad was aware of everything and was surprised by Karl's reaction (anger) to the situation. He didn't know where that was coming from.

If you experience any issues of anger or continued bullying, please let us know.

Thank you!

Kelly Talen

Guidance Counselor

Arapahoe High School

From: Price Jacqueline

Sent: Wednesday, November 16, 2011 2:33 PM

To: Song Esther; Talen Kelly

Subject: KP

HI!

This is just a reminder regarding the conversation about Karl Pierson. At the end of my conversation with him today (after he told a kid to "just go gut himself") he shared that he has always been someone's "bitch" and that other kids were and are mean to him. Therefore he feels he is justified in doing that to other kids too. "Why wouldn't I make him my bitch after that has been done to me?" was the question he asked me.

We briefly discussed different ways to handle this anger and these feelings, but I feel this needs to be shared with you.

Thanks and let me know how I can help.

Jackie

Cut himself

Pierson to me

Hello Ms. Crookham,

Thank you for the postcard and the request to meet to discuss Karl's progress in your trigonometry class.

By chance, would you have any availability to meet before the school day, say 6:45 or 7:00 AM? I have prior commitments on both Wednesday and Thursday evenings next week, so i'm unable to attend conferences, however, this obviously is a priority and I will accommodate whatever date/time you are available to meet.

Thank you,

Barbara Pierson Cell:

Barbara 10/11/13
Pierson to me

Good moming!

Thank you for your voicemail message last evening – sorry I missed your call. We were at an author event at the Tattered Cover downtown.

Yes, I can understand that early mornings next week would make for extra long days for you with conferences! Perhaps we can just discuss by phone. Would that work or do we need to meet face to face?

Yes, Karl needs to own this. I've asked him what his plan is to bring his grade up. He told me he would put more effort in to studying for the tests.

I appreciate your support and concern. I will look forward to talking with you soon.

Enjoy your weekend!

Many thanks,

Barbara Pierson Cell:

Michelle Crookham to barbara.pierson	10/14/13
Hi Barbara,	
Would sometime tomorrow be OK to call?	I am unscheduled 8:30-10:30. Is your cell the best number?
;)	
Michelle .	
Barbara Pierson to me	10/14/13
Hello!	
Yes, tomorrow morning, Tuesday, October think 9:30 - 10:30 should be best.	15 should be fine I don't have my schedule with me I
Yes, please call my cell.	
Many thanks!	
Barbara Pierson Cell:	
Michelle Crookham (Crookham) to Barbara	10/15/13
Hi Barbara,	
it was great to talk to you. Here is the docu	ument we were discussing. Please let me know if you have
;)	

Michelle

Barbara Pierson

10/15/13

to me

Thanks so much for your time and flexibility to talk this morning. I did talk with Karl this afternoon and asked him to let both you and me know his plan and commitment to raise his grade in your class the 2nd half of this semester.

I appreciate your support and dedication. Please feel free to reach out to me if you have any further concerns.

Many thanks,

Barbara Pierson

Cell:

Trigonometry - What is left??????

These are approximate dates.

Chapter 4 Test Tuesday, Oct. 22

100 points

Sections 5-1/5-2 Quiz Friday, Nov. 1

50 points

Identity Quiz #1

Friday, Nov. 8

20 points

Identity Quiz #2

Friday, Nov. 15

20 points

Chapter 5 Test

Tuesday, Nov. 19

100 points

Chapter 7 Test

Wednesday, Dec. 11

100 points

Homework

Most class periods

26(5 points each)

130 points

Final Exam

Tuesday, Dec. 17

200 points

Currently, we have 460 points possible. At the end of the semester we will have approximately 1180 points. So...

A = 1057-1180 points

B = 939-1056 points

C = 821-938 points

D = 703-820 points

Please understand, these are <u>approximate</u> points. We may have a little more or a little less than 1180 points total.

SEMPLE, FARRINGTON & EVERALL, P.C.

ATTORNEYS AT LAW

THE CHANCERY BUILDING, SUITE 1308 1120 LINCOLN STREET DENVER, COLORADO 80203 TELEPHONE (303) 595-0941 FAX (303) 861-9608

January 27, 2014

via HAND DELIVERY

K.D. McCauley, Deputy Sheriff Sheriff's Office 13101 East Broncos Parkway Centennial, CO 80112

Re: Arapahoe High School Investigation

Dear Ms. McCauley:

Following up on my voice mail message to you on Friday afternoon, January 24, I am enclosing herewith the contents of Kevin Kolasa's "new" Karl Pierson file mentioned in your list of "items we did not get from the School." The new file consists of three documents, namely, (1) Threat Assessment & Action Plan dated September 9, 2013; (2) Behavior Detail Report through 12/11/2013; and (3) Karl Pierson's handwritten Student Statement dated 12/11/13. My understanding is that you already have all of these documents.

The original "new" Karl Pierson file is at the offices of the LPS Director of Human Resources Ken Moritz at the Education Services Center, 5776 South Croker Street, Littleton, Colorado. If you want to have the original "new" file, you may pick it up at Mr. Mortitz' office. I would ask that you give him a call in advance. His number is

In discussing this matter with Mr. Kolasa on Thursday, he advised that he had some handwritten notes pertaining to Karl Pierson in his notebook. These notes are not considered part of the student's file. I asked Mr. Kolasa to scan and e-mail me those notes. Redacted versions are enclosed herewith (the redactions pertain to other students in other matters). The dates of the notes are 9/4, 9/6, 9/23 and 12/11, 2013.

I also have been in touch with the AHS counselor, Kelly Talen, to advise that you wish to interview her. She had some questions about the interview's format which I couldn't answer. She indicated that Monday and Thursday evenings would be best for her. Please call me to make arrangements. Kelly stated that she had no "notes" except for her entries on the Contact Log that you have.

MARTIN SEMPLE

DARRYLL FARRINGTON

STEPHENG. EVERALL

M. BRENT CASE

MATT RATTERMAN

SUSANNE STARECKI KIM

HOLLY ORTIZ

MARY B. GRAY

K.D. McCauley, Deputy Sheriff January 27, 2014 Page 2

If you have any other questions or comments, please do not hesitate to call.

Sincerely,

Stephen G. Everall

tylu A. Bull

Enclosures -

: Mr. Scott D. Murphy, LPS Superintendent (w/o Encls.)

Mr. Ken Moritz, LPS Director of Human Resources (w/o Encls.)

Mr. Kevin Kolasa, AHS Assistant Principal (w/o Encls.)

Darryl L. Farrington, Esq. (w/o Encls.

S:\Littleton Public School District\Arapahoe Incident\McCauley Letter 140127.doc



Education Services Center. 5776 S. Crocker Street. Littleton, Colorado 80120. 303.347.3300.

January 23, 2014

Dear LPS Parents and Staff:

On Monday, we celebrated the life of Dr. Martin Luther King, a man dedicated to peace, love and equality. Dr. King once said, "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."

Our community has been challenged, and there are those who would create controversy. The suggestion has been made that the district is avoiding engaging in a public debate because we have something to hide. I assure you that nothing could be further from the truth. We are working closely with and fully cooperating with Arapahoe County Sheriff Grayson Robinson and his staff as they continue their active investigation. All LPS employees have a duty to not publicly divulge information that could affect the investigation. In addition, all LPS employees are governed by federal and state laws that restrict any release of information pertaining to a student. The district also has a legal obligation to protect the privacy of all students and faculty.

I, as superintendent of this district, and the team of dedicated professionals that work with me, will continue to do our very best to provide students and employees with a safe and healthy place in which to learn and work. We have a number of policies and procedures in place that protect students and maintain effective learning environments. As recommended by the Columbine Commission, LPS has a Behavioral Risk and Threat Assessment process that includes a mental health professional working with law enforcement, families, and other agencies. Our threat assessment process was developed in partnership with the United States Secret Service, the FBI, and national risk assessment experts. This process is used whenever there is a report of an occurrence that may constitute a threat.

We continue to provide counseling support and access to other mental health services for staff and students as needed. Our school and district staff members have worked tirelessly these past weeks to support students and staff in their daily work and to keep our schools moving forward. Our community mental health agencies have contributed hundreds of hours of direct assistance. We have received thousands of dollars of donations and services. LPS has strong partnerships with the local law enforcement agencies that serve our community. The vigilance of our employees, students, parents, and neighbors help keep students safe. Positive relationships and involved school communities keep us strong.

Together, we will create our future.

I want to thank all of you for the outpouring of support and offers of help. This community is filled with generous, caring people who want the very best for their schools. It is an honor to serve you.

Sincerely,

Scott Murphy
Superintendent

THREAT ASSESSMENT & ACTION PLAN

The Building Team should initiate a Threat Assessment when a student poses a threat, makes a threat, or if there is concern that a student may be about to act out violently. This document does not need to be completed for every threat made between students in the "heat-of-the-moment" such as during a fight. The threat assessment addresses the cases! in which there is a concern about or there appears to be a plan for specific targeted violence. If the primary concern is about a student being at risk for self-harm, utilize the Suicide Risk Assessment. In some cases, both the Threat Assessment and the Suicide Risk Assessment will need to be completed.

An administrator should assemble the building Threat Assessment Team and any other staff with information about the situation. The Threat Assessment Team usually consists of:

Administrator

- · School Resource Officer (as needed/available)
- School Psychologist or Social Worker
- . Teacher, Counselor, other person who knows the student
- Counselor (assigned to Threat Assessment Team)
- District Administrator (as needed)

It is important that information be shared among all the team members. The information for this assessment can be gathered from sources that include eye-witness reports, academic and discipline records, staff/parent observations, and student interview. If the immediate danger is sufficiently contained, the team may want to consider gathering additional background information from other sources to cross reference facts, etc.

Please contact Nate Thompson, Coordinator of Student Support Services at (303)347-3570 for assistance regarding the Threat Assessment process.

♦ SUMMARY INFORMATION	
Student: Karl Piersen	School: Att S
DOB:Student Number:_ 907	-57 Grade: 12 Age: 18
Parent/Guardian Name(s): Bandu a Piers	en Phones Ph:
Date of Incident: 9413 Attach	photo and other identifying information if available
Brief Description of the Incident: Mr. Mung	by met & Ken - his nother on a 16 of ter school t
Informe him he would not be cape	tich of such a debate those years of the very and of
sulver, Kent went on an enotions	i twide + said I im group to kill that gray other wo
♦ STEP 1: MAKE SURE ALL STUDENTS	S AND STAFF ARE SAFE overheard by staff who wearm
■ Locate and detain the student(s) under constant a	adult supervision.
Do not allow student(s) access to his/her coat, ba	ckpack, or locker.
*NOTE: If the student cannot be located or detained delay filling out this form and contact the Law Enfor	d, <u>and</u> the threat is believed to pose an imminent threat of harm to others, reement <u>immediately.</u>
◆ STEP 2: MAKE IMMEDIATE NOTIFI	CATIONS
Contact School Building Administrator(s) - review	need for threat assessment
	Officer, District Security 303-347-3420 as needed based on the situation Student Support) if the level of threat is school, district or community-wide
The parent/guardian has been notified prior to co	anducting the assessment
☐ The parent/guardian to be notified after conduct	ing the assessment, because:

The following warning signs are offered to guide the threat assessment process. The purpose of this process is to determine whether a student poses a threat to the safety of others. The Building Threat Assessment Team should answer the following questions to the degree possible. The

team should check all that apply and provide notes explaining the exidence next to each statement checked.

Updated Apr 2011

•	THREAT FACTORS: \
	Threat was: Direct Indirect/Velled
Ma.	Threat was: Verbal Nonverbal Symbolic Hand or body gesture Written Via Technology
	larget of the threat was: Specific Vague
	Identified Target(s): Track Mix Phyl - family fromly - speech & lethic
	Threat was:
	☐ Unrealistic, improbable ☐ Vague with minimal details ☐ Specific with lots of detail
	Student has communicated ideas or intent to attack.
	Access to Weapons: None known Vague references Specific and verified At home At friend's
	Ability to carry out plan: No ability or training Possible ability Reported ability and training
	Motive to threat or harm targeted others: None known R Possible reasons Definite motive/triggers
	Other relevant details: Ken was told he wind no longer he captain it the speech & debotes to
	EARLY WARNING SIGN FACTORS:
	□ Violent behavior towards others □ 1-2 isolated incidents □ Significant history work reports deep Seached
	Usolent/threatening themes conveyed in stories, diary entries, essays, letters songs, drawings, or videos 7 Kirl Ograci - Wall
	"Practicing behaviors" (e.g., progression of harmful acts related to current threat concerns)
	Fascination with weapons, bomb making, or other acts of violence/destruction
	Oepression, self-harm, and/or suicide issues
	History/perception of being bullied or victimized by others
	Other relevant details: 16St school year he had an orthoret where he told kids to what the
	AT-RISK FACTORS: he get root that girls were giggling to him about much grade tuch up in
1	
	Poor student achievement or academic progress
\	Uviolence/abuse is modeled at home or in the community
1	Difficulty controlling impulses or emotions
	Uviolence/abuse is modeled at home or in the community U Difficulty controlling impulses or emotions U Irrational beliefs and ideas What des not seem to be community
	Significant psychiatric/medical condition(s) or medication needs:
m	D = 111 . 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
u	I Student externalizes blame fully fund fund fund fund fund
-	Peers are fearful of the student
\	Staff is fearful of the student Nov. Nourphy
	Angry reactions are extreme or disproportionate to the situation
	Drug or alcohol concerns:
1	☐ Sensitivity to feedback/criticism ☐ Student currently reports or appears: ☐ Hopeless ☐ Anxious ☐ Depressed ☐ Angry ☐ Detached
	Student currently reports or appears: Hopeless Anxious Depressed Mangry Detached History of violence toward objects, animals, or property (e.g., vandalism, torturing animals, fire setting)
	Student tends to hold on to resentments or harbors a grudge
	Student recently experienced: Emotional trauma Rejection or humiliation Loss of family member or peer ! Victimization by peers Severe disciplinary action
	Student's peer group reinforces antisocial/violent attitudes
	Student's relationships at school: Good Average Poor
	Home environment concerns: Inconsistent discipline Limited control Lack of supervision
	Reacts to discipline:
	☐ Student is receiving Special Education/504 services. Disability: Contact person:
	Family history of: Mental Health Violence Substance Abuse Legal Issues
	☐ Bizarre or concerning behaviors:
	Other relevant details:
	PROTECTIVE EACTORS
	PROTECTIVE FACTORS:
	When in distress, student will:
	Adult Supervision: No monitoring Sometimes monitoring Closely monitoring
	Name(s) of people monitoring: parents
	Community agencies: Not involved In process of becoming involved Are involved: Tamily protections
	Supportive Relationships: None Sometimes Who:
	Level of self-control: Limited at all times Okay with supports Consistently present
100	Previous measures that have been effective to inhibit student's violent/threatening behaviors:
	Lipdated Apr 2011 that the Apr 2
200	

	◆ STEP 4: REVIEW FINDINGS WITH THE BUILDING TEAM - DETERMINE LEVEL OF CONCERN
	Convene the Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question: "To what extent
7	does the student pose a threat to school/student safety?" As a team, consider the risk factors identified and determine the level of concern
	regarding the threat. If you have difficulty determining the level of concern, please consult with Nate Thompson, Coordinator of Student Support
/	Services at (303)247-3570.
	Low Level of Concern - COMPLETE THE ACTION PLAN (STEP 5)
	Risk to the target(s), students, staff, and school safety is minimal. Threat is vague and indirect. Information contained within the threat
	is inconsistent, implausible or lacks detail; threat lacks realism. Available information suggests that the person is unlikely to carry out the threat or become violent.
	Medium Level of Concern -CONTACT LPS SECURITY and DISTRICT ADMINISTRATION IMMEDIATELY
	The threat could be carried out, although it may not appear entirely realistic at present. Threat is somewhat plausible and concrete.
	Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g.,
	possible place and time). No clear indication that the student of concern has taken preparatory steps (e.g., weapon, seeking), although
	there may be an ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey
	that the threat is not empty: "I'm serious!" Moderate or lingering concerns about the student's potential to act violently.
	High Level of Concern — CONTACT LPS SECURITY and DISTRICT ADMINISTRATION IMMEDIATELY (and 911 if needed)
	 The threat or situation of concern appears to pose an imminent and serious danger to the safety of others. Threat is specific and plausible. There is an identified target and the student has the capacity to act, information suggests concrete steps have been taken.
	toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has a victim
	under surveillance or a gun has been found. Information suggests strong concern about the student's potential to act violently.
	◆ STEP 5: DEVELOP AN ACTION PLAN
	Use the following guide to formulate an action and supervision plan. Not all steps will apply in every situation.
	SAFETY MEASURES
1	Police Response: Ino action taken Iticketed/charged I apprehended/detained I weapons check at school/home downstand truth
-	Intended victim warned and /or parents or guardian notified on: 915 by: Kink Kills the will only only only on the will be a supplied on the will be
	Medical Care: Emergency Medical Response / Ambulance School Nurse Police Response: no action taken ticketed/charged apprehended/detained weapons check at school/home downstud turbulary drugs Intended victim warned and /or parents or guardian notified on: 9 5 by:
1	☐ Mental Health Evaluation: ☐ perent taking to hospital ER for evaluation ☐ ambulance ☐ mobile crisis team evaluation
	Additional measures to ensure safety: While paych affect
	Child Abuse Report to Dept. of Human Services on! by
/	DISCIPLINE & MONITORING
	Disciplinary action taken: Re antry 9/9 If suspended, student will return on:
	☐ Safety Contract (attached) signed by: ☐ Student ☐ Student and Parent
	Modify daily schedule:
	□ Daily or □ Weekly check –in with (Title/Name): □ Backpack, coat, and other belongings check-in and check-out by
	☐ Increased supervision in the following settings:
	Student consent to abide by a "no contact" contract in regards to:
-	Follow up Intervention contact by support staff: Psychologist Nurse Counselor Case Manager Other:
	The state of the s
	will must in 2 weeks (Af My Marphy parents, Student) to disuss action from the money furnished
	Schedule review of IEP or Section 504 Plan to review goals and placement options, and consider updating assessment, services
	or change of placement. DATE:
	NOTIFICATIONS
	LPS Security notified for all Medium and High Level Concerns. Date:
1	Staff and teachers alerted on a need to know basis. Date:
	Building Administration has discussed "need to know" issue of informing community.
	District Administration informed. Administrator.
1	PARENT / GUARDIAN FOLLOW UP STEPS Parents will provide the following supervision and or intervention: family MV + psychologist IX/WK—
1	Parents will provide the following supervision and or intervention:
	Will parents give permission to share information with community partners (e.g., legal systems and therapists)? The Non-parallel vision of the parents of caretakers.
1	Other agreements made: Kill will discuss every many a tratifical to which
	Other agreements made: 1-14 t www warments made: 1-14 t www.
	Parent/Guardian Signature: Date:
	Talenty Outstoler Sprinteres
	Whole for
	Updated Apr 2011

D Plan will be reviewed on 616.5	by Al common statement	1	
Than will be reviewed on	by Al perents states tact for document and plan: Stail Peyth	W-10 -	
Confidential building location and con	tact for document and plan: Sture TRYW	Jan	
☐ Enter in Infinite Campus under Behav	rior Event/TAAP (Medium and High Level Threats Or	nly)	
Copies of this plan have been given to	o:		
	✓ Building Administrator		
	 ✓ Nate Thompson, ESC - Student Support Serv ✓ LPS Security (Medium and High Level Conce 		
	LES Security (Medium and right Leves Conce	riis Orliy)	
♦ SIGNATURES			
1: 1.1			
This laster			
The Children of the Control of the C	7	0-1	
Administrator, Plan Supervisor	Teacher or other staff who knows student	Other	
12 de 2			
wenny kny		Other	
School Psychologist / MH Professional	Counselor from Building Team	Uther	
School Psychologist / MH Professional	Counselor from Building Team	Otner	
School Psychologist / MH Professional	Counselor from Building Team	Other	

STEP 6: DOCUMENTATION AND REVIEW

The results of this screening do not predict specific episodes of violence, nor are they a foolproof method of assessing an individual's potential to harm others. The purpose of this screening is to identify circumstances that may increase risk for potential youth violence and to assist school staff in developing a safety plan.

This screening form was developed by Littleton Public Schools with information adapted from the U.S. Department of Secret Service, Federal Bureau of Investigation, U.S. Department of Education, Nicoletti-Flater Associates, Cherry Creek School District, and Denver Public Schools.

Updated Apr 2011

Date

Behavior Detail Report

Name: Karl Halverson Pierson Grade: 12

AHS 13-14

Total Demerits: 0

Total Points: 0

Date: 12/11/2013

Time: 1:50 PM

Submitted By: Kolasa, Kevin

Alignment: Discipline

Damages: 0.00

Location: Classroom

Location Description:

Context: During class

Context Description:

Incident Details: Karl left the room to go to the bathroom. When he returned the door wsa locked. A student refused to open it for Karl, so Karl responded by pounding on the door for 30 seconds. When the teacher opened the door she asked, "are you serious", Karl responded by yelling, "as a heart-attack". He was hitting the door so hard a teacher four doors down heard him.

Event: 110 - Failure to Follw Rules

Role: Offender

Demerits/Points: 0

Injury: No Injury

Injury Description:

Medical Service Provided: No

Role Details:

Resolution: Other - See Comments

Assign Date: 12/11/2013

Start Date: 12/11/2013

Start Time: 1:52 PM

End Date: 12/12/2013

End Time:

Behavior Admin Staff Name: Kolasa, Kevin

Attendance Code: :

Resolution Details: Mr. Kolasa brought Karl to his office. They talked about what happen and called home to explain the situation. Karl calmed down and said he would apologize to the teacher. He was sent home for the duration of the day.

Date: 09/03/2013

Time: 2:31 PM

Submitted By: Kolasa, Kevin

Alignment: Discipline

Damages: 0.00

Location: School Grounds

Location Description:

Context: After classes

Context Description:

Incident Details: After being demoted from his captain status on Speech and Debate, Karl left school and yelled in the east lot that he would kill Mr. Murphy, the Speech and Debate sponsor.

Event: 138 - Threat Staff

Role: Offender

Demerits/Points: 0

Injury: No Injury

Injury Description:

Medical Service Provided: No

Role Details: Parents were contacted and mom decided to keep Karl out of school for the next three days in order to seek outside

assistance with a psychologist.

Resolution: Other - See Comments

Assign Date: 09/09/2013

Start Date: 09/09/2013

Start Time: 9:37 AM

End Date:

End Time:

Behavior Admin Staff Name: Kolasa, Kevin

Attendance Code: :

Resolution Details: Held a threat assessment meeting with his parents, Dr. Song, and Mr. Kolasa. It was determined that he was not a high-level of threat and would be able to go back to his classes. Karl was apologetic for what he said, but was not remorseful and did not see a need in apologizing to Mr. Murphy. It was decided that we would wait two weeks and then have a meeting about

Behavior Detail Report

Name: Karl Halverson Pierson Grade: 12

whether or not Karl should be on the Speech and Debate Team.

May, w/ Town
talked to James (case #)
topore about office position
was 2 weeks to deceval pass being on team.
unposed position not an unanimous vote
an es about Karks well-fine
Disordedly Conduct
Laydling From (land obscere lary in public place)
Laydling From (land obscere lary in public place)

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	9/6	
Tour	cribe Purpose for Mtg:	
	ear your side Karl (What happened after into)	
	reduce more info	4 e5 j
	is ne that you are safe to come back	
Kon	ech & Debate - before	
	and the state of t	
- W	e will meet w/ morn Tracy, me BS 11 2 weeks time(Tues. 9/24)	
	determine whether or not you will be allowed for Trang	
to.	be on the team.	
D	e feeling (reparations, comfort level, etc.)	
_ lari	E feeling (reparations, constart level, etc.)	
Fur	ions during into boiling over	
1/1/	entered to Kill him & top of lungs)	
See	where to Kill him a top of lungs) my a pough som on Fr. Lid speak wy SRO	
- We	Lie speak w/ SRO	
- lava	6 him	
* TOV	d Karl how are given going to work my TM	
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		100

(PNta.
Thus Specing Debate

(0:45 an Thurs MCTC

Show up just for fournaments no practice w/ team.

4 can avoid confrontation this way.

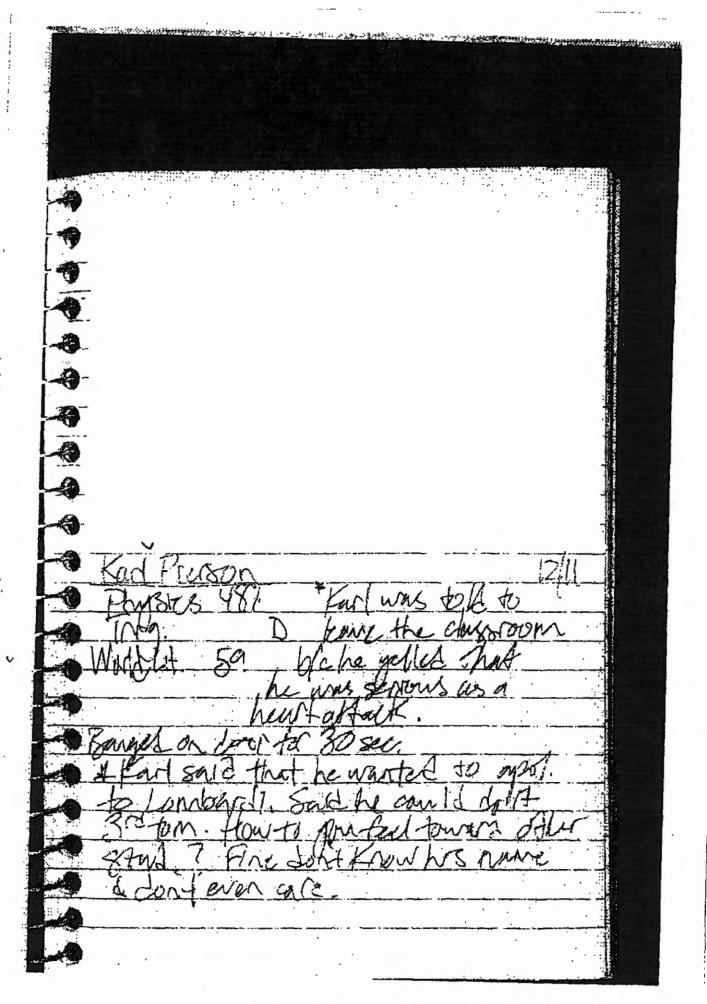
4 can avoid confrontation this way.

4 can let TM Know which ares he wants to participate.

Les this is a comprimed, espectations on competitions.

Les not fruitful.

Les needs to communicate which debates to afterd.



REPORT BY: Investigator Kristin McCauley

CASE TYPE: Homicide DATE TYPED: 2/28/2014 ACTION: Follow-up

On 02/14/14, I received three USB drives from the school district containing emails related to Karl Pierson. I reviewed the emails and found emails sent to Barbara Pierson regarding Karl and meetings that were set up. There were emails to Tracy Murphy from Kevin Kolasa setting p a meeting to discuss Karl Pierson on September 6, 2013. 1 also found an email stating Karl had been suspended for the remainder of the day on 03/15/13. There were also emails between Kelly Talon and Astrid Thurnau regarding checking the contact logs and one of the students identified was Karl Pierson.

The USB drives were placed into evidence.

From:

Barbara Pierson

Sent:

Wednesday, October 09, 2013 9:00 PM

Subject:

Karl Pierson

Hello Ms. Crookham,

Thank you for the postcard and the request to meet to discuss Karl's progress in your trigonometry class.

By chance, would you have any availability to meet before the school day, say 6:45 or 7:00 AM? I have prior commitments on both Wednesday and Thursday evenings next week, so I'm unable to attend conferences, however, this obviously is a priority and I will accommodate whatever date/time you are available to meet.

Thank you.

Barbara Pierson

Cell:

From:

Barbara Pierson

Sent:

Tuesday, September 10, 2013 6:02 AM

Subject:

Karl Pierson

Good morning, Mr. Kolasa, Dr. Song,

Thank you for your time yesterday.

To follow-up on that discussion, could we discuss implementing an IEP to put strategies and a plan in place to help Karl to be successful throughout the upcoming school year? The goal would be for Karl to utilize skills and strategies to successfully complete his senior year academically and graduate from Arapahoe High School, and if possible, to participate in extra curricular activities that can channel his leadership and verbal skills effectively. I'd like to work together with the school and your resources, along with the resources that we are engaging outside of the school.

Thank you for your support.

Barbara Pierson

Cell:

From:

Esther Song

Sent:

Tuesday, September 10, 2013 7:40 AM

Subject:

Re: Karl Pierson

Hello, Barbara.

It was very nice to meet with you, Mark, and Karl this morning. If you'd like to sign a release form for the school to communicate with Karl's outside therapist/physician, I would be more than happy to get you a form to complete. Or you can complete one at those doctor's offices and have them tax a signed form back to my attention at

In regard to implementing a 504 or an IEP, there needs to be a disability that significantly impacts his learning environment. A conversation with Karl's therapist and physician will be very helpful in determining if there is a disability that we need to further investigate. If you would like to pursue an evaluation, we would start with a student review which would include Karl, his teachers, yourself and his father, an administrator, his counselor, and myself. This meeting would help us see what Karl's areas of strength and need are and what strategies will be helpful to him in the classes he is struggling in. We will also need to demonstrate that interventions are currently being put in place at the general education level prior to pursuing a Special Education evaluation.

Please let me know how you would like to proceed. I will go ahead and ce his counselor, Mrs. Talen, and the substitute senior counselor, Mrs. Thurnau to keep them apprised of the current situation.

Thanks so much for your time.

Esther Song, Psy.D. AHS Psychologist



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On Tue, Sep 10, 2013 at 6:01 AM, Barbara Pierson

wrote:

Good morning, Mr. Kolasa, Dr. Song,

Thank you for your time yesterday.

To follow-up on that discussion, could we discuss implementing an IEP to put strategies and a plan in place to help Karl to be successful throughout the upcoming school year? The goal would be for Karl to utilize skills and strategies to successfully complete his senior year academically and graduate from Arapahoe High School, and if possible, to participate in extra curricular activities that can channel his leadership and verbal skills effectively. I'd like to work together with the school and your resources, along with the resources that we are engaging outside of the school.

Thank you for your support.

Barbara Pierson

Cell:

From:

Barbara Pierson

Sent:

Tuesday, September 03, 2013 4:25 PM

Subject:

Karl Pierson

Hello Mr. Corson,

I just spoke with Mr. Tracy Murphy this afternoon and I understand that there have been some issues in your classroom this year with my son, Karl Pierson.

Please call me at your convenience to discuss.

Thank you,

Barbara Pierson

Cell:

From:

Tracy Murphy

Sent:

Friday, September 06, 2013 6:58 AM

Subject:

Re: Meeting today?

I'll be there.

Mr. Tracy Murphy Arapahoe High School Librarian Speech and Debate Coach

On Fri, Sep 6, 2013 at 6:57 AM, Kevin Kolasa wrote: How about 9? I would like to talk to you more about Karl Pierson.

Kevin Kolasa Assistant Principal Arapahoe High School

On Fri, Sep 6, 2013 at 6:53 AM, Tracy Murphy wrote: When would you like to meet? I don't have anything on my schedule today. What's the topic?

Mr. Tracy Murphy
Arapahoe High School
Librarian
Speech and Debate Coach

On Fri, Sep 6, 2013 at 6:49 AM, Kevin Kolasa Hi Tracy,
I just wanted to check if you were available to meet today.
Please let me know a time that would work for you.

Thanks

Kevin Kolasa Assistant Principal Arapahoe High School wrote:

From:

Kevin Kolasa

Sent:

Friday, September 06, 2013 6:57 AM

Subject:

Re: Meeting today?

How about 9? I would like to talk to you more about Karl Pierson.

Kevin Kolasa Assistant Principal Arapahoe High School

On Fri, Sep 6, 2013 at 6:53 AM, Tracy Murphy wrote:

When would you like to meet? I don't have anything on my schedule today. What's the topic?

Mr. Tracy Murphy Arapahoe High School Librarian Speech and Debate Coach

On Fri, Sep 6, 2013 at 6:49 AM, Kevin Kolasa

wrote:

Hi Tracy,

I just wanted to check if you were available to meet today. Please let me know a time that would work for you.

Thanks

Kevin Kolasa Assistant Principal Arapahoe High School

From:

Astrid Katzer-Thurnau

Sent:

Friday, October 25, 2013 2:21 PM

Subject:

Re: Class of 2014

Thanks Kelly!

I did enjoy myself. It was nice to be back and help out.

If something comes up and you need to talk to me...just call

Take care of yourself and your family!! Astrid

On Fri, Oct 25, 2013 at 2:00 PM, Kelly Talen

wrote:

Astrid.

This is fantastic! You are so organized! Thank you for what you have done and helping out the counseling dept while I was out. Hope you enjoyed your time back at AHS and I hope you enjoy your time off more than ever :)

Kelly

On Oct 25, 2013 1:31 PM, "Astrid Katzer-Thurnau"

Welcome Back Kelly on Oct. 28!

Information:

Please check contact log on students. I have tried to update all important issues/concerns.

Student Grad Status has Post-Its with information regarding students and their grad status. I believe you have T-Z in your possession.

Basket on your table labeled "Information" has some dated material, including Advanced Placement

Black bin has information on students, notes from parents.

Rebecca showed me your black notebook on the shelve. I took the liberty of adding Swimming and Business Tech according to your notes (I indicated action taken). Spoke to students and also informed the Special Education Dept.

The Underhours List is not accurate--Spoke with Bailee and Kathy. Kevin is aware. Problem needs to be fixed at the Ad. Building (concerning CE Introduction to Literature)

I made changes to students' first and second semester schedules, therefore the grad status is not up to date. I asked Kathy to run it again when you are ready.

Completed two 504 meetings. Rebecca has all the information.

From:

Linda Ayres

Sent:

Friday, March 15, 2013 11:45 AM

Subject:

Re: Suspension Info

Thank you. I did periods 3-6.

Linds Ayres AHS Attendance Office

On Fri, Mar 15, 2013 at 11:10 AM, Bailee Ghidotti

wrote:

Here is some suspension information! He is suspended for the remainder of the day. Thank you :)

Name: Karl Pierson

Student ID #: 90251

Grade: 11

M/F: Male

Incident Date: 3/15/13

Discipline Description: 126 - Obscene Language

Days OSS: 1

Administrator: Mr. Kolasa

IEP: No

Referral to Law: No

Bailee Ghidotti
Secretary to Assistant Principal of Curriculum & Instruction
Arapahoe High School
Phone:

Fax: 303-347-6004

http://arapahoe.littletonpublicschools.net

REPORT BY: Investigator Kristin McCauley

CASE TYPE: Homicide DATE TYPED: 2/28/2014 ACTION: Follow-up

On 02/07/14, I received a message from Barbara Pierson regarding picking up her computer. I had previously called her and told her that she could have her computer back. I called our evidence section and was advised that they had time at 1330 hours for Barbara to get her computer.

On 02/07/14, I called Barbara back and advised her that she could pick up her computer at 1330 hours today; however she needed to contact our evidence section to verify the time. I discussed with Barbara about interviewing harmonic property and I told Barbara that the next Tuesday or Thursday would work best for an interview. Barbara told me she would call back if it would work to have interviewed. Barbara advised she had a lot of questions regarding the investigation. I informed Barbara that she could write her questions down, and when she brought in for an interview I would try to answer them. I did inform Barbara that I may not be able to answer a lot of her questions due to the fact that it was an open investigation. Barbara asked about releasing some of Karl's property and I told her at this time none of his property would be released. I asked Barbara about Karl's tablet and if she knew the passport. Barbara responded she might, but would not provide any further information.

Barbara went on to state how she was upset with the Sheriff's Office about how they were distributing information.

On 02/21/14, at approximately 1538 hours, I left a message requesting a return phone call.

On 02/25/14, I had a voicemail from Barbara. At approximately 1211 hours, I left a message for Barbara.

At this time I have not heard from Barbara. Barbara has not cooperated with ACSO in regards to having interviewed.

Nothing further at this time.

REPORT BY: Investigator Kristin McCauley

CASE TYPE: Homicide DATE TYPED: 2/28/2014 ACTION: Follow-up

On 02/13/14, I received a phone call from Deputy Englert, who advised that he was told that Nate Thompson, the coordinator for student support services is telling students and other counselors that he saw the video and is describing in detail what is on the video.

I asked Deputy Englert if he could get more information from the Counselor who told him this and he advised that he would. Please see Deputy Englert's report for further.

At approximately 1600 hours, Investigator Landeis and I spoke with Nate, who advised that:

He is part of the district crisis team for the shooting at the school.

He is close with Guy Grace (head of school security).

They have identified kids that were most impacted.

He has identified the kids that were in the library, study center and within close proximity to the library.

Arapahoe Douglas Mental Health is also working with the kids.

Part of the mental health process is to do graduated exposure.

Kids that were in the library went back in there with their parents.

The kids had questions about how things happened because they all remember different things, for example; on kid remembers Claire kneeling and others remember her laying down.

He asked Guy Grace to clarify a few things.

Guy showed him the video.

He is the only one that Guy showed it to; no one else on the crisis team has seen it.

He wanted the kids to know that what they saw was valid.

No one told them that they could not share details.

He met with Claire's ex-boyfriend a couple of days ago and he had questions about how it happened.

He did not give the kid all the details, only what was pertinent to them.

He has a list of all the kids that were in the library.

It is hard to know how much information to share.

I asked Nate if he could not mention the video to the kids or the details that were in it. Nate stated he would not talk about it anymore.

Nate advised that he was meeting with some students on 02/19/14 and asked if I could be there. I told Nate that I would. Nate also advised that he would email me the list of students that were in the library.

On 02/19/14, at approximately 1430 hours, Deputy Englert and I sat in with Nate and a group of students that were identified as Karl's friends. I explained to them that I could not answer questions that were specific to the investigation. I did explain to them why the investigation was being done (because all homicides are investigated) and why it was still open (waiting on evidence to be analyzed). Some of the kids had questions regarding the process which was explained to them.

On 02/20/14, I reviewed the list of students in the library that Nate sent me. I compared the list to that of the students I had as being in the library, and the only one that was not interviewed was

On 02/21/14, at approximately 1456 hours, I left a message for father, requesting a return phone call.

On 02/25/14, at approximately 1217 hours, I spoke with who advised that could call me after he got out of school. We made arrangements to have call on 02/26/14 after 1400 hours.

On 02/26/14, at approximately 1406 hours, I received a call from fully identified himself as:



advised that:

On 12/13/13, during 5th period he went to the library to do homework.

While he was in the middle of working on his English final, he heard a loud bang and then two more loud bangs.

He heard some shouting.

At the time he heard the shouting, he figured out that it was gun shots.

He saw everyone running out through a classroom that was adjoined to the library.

When he ran out into the hall he saw smoke and knew for sure at that time it was gunfire.

He ran out to the street and got a ride from some guy to South Glenn mall and had his dad come pick him up.

After he got outside, he heard more shots but does not remember how many.

He did not see Karl or Claire.

did not have any further information.

On 02/27/14, at approximately 0930 hours, I met with Deputy Englert at Arapahoe High School. Deputy Englert and I them met with math teacher

Dan Swomley

Dan advised that:

Last spring he had Karl Pierson in his math class.

Last March, he gave a math test, but could not give the test back to the students because some had not taken it.

He told the class that he could give them their grade, and then told them that they could have it read out loud, that they could look at it and not have it read out loud or wait until he could get the test back to them.

When it came to Karl, Karl said out loud.

He read the grade out loud and Karl yelled "Fuck".

The girl, who was sitting next to Karl said something and Karl responded with "Fuck you

He did not hear what said.

He left the classroom to calm down and figure out what to do.

He then pulled Karl out of the class.

He does not remember if he called Administration to come get Karl or if he walked Karl down to Administrations office.

He asked the administration if they needed anything and they told him that they did not need anything further from him.

Sometimes they fill out referrals and sometimes they don't.

On this occasion he did not fill out anything because he was told he did not need to do anything else.

He believes that Karl was suspended for one day.

After Karl came back from his suspension, Karl appeared to remain angry at him for about two weeks.

When Karl first came back, he pulled Karl aside and told him that this was not a big problem and he wanted their good relationship to continue.

After about two weeks their relationship went back to normal.

About a month or two before the shooting Karl started calling him Comrade.

He has had students get mad at him, but he has never had a student stay that angry for that long of a time period.

		1000円である。
BANK B		
l then spoke with		. I informed uestions, and I told her that I could not give her a
I then spoke with information.	I told	that I could not give him much more
I then spoke with	. I advised	did not have any questions.
I spoke with that I could not give him furth	er information re	egarding how we obtained that information.
I then spoke with	Ì	
responded to the school.		requested a victim advocate and Renee Grengs

All other victims were offered to speak to a victim advocate but all declined. Everyone was given Kathleen Beebe's business card and advised to call if they needed anything.

Nothing further at this time.

Submitted by Deputy James Englert 9926 Supplement to CT2013-44545 On 2/13/14 at about 0930 hours I was working as the School Resource Officer at Arapahoe High School at 2201 E. Dry Creek Rd. I was speaking to Assistant Principal Darrell Meredith in Mr. Meredith's office. School counselor Kirk Bast came into Mr. Meredith's office and told me I might need to know some information. Mr. Bast told me Nate Thompson (Littleton Public Schools Coordinator, Student Support Services) had told another counselor Kelly Talen and a student some information about the shooting from 12/13/13. Mr. Bast told me he learned from Ms. Talen that when Karl entered the building he shot at the camera then he shot between Claire Davis and and the third shot hit Claire. I called Inv. McCauley to let her know the information I learned. I spoke to Ms. Talen on the phone. Ms. Talen told me she had a meeting with Nate Thompson and a student name on the afternoon on 2/12/14 at about 1420 hours. She couldn't remember last name but remembered it started with an he was before she dated Mr. Thompson told Ms. Talen and that he saw the video from the day of the shooting. He told them Karl parked his car outside and ran into the school. Karl took three steps and shot toward the camera and took a shot between Claire and shot that hit Claire. Karl then ran toward the library. In the library Karl shot a couple

Ms. Talen said after left their meeting she asked Mr. Thompson further questions. She told Mr. Thompson she had not heard that information before. He further told her that after Claire was shot she was on her hands and knees for several minutes.

more times. He then went behind a bookshelf and killed himself...

Ms. Talen confirmed that Mr. Thompson told her and the student that there was a video.

Submitted by Deputy James Englert 9926

PROGRESS REPORT CASE # CT13-44545 CASE TYPE: Homicide

REPORT BY: Investigator Kristin McCauley

DATE TYPED: 3/5/2014 ACTION: Follow-up

On 02/28/14, I reviewed findings from RMRCFL on Karl Pierson's Samsung cellphone. The only thing of interest on the phone was the pictures of the gun and the machete. The picture of the gun was taken on 12/11/13 at 2156 hours UTC time. The picture was labeled The picture of the gun was taken on 12/09/13, at 0224 hours UTC time. The picture of the gun was labeled Kurt cobain.

On 02/28/14, I reviewed the Facebook findings. There was one posting of interest from on 09/03/13. The posting stated:

To Karl Pierson (1017552709)

From Total Time 2013-09-03 16:09:13 UTC

Text KARL! Don't kill anyone, even if it is your birthday.;) Or hide the body well with

Comments User

Text What.

Time 2013-09-05 23:39:41 UTC

that lived at I did a records check and found a approximately 1430 hours, I left a business card at the address asking for a return phone call.

On 03/04/14, I had a message from requesting a return phone call. I called back, and he identified himself as:

stated that:

He graduated from Arapahoe High School last year.

He was a friend of Karl's.

Karl was the type of person who would focus on things that made him happy.

Karl was a nice guy.

He was not on Speech and Debate with Karl.

He met Karl from speech classes they had together.

He would hang out with Karl during school hours.

He heard about the shooting on the news and went down by the Albertsons to help people.

On his way to Albertsons he was a reported that asked him if he knew who

was in the area and he pointed him out to the reporter.

He told the reporter that he believes the shooter was Karl Pierson not

He hard that Karl Pierson was the shooter from his friend who said she heard it from other kids.

The posting on Facebook regarding not killing someone was a joke.

He did not know anything about Karl's plan.

Karl never talked to him about what he was going to do.

He is still shocked that Karl was the shooter.

did not have anything further.

PROGRESS REPORT CASE # CT13-44545 REPORT BY: Investigator Kristin McCauley CASE TYPE: Homicide DATE TYPED: 3/7/2014 ACTION: Follow-up On 03/06/14, at approximately 0940 hours, I responded to the parents of: DOB: I spoke with father, outside the residence. I advised that through the investigation we learned that Karl Pierson's. stated he was not too surprised due to the fact that Karl would try to engage in arguments. mother, to just walk away from Karl. At approximately 1000 hours, I responded to , to speak with the parents of: DOB: inside the residence. I advised that through the investigation I spoke with we learned that of Karl's. talked about the facebook post that had already informed investigators about. told to stay away from Karl. At approximately 1344 hours, I received a phone call from who had questions. I that I could not answer most questions due it being an open case. I did tell that we have do not believe that Karl had help with his actions. Renee Grengs from Victim's Assistance was with me when I spoke to the parents. Nothing further at this time.

Page I of I

REPORT BY: Investigator Kristin McCauley

CASE TYPE: Homicide DATE TYPED: 3/7/2014 ACTION: Follow-up

I reviewed the video surveillance from Arapahoe High School for the time frame of when Karl Pierson entered the school. The school security system is maintained in three different DVR's labeled A, B and C. Each DVR had a different time stamp; not one of them was accurate. Please see Investigator Gwaltney's report regarding the time of the security cameras.

I reviewed the camera's on DVR A, and there were two cameras of interest. The first one is labeled Camera, and at 13:20:59 Karl is seen running up to the school. The camera is a rotating camera and does not stay on Karl. The other camera on DVR A is camera which is the camera on the which is the camera on the hours, Karl is seen running towards the school. At 13:21:02, Karl leaves the view of the camera. At 13:21:41 students are seen running out of the school; 42 seconds after Karl is first seen running towards the entrance enters the school. At 13:26:33 Deputy Mason and Deputy Bratsch are seen approaching the school.

The time frame on DVR B is different than DVR A. At 06:33:58 the doors are unlocked by an unknown male. Due to the lights being out, the subject is hard to make out. The door is never relocked by any faculty staff member. Students are seen coming in and out of the north entrance all morning. At 13:30: 27 Karl opens the unlocked door and enters the school. At 13:30:32, 5 seconds after opening the first set of doors, Karl fires his first shot towards Claire Davis and At 13:30:35, Karl is seen firing his second shot and leaves the view of the camera. At 13:30:37 smoke and dust are seen on the camera. At 13:31:00, 33 seconds after Karl opened the first set of doors. At 13:36:13, Deputies Mason and Bratsch are outside the doors and Deputy Englert lets them in.

The next camera viewed was camera , which is the view of the hall by the media center (library) west to east view. At 13:30:40, Karl is seen running down the hallway. At 13:30:46, Karl opens the doors to the library and is no longer seen on camera. At 13:31:18, at the end of the hall the feet and legs of School Security Officers, Christina Kolk and Cameron Rust appear. At 13:31:26, Christina and Cameron are in full view of the camera. At 13:31:37, Christina and Cameron look in the library and take off running the way they came from; 51 seconds after Karl enters the library. At 13:31:50, a student is seen running out of the main library doors towards the east. At 13:32:03, School Security Officer Rod Mauler is seen coming towards the camera. At 13:32:15, Deputy Englert is seen coming towards the camera; 89 seconds after Karl enters the library and 103 seconds after Karl fires his first shot. At 13:32:26, Deputy Englert passes the library, and Security Officer Mauler stops at the library door. At 13:32:57, Deputy Englert goes back to the library. At 13:33:48, Deputy Englert goes towards the north hall and disappears from the view of the camera. Security Officer Mauler starts to follow him, but stops at a hallway and appears to be directing someone. Rod then continues towards the north hallway. At 13:35:16, Assistant Principal Kevin Kolasa goes into the library; 5 minutes and 30 seconds after Karl enters the library, At 13:39, Deputy Mason appears in view of the camera followed by Deputy Englert and Deputy Bratsch. At 13:40, they enter the library.

The next camera is the Media Center hallway with the view east to west. At 13:30:38 a female teacher is seen standing in hallway and appears to see something at the end of the hall and takes off running. At 13:31:04, Christina and Cameron appear in the camera view. At 13:31:20, the

same teacher who was standing the hallway comes in view and appears to be telling Christina and Cameron where the suspect went. The teacher is motioning with her hands. At 13:31:40, Christina and Cameron are seen running back. At 13:31:41, School Security Officer Mauler appears on the view of the camera. Christina and Camera are seen turning down the hall while Mauler is walking towards them. Christina and Camera disappear from the camera view at 13:31:42. At 13:32:08, Deputy Englert appears on the view of the camera.

I viewed the camera from the south hallway that shows the view from east to west. At approximately 13:31:56, Christina and Cameron appear in view and lockdown. It is about this time that they state they hear the last shot fired, 70 seconds after Karl enters the library and 89 seconds after Karl opens the first set of doors to the north entrance.

The next camera viewed is the camera in the cafeteria, which is a rotating camera. At 13:31:08, students are seen running and locking down. At 13:31:26, Deputy Englert is partially seen in the video checking out the cafeteria. It appears the Deputy Englert goes to the south end of the cafeteria and then back to the north end and leave the view of the camera as he enters the media hallway at 13:32:07.

I reviewed the video surveillance from DVR C. The time stamp on DVR C is different than DVR A and B. The first camera I viewed was the camera on the north hall showing the north entrance. At 14:33:51, Karl enters the first set of doors and fires three rounds towards two students sitting on the bench. It appears after the second shot the girl, Claire, farthest from Karl slumps over. The last shot fired by Karl in that hallway appears to hit the brick wall causing dust and smoke to appear. At 14:34:00, Karl disappears from the view of the camera. At 14:24:13, gets up and runs towards a class room. At 14:34:39, at 14:37:36, Deputy Englert and Mauler appear in the cameras view. At 14:38:05, Assistant Principal Darrell Meredith is walking towards Deputy Englert and Mauler. At 14:38:27, Meredith and Mauler disappear out of the camera view while carrying Claire. At 14:39:36, Deputy Englert opens the doors for assisting deputies. At 14:42 the deputies leave the view of the camera.

The next camera viewed is the study center and the south entrance glass doors. At 14:33 students start running and locking down. At 14:39:13, Meredith and Mauler appear in the view of the camera carrying Claire. Claire is placed in the ground by the doors. At 14:41:25, Mauler is at the door and appears to be waving someone down. At 14:43:42, Rescue enters the school. At 14:44:56, Rescue leaves with Claire.

The next camera viewed was not labeled but appears to be a camera located in a central hallway . At approximately 14:35:04, Christina and Cameron appear I view of the camera. They run past the doors to C15, C14, C16, C17, C18, C18A and stop very briefly at C13 and C12. They then run to the end of the hall and turn right.

I received a statement from head of Littleton Public Schools Security Guy Grace, that statement is attached to this report. In the statement, Guy advised that the north entrance:

"door had been unlocked by a custodian at 5:33am (actual time). It is a security standard established in 2009 that no doors are to be unlocked by keys or allen wrenches district wide. The reason is that in event the school has to go into Lockdown the strike enabled doors could be locked electronically. In this case the two right doors do not have strikes thus if a lockdown was initiated the doors would not lock. In follow-up after the shooting I was informed that the school staff was unlocking the doors for a study event that takes

place in the study center. The directive was that Campus Security was to secure the doors by 8 am every morning. In a review of video from December 11, 2013 and December 12, 2013, I determined that Campus Security had indeed secured the doors on both days, however the Campus Security Officers had forgotten to do this on December 13, 2013."

Head of Security Guy Grace spoke with Christina regarding her response on January 15, 2014, on what she reacted to at the media center doorway (library). Christina described to Guy that when she and the other security officer saw the shooter, he was carrying a shotgun, but he looked at them without hate and described it as action by the shooter as giving her and the other security officer the opportunity to get away. She described running away to take cover and about 10 seconds later hearing the last gun shot as they got to the south hall.

Guy noted that it did not appear the first two security officers (Christina and Cameron) were communicating on their radios about the suspect's location. Guy states this because the SRO (deputy Englert) and the other security officer (Mauler) appear to be doing their best to locate the suspect, clear the hallway of student but pass the library.

All times are approximate.

Nothing further at this time.

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SUSPECT		Helverson	Pierson	RAC/ W	SEX/ M	DOB	SIDV	
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USPECT		MODE	(AS)	RAC/	SEV	DOBA	SIOV	
	FIRST	MOOLE	UST					
VICTIM	Claire		Davis	RAC/W	SEX/F	DOB	SIDV	
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FFENSE G HOMODE	1 st Degree	Homicide	NCIC OFFENSE CODE	911		ATE OF	12/13/13	
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							DI ASSISTED C	gun(s)/sherp
BI ITEM	OUTER PACKAGING	AGENCY ITEM		DESCRIPT				Initial to confi
1	B	64206	Black Stevensons model	320 shotgun serial n	umber 134	200P found	d in library	A
2	L	64222	unopened winchester sho	otgun shell box foun	d in library			
3	L	64225 _ •	25 live rounds royal buck	found in library	-			
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DENVER 690 Kipling St., Suite 4000 Denver, CO 80215 (303) 239-4303 Fax (303) 239-9859 GRAND JUNCTION 2797 Justice Or. Grand Junction, CO 81508 (970) 248-7500 Fax (970) 248-7464 PUEBLO 3416 N. Elizabeth St. Pueblo, CO 81008 (719) 542-1133 Fax (719) 542-8411

Rev 8/05/13

INVENTORY	OF ITEMS SUBMITTED:	(Continued)
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CBI LAB CASE #

CBITEM	OUTER PACKAGING	AGENCY ITEM	DESCRIPTION	gun(s)/sharp(s) are safe Initial to confirm
В	P.	64258	12 GA shotgun shell fired white found in trophy half	
9	P.	64262	12 GA shotgun shell fired found in trophy hall	
				0

ADDITIONAL CASE INFORMATION:



Rev 6/05/13

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REPORT BY: Investigator Kristin McCauley

CASE TYPE: Homicide DATE TYPED: 3/27/2014 ACTION: Follow-up

On 03/26/14, I received some paperwork from Sheriff Walcher that he had obtained from Barbra Pierson. Barbra provided the Arapahoe County Sheriff's Office with articles that were in regards to Karl and his accomplishments. Barbra also provided a copy of the emails she sent and received from Dr. Song along with the threat assessment. Barbra also provided a copy of the suspension paperwork. Barbra also provided copies of the sermon and eulogy done at Karl's funeral.

The emails and threat assessment had already been obtained through Littleton Public Schools.

Nothing further at this time.

Barbara Pierson

From:

barbara.pierson

dwalcher@

Sent:

Thursday, January 30, 2014 11:13 AM

To: Subject:

Letter from Barbara Pierson, Karl Pierson's mother

Dear Sheriff Robinson and Sheriff Walcher,

As you continue your investigation of the facts, I would ask that you please keep in mind that there is another grieving family involved in the tragic events at Arapahoe High School on December 13. I am Karl Pierson's mother, Barbara Pierson.

: grobinson@a

I think you need to know, that as Karl's mother, I was NOT notified by the Arapahoe County Sheriff's Office of Karl's death, nor was I notified of the location, manner, or circumstances of his death. No one from your Office reached out to me with any of the details of this incident on December 13, therefore I heard the details from the news media and phone calls from friends, and was left to piece the events together myself. It wasn't until January 5th, on a private tour of Arapahoe High School, that I was informed by Littleton School District staff, that Karl had died in the library, between two bookshelves, and not in the Forum where it had been reported. I also requested support and assistance from Kathleen Beebe in Victim's Assistance, but to date, I have only received a brochure on "dealing with grief" and no further follow up. It would be most helpful for me to understand your process and what to expect, so that I can have a single point of contact for inquiries and status, and to establish an open line of communication with the Arapahoe County Sheriff's Office regarding this investigation.

No one can deny the events of 12-13-13 were tragic and unfathomable, and we, as Karl's family, also have many questions for which we are seeking answers. We are grieving the loss of our son/brother under these tragic circumstances and events, and we too want to know what happened, what went wrong, and how can we prevent this type of tragedy from happening again.

Our family has been residents of this community for more than 20 years and we have been actively involved in supporting our local businesses, schools, churches, and community, including the Douglas County Sheriff's Office. I have served on Sheriff Weaver's Public Safety Advisory Committee for over five years and also serve as neighborhood watch block captain. I have fully cooperated with the Arapahoe County Sheriff's Office, speaking with your investigators on three occasions for more than five hours. I have also fully cooperated with the administrators at Arapahoe High School.

Karl was also actively involved in his school and community. He was in Boy Scouts his entire life starting with Tiger Cubs in first grade and earning his Eagle Scout rank in 2012. He was still involved in Venture Scouting and was a leader to younger Scouts on a trip to the Boundary Waters in Minnesota last summer. He met with Sheriff Weaver and Undersheriff Spurlock on one of his Eagle required badges. At Arapahoe High School, he participated on the cross country team for two years and on the speech and debate team for three years. This past year, he was captain of the extemporaneous speech team and earned the opportunity to represent Arapahoe High School and Littleton Public School District at the national competition in Birmingham, AL. Please keep in mind that Karl is no longer here to respond to questions that would reveal his motives or his state of mind, nor did he receive 'due process' in a Court of law, where the facts leading up to, and including this incident, would have been presented and deliberated. Speculation of what Karl's intentions might or might not have been and name-calling serve no helpful purpose in finding truthful answers that we all seek.

I continue to support the Arapahoe County Sheriff's Office in its thorough and complete investigation of the facts, resulting in an accurate and comprehensive report. May I ask for the courtesy of being contacted when reports and releases become available? I would appreciate receiving information directly from the Arapahoe County Sheriff's Office before hearing it from the news media.

Sheriff Robinson, thank you for your dedication and attention to this case. I wish you the best in your retirement and in your future pursuits and endeavors.

Sheriff Walcher, congratulations on your new position as Sheriff. Please continue to conduct a thorough and complete investigation with integrity and respect for everyone who has been impacted by this tragedy. We are all looking forward to the conclusion of the investigation and the final report of the findings.

God bless,

Barbara Biorgon

Barbara Pierson

From: Barbara Pierson

Sent: Friday, February 22, 2002 2:24 PM

To:

Subject: [Sugarstone] Today's HR Herald: See last paragraph

respected atoo in Editable March

By: Tamra Monahan

February 22, 2002

Tax cuts. The Enron scandal. The United Airlines strike. Campaign finance reform. And even Air Force One. All of these topics and more were put to U.S. Sen. Wayne Allard, R-Colo., by curious residents during a town meeting at the Highlands Ranch Library Saturday.

People filled the library meeting room to hear the senator's views and bend his ear about their concerns, for both the country and themselves. The recession was a hot topic as people asked what the government was going to do to get the United States economy back on track. One Highlands Ranch resident, Kyle Overdorf, told the senator that he was laid off months ago and he sees the local economy losing ground because people have lost their jobs. More homes are for sale, bank foreclosures are increasing and the suicide rate has risen, all as a result of the weak economy in the current recession.

Sen. Allard told audience members, "We need to stimulate the economy by cutting taxes. In my view, the problem as far as getting the economy going is to drop our taxes in a way that stimulates businesses to create jobs."

Many of Allard's constituents present at the meeting were senior citizens worried about rising health care costs and the precarious state of Social Security. Allard explained that many economists believe that around 2015, Social Security will be paying out more than it takes in, so the government will have to dip into the general fund to pay benefits. This means cuts in other areas and programs, a problem which needs to be addressed in congress.

Regarding campaign finance reform, Allard told his constituents that he did not support the Senate's version of a reform bill because it made political parties less relevant, which in his view, makes politics more inaccessible to the general public. Allard said the bill is also unconstitutional because it infringes on the right to political free speech, which is inherent in the beliefs our founding fathers used in creating the Constitution. "I try and vote my conscience, and I voted against it," he said. "I'm taking a very close took at the bill now, and based on what I know now, I probably won't vote for it again."

When asked about the effect of the possible United Airlines strike on Colorado's economy and whether the president should intervene, Altard said he would like to see the dispute resolved without federal intervention, but he couldn't speculate as to what President Bush might do. Altard added that every major airport needs more diversity in their airline populations because putting most of the airport's business in the hands of one airline can lead to economic disaster if the airline has problems, as is the case with United.

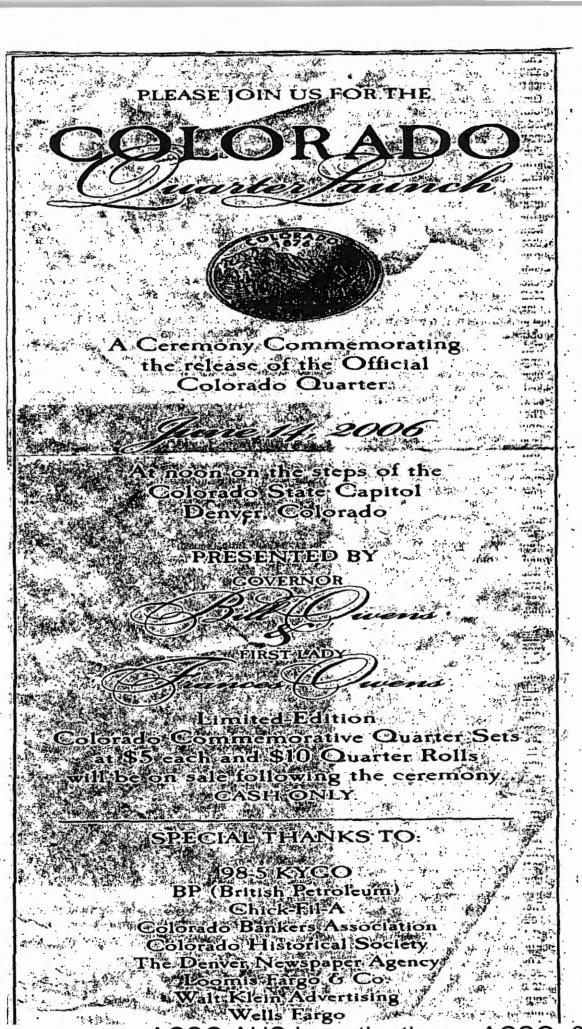
Allard also advocated for reform in Medicaid and Medicare reimbursement to doctors, especially in Colorado. He is troubled by the recent trend of insurance companies leaving this state because they believe business is better elsewhere. He is a proponent of a complete overhaul of the Medicaid Medicare reimbursement method because it punishes doctors in states like Colorado with a large rural population. Allard gave the example of Connecticut as a state with few reimbursement problems since it has few rural areas.

The topic of corporate greed and Enron came up, and Allard was quick to point out that he believes there should

be a clear distinction between a corporation and its auditor, with no ties between the two.

As Sen. Allard was faced with a barrage of tough political questions, his favorite, by far, was posed by an innocent 6-year-old boy. Karl Pierson asked the senator what he liked about Air Force One, the president's personal jet. In response, Allard praised Pierson as the youngest constituent to ask him a good question and said his favorite part about Air Force One was getting to sit down and talk to President Bush about Colorado. He added that it was a pretty neat plane with a real medical clinic and the best communication equipment on board.

@Hinhlands Ranch Herald 2002



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ACSO 0001555 ACSO AHS Investigation

Colorado gets its qua

By JOHN PINAR REPORTION-HERALD DINVER BUREAU

DENVER — A horse-drawn stagecoach carried a strongbox full of bagged Colorado commemorative quarters in a five-block trip from the U.S. Mint facility to the state Capitol on Wednesday.

The occasion: ceremonies officially launching the public circulation) of the new commemorative quarters that feature a depiction of Longs Peak on their backs.

"We will produce this quarter for 10 weeks, and we'll never produce it again, said David Lebryk, national deputy director of the United States Mint. That! agency last month began column the special "Colorado" currency in its

Denver and Philadelphia plants, which are expected to produce about 650 million of the quarters.

Denver ceremony unveils newest collector state coin

Children under age 18 ata free quarter each, and two Highlands Ranch youngsters -10-year-old Karl Pierson and

said they'll be adding them to . collections they've aiready started of coins from the mint's 50 State Quarters Program.

The Colorado quarter is the

38th coin to be issued under the program.

said she already has others displayed on a brother said he is missing only Nebraska's, which was issued earlier this year.

Accompanied by their moth-

er. Barbara Pierson, and Kurl also got autographs from several of the members of

an advisory commission that tending Wednesday's event got 'helped narrow down a reported 1,500 ideas for Colorado's

One of those commis sioners, Loveland attorney Bill Kaufman, said he'd been happy to learn last month that - as many Northern Coloradans had speculated in the past year - the artist designing the quarter used Longs Peak as his model.

That Longs Peak vista "is part of the community that 've been in for 30 years, and it was part of my House dis-trict" when Kaufman served in the Legislature, he noted

Adults attending the cere-monies could buy specially packaged \$5 commemorative sets of the new quarters, or \$10 rolls.

Sandra Pack, a Denver native who's now an assistant U.S. Treasury secretary for management said each of the states

commemorative coins 'create a desire to learn more about the state and to travel there

Gov. Bill Owens. who chose the final design for the coin in May 2005. said the Colorado

quarter will be winding up in "purses and piggy banks; throughout the world, exposing people everywhere to the symbolism of the great outdoors and the array of colors that make this the most beautiful state in the country."





December 15, 2009

Sid Rundle-Principal Cresthill Middle School 9195 Cresthill Lane Highlands Ranch, CO 80130

Mr. Ron Booth, Principal Arapahoe High School 2201 East Dry Creek Road Centennial, CO 80122

Greetings Mr. Booth,

This letter is written at the behest of the Pierson family who presently have a highly successful student at my middle school. I am the principal at Cresthill Middle School in Douglas County which feeds into Highlands Ranch High School, and Karl Pierson is currently an 8th grader in my building. I know that Karl and his parents are expanding their considerations for high school and they have a keen interest in Arapahoe High School. This letter is to offer my support as a reference for Karl.

Please consider this letter a wholehearted endorsement of Karl as a potential member of your student body. I do not know whether or not your projected enrollment numbers even allow for your consideration of out-of-district transfers, but Karl is the kind of kid any high school would be happy to have. He is particularly interested in the speech/debate and drama programs at your school.

Karl is a strong student, intellectually autonomous and engaged. He has a good mind and asks good questions. In addition, Karl has a marvelously well-developed sense of humor and has a strong ability to connect with peers. If Karl were to come to AHS he will only add to your already excellent school climate and culture; there are no behavioral or attendance concerns.

Please feel free to contact me if you or your administrative support staff need additional information from me. I appreciate in advance your consideration of Karl Pierson for open enrollment. I wish you the best for the second semester.

Sincerely,

Sid Rundle Principal Cresthill Middle School January 4, 2010

Mr. Ron Booth, Principal Arapahoe High School 2201 East Dry Creek Road Centennial, CO 80122

Dear Mr. Booth,

As a current 8th grader at Cresthill Middle School (Douglas County School District), Highlands Ranch, CO, I am very interested in returning to Littleton Public School District to attend Arapahoe High School for my high school education. I attended Carl Sandburg Elementary School for 1st and 2nd grade, and then transferred to DCSD to participate in the Discovery Gifted and Talented Program for grades 3-8.

Two things that play a big part in my life started while I was at Sandburg: chess and Scouting. I fondly remember being taught chess by Mr. Hammersmith at Sandburg and have been an avid player since then. I recently re-connected with him this past summer when I participated in an intermediate chess camp that he taught at Arapahoe Community College. I also participate in the Highlands Ranch Chess Club twice per month.

I began Scouting as a Tiger Cub in first grade with Sandburg Pack 559. I continued with Cub Scouts until I crossed over to Boy Scouts. Now I am with Troop 986 and have recently completed the rank of Star. I am currently working on my Life requirements, which I plan to complete later this year. Also, I am currently the Senior Patrol Leader for my troop.

Last month, I won the Platte Canyon Sertoma Club's annual National Heritage Freedom Week Essay Contest, "What Freedom Means to Me." I will be honored at a luncheon in February when I will receive a plaque and \$100 savings bond. I am the second student in the history of Cresthill Middle School to receive this award.

In 2006, I was interviewed by Adam Schrager, the political analyst for 9News, for the Colorado state quarter launch at the state capitol. Last year, I had the privilege to directly ask a question to both candidates for U.S. Senate on a live television broadcast which was moderated by Adam Schrager.

I am interested in attending AHS because I believe it will better prepare me for college and beyond with its solid reputation for academic excellence and extracurricular activities. I am considering becoming an astronaut, pilot, lawyer, or something in the nuclear sciences. I am interested in participating in speech, drama, or debate at AHS.

Thank you for your consideration of my open enrollment application to Arapahoe High School. Please contact me if you have any questions or require additional information.

Respectfully submitted,

Karl Plesse

Karl H. Pierson



Arapahoe High School 2201 East Dry Creek Road Centennial, Colorado 80122 303-347-6000 Fax: 303-347-6090

January 15, 2010

To the Parents of KARL PIERSON,

We are pleased to inform you that **Karl** has been accepted for Open Enrollment for the 2010-2011 school year at Arapahoe High School.

Your son/daughter will be eligible to attend Arapahoe for the remainder of his/her high school career – per School Board Policy JFBB – "If the nonresident student has remained in good standing through adherence to school and District expectations for attendance, behavior (per student code of conduct) and academic effort, enrollment is continued."

You will need to pre-register during February at the LPS Educational Service Center located at 5776 S. Crocker Street, Littleton, Colorado 80120, between 7:00 a.m.-4:00 p.m., Monday-Friday. Please call Sarah MacDonald at 303-347-4360 to make an appointment, or answer questions. Please bring the following information when you meet with Sarah:

- Completed Colorado Immunization Record
- Birth Certificate

You should plan to attend our Freshman Showcase (orientation evening) on Monday, March 1, and the Freshman Registration Night on Monday, April 5. Both meetings are held at 7:00 p.m. in our Gymnasium and are for parents as well as students.

Enclosed is our Open Enrollment Agreement for you and your student to sign and return to my secretary Marsha Soria by March 5, 2010. Making an effort to do the "right things right" is expected.

We are pleased to have you and your student become part of the "Warrior tradition". Congratulations, and welcome to Arapahoe High School.

Ronald H. Booth

Ronald H. Booth

Principal

RB/ms



Recognized School of Excellence U.S. Department of Education

ACSO AHS Investigation

ACSO_0001559



PLATTE CANYON SERTOMA CLUB P.O. Box 2862 Littleton, CO. 80161

December 12, 2009

Karl Pierson Cresthill Middle School 9195 Cresthill Lane Highlands Ranch, CO. 80130

Karl Pierson,

Congratulations you have been selected as this year's winner for Cresthill Middle School of the 2009- 2010 Sertoma National Heritage Freedom Week Essay Contest.

A Freedom Week awards luncheon will be held on Tuesday, February 16, 2010, starting at 11:30 am at the Red Lion Inn, 3200 S. Parker Road (I-225 and Parker Road), Aurora, CO. Registration will be from 10:30 – 11:15 am. You, your two parents and your teacher are invited to the luncheon as our guests. Should you have other guests wishing to attend the luncheon there is a \$20.00 per person charge that must be paid in advance. I will need your RSVP by January 16, 2010.

As the Cresthill Middle School winner, at the luncheon you will be awarded a \$100.00 Savings Bond and your name will be engraved on the school's Sertoma Freedom Week plaque. You will also receive a personal plaque in recognition of your success.

The Federal Government requires your social security account number (SSAN) for the issuance of the savings bond. Please call Bill Davenport as soon as possible with your SSAN so we may order your savings bond the week of December 14th. Bill's number is 303-979-9119.

The Platte Canyon Sertoma Club is pleased with your success and will be honored to host you and your guests at the luncheon.

Sincerely,

Joe B. Casey Chairman

Cc: Mark Wakefield, Teacher Sid Rundle, Principal

Casus

What freedom means to me

I often stop to think, 'What is freedom?' Freedom isn't something you hold, it's not something you see. It is something that you feel, that you know, that you treasure. Just think how different our lives would be without the freedoms given to us by our Constitution. The first amendment allows me to say, 'The government has wronged me!' However, freedom is more than that. It's waking up every morning knowing that I'm safe. Safe to live, knowing our government is there to protect us.

But freedom isn't free. When we knew the British had wronged us, we broke away and fought for our independence. Thousands of men froze themselves to near death, for what? They knew what they were doing was considered illegal, but they knew that it was right. My great-great-great-great grandfather Josiah Dunning was among those patriots. He didn't know if we would win or if he would come back alive. But he did.

He fought in battles at Lexington and Concord, Ticonderoga, and Valley Forge. Some 4,000 men sacrificed their lives in the Revolutionary War for the freedoms we enjoy today.

To me, freedom is a person who volunteered their life for our country, for you, for me. I often stop to think, 'What kind of person would do that?' To sacrifice their life for what they believed in, for themselves and their posterity. One day, I'd like to meet one of those people and thank them for the freedoms we so often take for granted. I am lucky to have freedoms that other nations would only dream of having and knowing that someone I don't even know fought and died for the freedoms we hold so dear.

And that is what freedom means to me.

State of Colorado House of Representatives convened in the

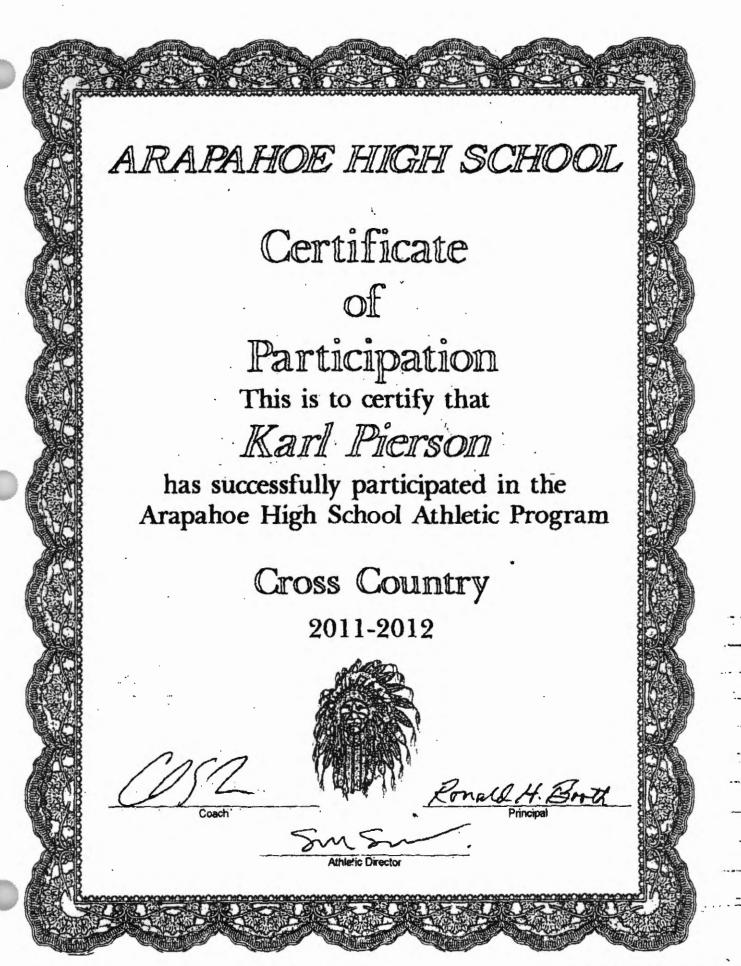
Sixty-eighth General Assembly

hereby extends sincere appreciation to

KARL PIERSON

In recognition of your participation in the opening prodeedings of the Colorado House of Representatives this day. March 4, 2011, the members of the Colorado House of Representatives express sincere gratitude for your service.

Frank McDulty, Speaker of the Bouse









LITTLETON PUBLIC SCHOOLS FOUNDATION

Prosident Histy McGrone November 15, 2011

Vice President Partica long!

Karl Pierson

Secretary Kathleen Ambron

Transurer Ands Hancock

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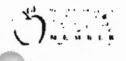
LPS Superintendent Scott Mursily

LPS Coard of Education Large Stanish

Executive Director Bids Rost

Charter Member







Dear Karl,

Thank you for participating in *The Stride* this year! Your outstanding athletic performance won you the 1st Palce 10K Male 16-18 award. Congratulations! Please find your award enclosed.

We sincerely appreciate your support of the Littleton Public Schools Foundation. Our mission is to raise funds to help support grants to teachers and district-wide programs that cannot be sustained with tax payer money alone. With the current economic crisis causing great strain on our public schools, it is imperative that we come together as a community in support of Littleton Public Schools. This event did just that with over 2,600 participants and more than 350 volunteers – and with your support, we were able to raise over \$40,000. Thank you!

Again, congratulations on your accomplishment. Mark your calendar for Sunday, October 21, 2012, because we certainly hope to see you next year?

Be healthy, active, and smart!

Sincerely,

Beth Best

Executive Director



If You Want Oak Trees, You Have To Plant Acorns

National Forensic Feague

This Certifies That	Karl Pierson
	praiseworthy participation in high school speec
activities, has	been elected a Member of the NFL at
A	rapahoe H3
with the degree designated	on the seal hereto affixed, and is entitled to the pertaining to this membership and degree.
0 1	16 2010
Cost Cloures (1)	William W. Jat. J.



William W. Tate, J.

National President

Scott Wurn

Executive Director

NEWS

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This she feath did not advance out of the

leader in the tournament sponsor Tracy goby is many provided his team's predominance

it year. "Unfortunately we didn't make should clima, which I thought some of the months: Mild," Musphy wild. "But it's a tough impelitive because it has all the best debates

Despite ancunsuspessful oun to the comment the simple schierement of salifying mount for a successful sesson for

unior captain But Pierson.

As is whele, I am very satisfied with my ... purformance and the transit! Herson mill: fibons during the season, I couldn't be more

"Testempera" are contentants in the Red for remarkable Speaking category, who have the minutes to people of a seven minute speech of an judged based on their delivery and the speech of the picture her made. Nation browskille of the ribbater browner.

chemical impospibilit in adhiere, and primo liang the esta drays room the tripse rooks a primo might round do botton "which it "I diways other entities on a compensar."

And white the year reason potters for could adjuste to the term.

Despite a constant desire for improvement thus per substitutes that the reason bad a very improvement thus per substitutes that the reason bad a very inspiring region.

inspiring respon.
Think our team has done quite well,
Soughy and "We woulded our auantice of state. compedica from last year.

funion captain Latson Rose agrees.

I am extremely proud of the team's

when him die extend the princes in the evening.

Additionally, departed and required to memorize cheir portion and cases listime even dataset.

The a list like series his a beginn. Murphy sald. May successful companies will cell require them a for of plantice.

Boss also discussed by difficular and challenges faciely by most important after a memory how some those plantical talent arm.

"No marror how all manabers! talent you have for arguing and greating fluintly in front of crowds, you have or but in an insign amount of work if you want to do wall in depart. "Ross said."

improved, "Aost mid "Linead additions a boot of prive confinement lists who do wall endings in al the crash expension better to figure our things

choir own, we have a whole tagen that is proved the investment of the investment of the substantial of the substantial transfer of the substan determined to improve, hopefully to advis further in the comp

an always artempting to chillenge myself to become a better debuter and captain at a opportunity" Ross said. "Try to make sugarthan the rest of the teals recognizes what they do well, but also realize what they need to exend thee werking on."

Marking on.
After all of the individual effort devoted this year, as well strike team appearance alithe; sure parenament, the clip lock is his had a very transportive hear.

"We easied up with one of our strongent teampin revent years," Ross said. "Surrycon on the term has dedicated boge amount of time and stongs into excelling and it has paid off."

Pierson approviment of his peers' performance.

I am very private of his peers' performance.

This year, "Person said." I'm glad to have righted part in helping in our success."

Everyone on the team has dedicated huge amount of time and energy into excelling, and it has paid off." - junior captain Larson Ross

performance this year," Ross said. "When we , carne into this debate scapen, our entire squarest leaderable has yone off to college. There was a class gap with atmost no juniors last year, and thus no leadership tropertenced arembers were left to liets out."

while the performance this sesson was sanishing to most of the debuten and their is sponsor, the tebase process can be taxing.

At each debate weringment, including the spice courament, team attendance is required is around 7:30 a.m. and lasts coughly 12 hours

"Specific skills are needed for different types of debate."

. Some of the varying lorent of debate include Public Popum, which is described as a two on two person debate regarding various policy topics; Liccoln Douglas, which centers on, a philosophical argument where the inflyidual uses yelver and morals to make points; and Poetry Interpretation, where each contental must be texpret a prece of prietry and is graded on the efficiences of the interpretation.

· The team mumbers believe that their hard

Barbara Pierson

From:

Tracy Murphy

Sent:

Thursday, April 18, 2013 4:01 PM

To:

11

Subject: Re: Karl going to nationals?

Hi Barbara.

I just called and left you a message. I spoke to Karl for a bit this afternoon about what estimated costs will be and what the team can cover. Arapahoe will cover the registration costs and judge bond but that is all that we can pay. I wanted to confirm with school administration first before I got back in contact with either you or Karl.

If you and Karl choose to go, my guess is that you are probably looking at around \$2,500 when plane fare, car rental, lodging and meals are all taken into account (maybe more, maybe less). It is definitely a chunk of money.

Registration needs to be sent by certified mail by May 1 or we are accessed a \$200 late fee. We need to get things going before then so that I can request a check and get all of the needed signatures.

I would like to go, however, I (like you and Karl) will need to pay my way —something for which I don't have the funds to do. Because of that, for Karl to attend, he will need a parent to go along with him to fill in as his coach. Part of that responsibility includes judging as teams are expected to provide judges or forfeit a \$200 judging bond. With one entry in extemp, our judging commitment is 6 rounds —I spoke to Lisa at the national office and she told me the requirement would not exceed that number and might actually be less.

The prelim and elimination rounds for speaking events are happening at Hoover High School and the adjacent Robert F. Bumbus Middle School. It may be worth keeping that in mind when thinking about lodging. Finals take place at the Birmingham-Jefferson Convention Center downtown.

The NFL website that addresses much of this information is http://nflnationals.org/registration/.

I think this is an amazing opportunity for Karl and, at the same time, this needs to be weighed against the financial burden associated with it. Should the decision be made that he cannot attend, it is still quite an honor to be able to say that he qualified.

Please give me a call either to my cell or to school number when you get a chance so that we can talk about this.

Tracy Mr. Tracy Murphy Arapahoe High School Librarian Speech and Debate Coach On Tue, Apr 16, 2013 at 7:47 AM, Barbara Pierson

barbara.pierson@comcast.net wrote:

WOW!! This is amazing and Karl is ecstatic (so am I!!)! We'll eagerly await specific details.

This is a win for the whole team and for you as coaches. Again, many thanks for ALL you do for the team!

Thanks Tracy,

Barbara Pierson

Cell:

From: Tracy Murphy

Sent: Tuesday, April 16, 2013 7:43 AM

To:

Subject: Re: Karl going to nationals?

Hi Barbara,

Karl is in --I held off until I received official confirmation. I'm in the process of finding out about the details. Once I know what these are, I will let you and Karl know. There is information at the NFL website at http://nflnationals.org/ if you want to take a look.

Congratulations to Karl! :-)

Tracy

Mr. Tracy Murphy

Arapahoe High School

Librarian

Speech and Debate Coach

On Tue, Apr 16, 2013 at 7:22 AM, Barbara Pierson	rote:
Good morning, Tracy!	
Just checking in on the details - Karl said he will be going to nationals?!!! What are the dates, can plan accordingly?	costs,so we
Again, thanks for ALL you do for the kids on the speech & debate team!	
Barbara Pierson	
Cell:	

Barbara Pierson

From:

Barbara Pierson

Sent:

Monday, June 03, 2013 6:44 PM

To:

'smurphy@

Subject:

AHS Student at National Forensic League (NFL) National Tournament in Birmingham, AL 6/16 -

6/21

Importance: High Hello Mr. Murphy,

My name is Barbara Pierson and my son, Karl Pierson, just completed his junior year at Arapahoe High School, where he competes on the speech & debate team. This spring, he qualified to compete in the National Forensic League (NFL) National Speech & Debate Tournament in extemporary speech. Karl is very excited and is hard at work preparing for the competition, which will be held June 16 – 21 in Birmingham, AL. Here is a link to the website: http://nfinationals.org/high-school/

While this is a great personal honor for Karl, he will be representing Arapahoe High School and Littleton Public Schools during this week-long competition. His debate coach, Mr. Tracy Murphy, has obtained the funds from AHS for the registration fees, but there are still considerable logistical costs to travel to and from Birmingham for one week. I will be escorting Karl as his parent and coach, and I will be a judge at various events during the tournament throughout the week.

Could Littleton Public School District assist us with any of the lodging and/or transportation costs? We would be very appreciative of any financial support that the district could provide for this once-in-a-lifetime opportunity for Karl to represent AHS and LPS. I would be happy to discuss the specific details with you at your convenience.

Many thanks for your support and consideration.

Barbara Pierson

Email:

Celt:

About the National Forensics League High School National Tournament:

The National Forensic League National Speech & Debate Tournament marks the capstone of high school speech and debate activities for nearly 120,000 students around the country. To attend, students must place among the top competitors at one of 109 District Tournaments. Qualifiers compete for more than \$200,000 in college <u>schotarships</u> in a variety of speech, debate, and performance events. The National Tournament moves to a different city each year, with upcoming events scheduled for Birmingham, Kansas City, and Dallas. Final rounds are judged by blue ribbon panels including CEOs, former Cabinet members, stage and screen celebrities, sponsors, and acclaimed community members.

National Forensic Feague

This Certifies That <u>Rarl Pierson</u>

a member of the <u>Arapahoe HS</u>, CO Chapte

was a contestant in U.S. Extemporaneous Speaking at the eighty-third

Lincoln Financial Group/National Forensic League National Speech and Debate Tournament

> Birmingham, AL June 16-21, 2013

> > In Testimony Whereof, we have

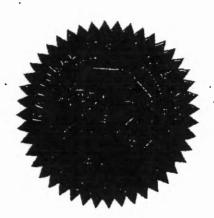
hereunto affixed our signatures

Don Cralitree

National President

of Scott Wurm

Executive Director



Littleton Public Schools SUSPENSION FORM Arapahoe High School

DATE:	March 15, 2013
PARENT(S): ADDRESS:	Charles and Barbara Pierson
STUDENT:	Karl Pierson Student #: 90251 Grade: 11 M/F: Male Ethnic Code: White Sp. Ed.: ☐ Yes ☒ No 504: ☐ Yes ☒ No
Dear Mr. and M	rs. Pierson:
	ed that your student was suspended from attendance at Arapahoe High School on March 15, 2013 for a total of I sur student will be re-admitted to school on March 18, 2013 at 7:00 AM with Mr. Kolasa.
	uthorized by the Colorado Revised Statutes 22-33-105 and 22-33-106 and Board of Education Policies JICDA, KD/JDE-R-2 for any of the following:
☐ Willful ☐ Behavidineludir ☐ Declara ☐ Serious weapon be robb ☐ Repeate ☐ Assault alleged	destruction or defacing of school property. or on or off school property which is detrimental to the welfare or safety of other students or of school personnel, and behavior which creates a threat of physical harm. tion as a habitually disruptive student. violations in a school building or on school property including, but not limited to, the possession of a deadly in the sale of a drug or controlled substance, or the commission of an act which if committed by an adult would erry or assault. It interference with a school's ability to provide educational opportunities to other students. It interference with a school's ability to provide educational opportunities to other students. It is interference with a school's ability to provide educational opportunities to other students. It is interference with a school's ability to provide educational opportunities to other students. It is interference with a school's ability to provide educational opportunities to other students. It is interference with a school's ability to provide educational opportunities to other students. It is interference with a school's ability to provide educational opportunities to other students. It is interference with a school's ability to provide educational opportunities to other students. It is interference with a school's ability to provide educational opportunities to other students.
The following	ing act(s) of conduct have been noted and listed below in order of severity:
126 - Obsc	ene Language
	period of out-of-school suspension, the above named student is not to be on the school grounds, in any building, or se at any school activity of Littleton Public Schools.
If you have	any questions, please call me at your earliest convenience.
Sincerely,	The
Mr. Kevin I Assistant Pr	
ce Paren	· ·

Clay Abla. Director of Secondary Education Karen Goodwin, Director of Alternative Education

Principal's File Student File



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Barbara Pierson

From: Mike Taylor

Sent: Monday, July 29, 2013 9:55 AM

To: Susan Pozder; Barbara Pierson; Mark Pierson

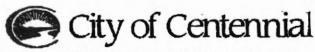
Subject: Your scouts on the boundary waters trip

Hi Susan, Barbara, and Mark:

I wanted to take a minute to tell you how GREAT your scouts did on the recent Boundary Waters trip. They were the "senior" scouts on the trip and their experience and attitude permeated the group in an absolutely positive way. They were always helpful and never, never had a negative moment. This is significant on a high adventure since we are always tested physically and mentally. The adults all appreciated their contribution.

YIS,

Mike Taylor Troop 645 ASM



M 201859

PENALTY ASSESSMENT/SUMMONS & COMPLAINT...

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	a	5-9 MPH Over Posted Limit	1	004	75	a	0702	Failed To Yield	/Left Turn		3	278	
	ū	10-19 MPH Over Posted Limit	4	005	100		.1202	Abandoned Ve	hlőle/Highway		0	350	
	D	20-24 MPH Over Posted Limit	5	006	150	ם	0903(1)	Failed To Use 1	um Signal		2	436	
2		Fines Doubled School/Const. Zone				0	0237	Drove Vehicle	Without Seat Be	it in Use	0	575	
<u>.</u>	703	Disregarded Stop Sign	4	319	100	ū	0236	Failed To Use	hild Restraint		0	574	
]	901	Failed To Turn As Directed	3	276	. 75	a	237(2)	Front Seat Pass	enger Not Secure	d By Scattlett	0	960	
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CUA	TV ASSES	SMENT Failure to appear or to pay total line as o	rdesert o		· X								
		ant issued for your arrest, OR a default judgment			Perso	nally S	erved	. •					
		te loss of driving privilege.			I cer prv	roor o	ME FOR NOR	NT REDUCTION PR	OLGONOMIC .		- 1		

by defendant, in the City of Centennial, County of Arapehoe, State of Colorado, on or about the date and time specified above, contrary to City of Centennial Municipal Ordinance, and against the gence and dignity of the people of the State of Colorado. I hereby certify that a copy of this summons was duly served upon the defendant according to law.

The aforementioned offense(s) was (were) committed by the defendant in my presence, or I have reasonable grounds for believing that sold offense(s) was (were) in fact, committed



THREAT ASSESSMENT & ACTION PLAN

The Building Team should initiate a Threat Assessment when a student poses a threat, makes a threat, or if there is concern that a student may be about to act out violently. This document does not need to be completed for every threat made between students in the "heat-of-the-moment" such as during a fight. The threat assessment addresses the cases in which there is a concern about or there appears to be a plan for specific targeted violence. If the primary concern is about a student being at risk for self-harm, utilize the Suicide Risk Assessment. In some cases, both the Threat Assessment and the Suicide Risk Assessment will need to be completed.

An administrator should assemble the building Threat Assessment Team and any other staff with information about the situation. The Threat Assessment Team usually consists of:

Administrator

- + School Resource Officer (as needed/available)
- School Psychologist or Social Worker
- . Teacher, Counselor, other person who knows the student
- Counselor (assigned to Threat Assessment Team)
- District Administrator (as needed)

It is important that information be shared among all the team members. The information for this assessment can be gathered from sources that include eye-witness reports, academic and discipline records, staff/parent observations, and student interview. If the immediate danger is sufficiently contained, the team may want to consider gathering additional background information from other sources to cross reference facts, etc.

Please contact Nate Thompson, Coordinator of Student Support Services at (303)347-3570 for assistance regarding the Threat Assessment process.

◆ SUMMARY INFORMATION
Student: KANT PIERCEN School: AHS
DOB: Student Number: 90257 Grade: 12 Age: 18
Parent/Guardian Name(s): Pow but a Present Change Ph:
Date of Incident: 1413 Attach photo and other identifying information if available
Brief Description of the Incident: Mr. Number metic Kar - his mater on 1/6 after school
Inform him he would not be caption of yearly a debate this year. On the way out o
survey, Kerl went or an emotional twide + said "I'm group to Kill that my ITLES
STEP 1: MAKE SURE ALL STUDENTS AND STAFF ARE SAFE OVER LANd by STAFF Who INTON
Locate and detain the student(s) under constant adult supervision* Do not allow student(s) access to his/her coat, backpack, or locker. *NOTE: If the student cannot be located or detained, and the threat is believed to pose an imminent threat of harm to others, delay filling out this form and contact the Law Enforcement immediately.
◆ STEP 2: MAKE IMMEDIATE NOTIFICATIONS
Contact School Building Administrator(s) – review need for threat assessment Contact Emergency Responders, School Resource Officer, District Security 303-347-3420 as needed based on the situation Contact District Administration (Level Director or Student Support) if the level of threat is school, district or community-wide The parent/guardian has been notified prior to conducting the assessment The parent/guardian to be notified after conducting the assessment, because:
A STED 2. DEVIEW TUDEAT ACCECCACAT FACTORS
◆ STEP 3: REVIEW THREAT ASSESSMENT FACTORS The following warning signs are offered to guide the threat assessment process. The purpose of this process is to determine whether a student

poses a threat to the safety of others. The Building Threat Assessment Team should answer the following questions to the degree possible. The

team should check all that apply and <u>provide notes explaining the evidence next to each statement shacked</u>.

	THREAT FACTORS:
1	Threat was: Ohect Indirect/Veiled
7	Threat was:
	Target of the threat was: Specific Vague
	Identified Target(s): It acu Mur Mul - family Snowly - speech & lette
	Threat was: Impulsive, sponteneous Calculated, planned shead Plausible, possible
	Unrealistic, improbable Vague with minimal details Specific with lots of detail
	Student has communicated ideas or intent to attack. Yes No
	Access to Weapons: None known Vague references Specific and verified At home At friend's
	Ability to carry out plan: No ability or training Possible ability Reported ability and training
	Motive to threat or harm targeted others: None known Possible reasons Definite motive/triggers
	Other relevant details: Kent was told he wind no longer be captain it the speech & desirale to
	EARLY WARNING SIGN FACTORS:
	may remote dead sealed and
	☐ Violent behavior towards others ☐ 1-2 isolated incidents ☐ Significant history
	Uviolent/threatening themes conveyed in stories, diary entries, essays, letters songs, drawings, or videos
	Practicing behaviors" (e.g., progression of harmful acts related to current threat concerns)
	Fascination with weapons, bomb making, or other acts of violence/destruction
	Depression, self-harm, and/or suicide issues
	History/perception of being bullied or victimized by others
	Other relevant details: 18st school year he had an orthoret where he told kidd to "shul the
	AT-RISK FACTORS: he git root that girls were gigging to him about much grade thehup in
1	
	History of school discipline: D Oppositional/Misconduct Suspension Expulsion Incarceration
	Poor student achievement or academic progress
1	Violence/abuse is modeled at home or in the community
1	☐ Violence/abuse is modeled at home or in the community ☐ Difficulty controlling impulses or emotions ☐ William Stands Wis TXN WAS Wagnery
	Irrational beliefs and ideas but des not seem to be commise a
h .	Significant psychiatric/medical condition(s) or medication needs:
7	☐ Significant psychiatric/medical condition(s) or medication needs: ☐ Failed love relationships ☐ Failed love relationships
	☐ Student externalizes blame ☐ Peers are fearful of the student ☐ Peers are fearful of the student
1	Staff is fearful of the student Nov. Number
,	Angry reactions are extreme or disproportionate to the situation
	Drug or alcohol concerns:
1	Sensitivity to feedback/criticism
1	Student currently reports of appears: Hopeless Anxious Depressed Angry Detached
	History of violence toward objects, animals, or property (e.g., vandalism, torturing animals, fire setting)
	Student tends to hold on to resentments or harbors a grudge
	Student recently experienced: Emotional trauma Rejection or humiliation Loss of family member or peer
	☐ Victimization by peers ☐ Severe disciplinary action
	Student's peer group reinforces antisocial/violent attitudes
	Student's relationships at school: Good Maverage Poor
	Home environment concerns: Inconsistent discipline Limited control Lack of supervision
	Reacts to discipline:
	Student is receiving Special Education/504 services. Disability: Contact person:
	Family history of: Mental Health Violence Substance Abuse Legal Issues
	Bizarre or concerning behaviors:
	Other relevant details:
	PROTECTIVE SACTORS
	PROTECTIVE FACTORS.
	When in distress, student will:
	Adult Supervision:
	Name(s) of people monitoring: Savents
	Community agencies: Not involved In process of becoming involved Are involved:
	Supportive Relationships: None Sometimes Who:
	Level of self-control: [7] Limited at all times [7] Okay with supports [7] Consistently present
	Previous measures that have been effective to inhibit student's violent/threatening behaviors:
1	Updated Apr 2011
	TAME COM (THE C

	STEP 4: REVIEW FINDINGS WITH T invene the Threat Assessment Team and discuss all rele	evant information regarding the studer	그 위에서 어린지는 그의 "스스크리" 이번을 먹고 되었다면 하지만 그는 사람들이 되었다면 하지 않는 사람들이 되었다면 하는데 그렇게 되었다면 때문에 없었다면 하는데 그렇게 되었다면 없는데 그렇게 되었다면 없다면 없다면 없다면 없다면 없다면 없다면 없다면 없다면 없다면 없	
	es the student <u>pose</u> a threat to school/student safety?" garding the threat. If you have difficulty determining th			
	rvices at (303)247-3570.	te level of concern, please consen with	These mysing continued of statement support	
. 70	Low Level of Concern - COMPLETE THE ACTION	PLAN (STEP 5)		
	is inconsistent, implausible or lacks detail; three		id indirect. Information contained within the threat suggests that the person is unlikely to carry out the	
	threat or become violent.	DITY I DISTOICT ADMINISTRATI	TON INANAERIATELY	
	 Medium Level of Concern -CONTACT LPS SECU. The threat could be carried out, although it may 			
	Wording in the threat and information gathered possible place and time). No clear indication the	d suggests that some thought has been at the student of concern has taken pr erences pointing to that possibility. Th	n given to how the threat will be carried out (e.g., reparatory steps (e.g., weapon, seeking), although here may be a specific statement seeking to convey	
	High Level of Concern — CONTACT LPS SECURI		10.50 to 10.00 to 10	
	 The threat or situation of concern appears to populausible. There is an identified target and the stoward acting on threat. For example, informat under surveillance or a gun has been found. Information. 	student has the capacity to act. Informion indicates that the student has acqu	nation suggests concrete steps have been taken uired or practiced with a weapon or has a victim	
•	STEP 5: DEVELOP AN ACTION PLA	N .		
Use	e the following guide to formulate an action and		rill apply in every situation.	
	FETY MEASURES			
	Medical Care: The server Medical General Asset	ulance School Nursa	* · · · · ·	1
10	Police Response: no action taken tkketed/che	arged apprehended/detained wee	pons check at school/home chantled tuleting	0
A	Intended victim warned and /or parents or guard	dian notified on: 95 by:	Kind Kolose to enterne out	~
	Suicide Risk Screening completed on:	by	- in earling let be	m
/5	Mental Health Evaluation: perent taking to hospi	Ital ER for evaluation	pons check at school/home chansed tuleting Kuni Kulsten to entirel onthe mobile crisis team evaluation	^
	Additional measures to ensure safety:		# Food - Pa	
-	Child Abuse Report to Dept. of Human Services of SCIPLINE & MONITORING	ouj d the by		
No.	Disciplinary action taken: Re ontry 9/9	If suspended, student v	will return on:	
	Safety Contract (attached) signed by: Stude		Ann record on.	
	Modify daily schedule:			
	Daily or Weekly check -in with (Title/Name):			
_	Backpack, coat, and other belongings check-in ar	nd check-out by		
	Increased supervision in the following settings:			
	Student consent to abide by a "no contact" contr Follow up intervention contact by support staff:			
	Specific steps to address the precipitating/aggrav		ounselor Case Manager Other:	
<u>-</u>	will must in I weeks (AP, No. Man	play founds, student) to disuss action flower money &	*
or c	Schedule review of IEP or Section 504 Plan to re- change of placement. DATE:	view goals and placement options,	, and consider updating assessment, services	
	LPS Security notified for all Medium and High Levi	el Concerns. Date:	:	
\ \	Staff and teachers alerted on a need to know has	de Date		
10	Building Administration has discussed "need to kr	now" issue of informing communit		
	District Administration informed. Administrato	r:	Date:	
- CAN	RENT / GUARDIAN FOLLOW UP STEPS Parents will provide the following supervision and	desintagentian Ramala M	id & suchthailt while	
1	Will parents give permission to share information	with community nathers to a to	egal systems and therapists)? I ves I NON propuls	
	Community resources and interventions have be			ان
	Other agreements made: Korl will disc			ž
	7.11	7	deal - Dine Much	U
Pare	rent/Guardian Signature:	Date:	the same	1
			doctor.	1
			White	~
Lodo	lated Apr 2011		3 1000	

	10	•
Plan will be reviewed on 412	ph by brenzo & men	
Confidential building location and co	ontact for document and plan: Schiel Phych	grie .
☐ Enter in Infinite Campus under Beh	avior Event/TAAP (Medium and High Level Threats Or	nly)
Copies of this plan have been given	to:	
	✓ Building Administrator	
	✓ Nate Thompson, ESC - Student Support Service	
	✓ LPS Security (Medium and High Level Conce	rns only)
Administrator, Plan Supervisor	Teacher or other staff who knows student	Other
West By knd		
School Psychologist / MH Professional	Counselor from Building Team	Other
School Psychologist / MH Professional	Counselor from Building Team	Other

STEP 6: DOCUMENTATION AND REVIEW

The results of this screening do not predict specific episodes of violence, nor are they a foolproof method of assessing an individual's potential to harm others. The purpose of this screening is to identify circumstances that may increase risk for potential youth violence and to assist school staff in developing a safety plan.

This screening form was developed by Littleton Public Schools with Information adapted from the U.S. Department of Secret Service, Federal Bureau of Investigation, U.S. Department of Education, Nicoletti-Flater Associates, Cherry Creek School District, and Denver Public Schools.

Updated Apr 2011

Barbara Pierson

From: Esther Song

Sent: Tuesday, September 10, 2013 7:40 AM

To:

Cc: Kevin Kolasa; Mark Pierson; Karl Pierson; Kelly Talen; Astrid Katzer-Thurnau

Subject: Re: Karl Pierson

Heijo, Barbara.

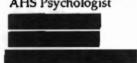
It was very nice to meet with you. Mark, and Karl this morning. If you'd like to sign a release form for the school to communicate with Karl's outside therapist/physician, I would be more than happy to get you a form to complete. Or you can complete one at those doctor's offices and have them fax a signed form back to my attention at

In regard to implementing a 504 or an IEP, there needs to be a disability that significantly impacts his learning environment. A conversation with Karl's therapist and physician will be very helpful in determining if there is a disability that we need to further investigate. If you would like to pursue an evaluation, we would start with a student review which would include Karl, his teachers, yourself and his father, an administrator, his counselor, and myself. This meeting would help us see what Karl's areas of strength and need are and what strategies will be helpful to him in the classes he is struggling in. We will also need to demonstrate that interventions are currently being put in place at the general education level prior to pursuing a Special Education evaluation.

Please let me know how you would like to proceed. I will go ahead and cc his counselor. Mrs. Talen. and the substitute senior counselor, Mrs. Thurnau to keep them apprised of the current situation.

Thanks so much for your time.

Esther Song, Psy.D. AHS Psychologist



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On Tue, Sep 10, 2013 at 6:01 AM, Barbara Pierson

Sarbara.pierson@comcast.nei> wrote:

Good morning, Mr. Kolasa, Dr. Song,

Thank you for your time yesterday.

To follow-up on that discussion, could we discuss implementing an IEP to put strategies and a plan in place to help Karl to be successful throughout the upcoming school year? The goal would be for Karl to utilize skills and strategies to successfully complete his senior year academically and graduate from Arapahoe High School, and if possible, to participate in extra curricular activities that can channel his leadership and verbal skills effectively. I'd like to work together with the school and your resources, along with the resources that we are engaging outside of the school.

Thank you for your support.

Barbara Pierson

Cell:

We are gathered here today to reflect on the life of Karl Pierson. To me, Karl was an engaging close friend. But, Karl was more than just a friend to many people. To some, he was a son, a brother, a crush, a classmate, a leader, a fun-loving goof. He touched the lives of countless people throughout the community, and we gather to remember the good that he often shared with us.

We cannot ignore the tragic way in which Karl chose to end his life. I can tell you with certainty that the Karl that entered Arapahoe High School on that last day was not the Karl we all knew.

A life is so much more than its final moments. A life is a summation of every moment before, a reflection of the impact it has on others. While I apologize I can't provide insight into Karl's formative years, I can share the time I did know him.

High school can be a very difficult or transitional time. It is a collection of moments that are tense, profound, or often memorable. I was lucky to share many of those moments with Karl. In the mornings at school, I would sit with him at our little table, and we would share politics and news. He would recommend really enthralling psychological thrillers on our runs after school while everyone else sped ahead of us.

Over the summer, we would meet at Whole Foods just to discuss. He always made sure I was up to date on the world, and we cherished the time. He wrote in my yearbook last May: "To my favorite libertarian: Even when you're wrong, I still love you dearly. Signed, Karl 'The Max' Pierson." We would just talk, trying to figure out the world together.

And of course, we never did, but we did find laughter. Most of our jokes were corny and nerdy and political, but he always had a unique way of making me laugh until it hurt. Sometimes our jokes were a little vulgar, or a bit weird, but that was what made the Karl I knew special: he wasn't afraid to be himself. He always had a particular presence in the room that was unmistakable.

Today, we may stand in disbelief that he may not be around in the way we had always counted on. And to that, I challenge you to look around at all of the faces that reflect his light. While nothing can excuse Karl's final moments, let us remember that Karl had a lot of good within him.

Remember the man that we all knew, because that man was a good man.

He once wrote me the Latin phrase "Amat victoria cūram." It translates directly to "Victory loves care." But, like Karl, this phrase can't truly be put into English. It means, "Take care. Be patient and great things will come to you." To me, the Karl that I knew will always be a joker, a

speech-writer, a deft thinker, a thoughtful friend, and a powerful influence on my life. Karl, I miss you buddy. May you find peace.

KARL HALVERSON PIERSON Memorial Service Sermon

. 1

Highlands Ranch, Colorado December 21, 2013

Grace, mercy, and peace be unto you, from God our Father, and our ever-coming Lord and Savior, Jesus the Christ. Amen. And, especially to you, Barbara, Mark, and so you suffer the great loss of your son and brother, Karl, and move deeper into this grief journey. Our hearts and prayers are with each of you now and in the coming days and weeks ahead.

The circumstances leading to our gathering here today are unfathomable. We are here today with lots of questions and feelings and grief. Some of us have been angry. Wondering how Karl could have done this. Some of us have felt guilty. Thinking I should have said this or that...Or I could have done this or that. There is enough of all that to go around. But none of that will change anything. We can't go back.

Last week Karl made a big mistake with a reckless path to address his pain. And now we have to live with this new reality. Now we have to live without Karl. We have to live without his brilliant mind and his good heart. Now we have to live without many good things about Karl. We are going to miss him.

It is clear that Karl was deeply loved. There was so much more living we needed him to do. There were so many more speeches we needed him to give. But something went wrong, Somehow Karl couldn't find a way out of the pain of his life. And nobody knew that the pain he was in was as bad as he thought it was.

What we do know is the something went very wrong for Karl in these last weeks, and especially last Friday when it culminated in tragic violence and death-dealing reckless living. As we begin this long journey of grief and mourning, we join you, Barbara and Mark, with the sentiments of the statement that you shared earlier this week, as Karl's parents, when you said,

"We are shattered by the tragic events that took place on Friday at Arapahoe High School. Our thoughts and prayers are with Claire Davis and her family. They, and she, have suffered unimaginably, and we pray for her full recovery. We also pray for the entire Arapahoe High School community, as we know your lives are forever changed by this horrific event. As parents, we loved our son Karl dearly and we are devastated by what happened Friday. We cannot begin to understand why Karl did what he did."

Just like the questions of the older son in our Gospel text today, when the prodigal son returned and his father through him a celebration, we have a lot of questions as well. A common question is "Where was God?"

On the day of this tragedy, ELCA Presiding Bishop Elizabeth Eaton shared the following reflections upon the anniversary of the Sandy Hook Elementary school tragedy in Newtown, Connecticut:

"As we continue to pray for the healing of families, a community and our nation, many of us still remain in shock, working to make sense of something so terrible. And many still ask, 'Where was God?'"

Rev. Nell P. Harrison 1

She continued, "Let me be clear: this was not God's will nor was there anything good about what happened at Sandy Hook Elementary School or in the many communities across our country impacted by gun violence. The world can be a dangerous and violent place. And each of us, though created in the image of God, is capable of great evil.

"It is precisely to this world, a marred and broken place that God came as a helpless child. It is for this beloved, violent and broken world that Jesus died. When God saw his precious son broken, God said enough! In Jesus' resurrection, God said no more death — not for God's son, not for any of God's children."

Bishop Eaton concluded, "That is our hope. And that is what will make it possible for us to prepare with joy, especially in the face of death, for the coming of Emmanuel -- God with us."

In addition to questions, in the face of this tragedy that we find ourselves in we can be tempted to spend a lot of our time and energy trying to find someone or something to blame. We can be tempted to go through all the "what ifs" and "if onlys" and "I should haves". But none of that will help.

And in the face of this unbelievable, difficult situation people will says lots of things that aren't very helpful. And that's because we don't know what to say. We will also try to find easy answers to the difficult questions that we have. Answers like: "God has a reason for everything"...Or..."God never gives us more than we can handle"....Or... "God called him home." But none of these easy answers are very helpful.

What we can say is that Karl doesn't hurt anymore. And we can say to each other--I'm sorry for your loss. And we can say this hurts really bad. And we can hold each other and care for each other. And we can say this isn't easy. And we can say, "I don't know what to say." And all of that will be ok. It will be honest.

This isn't easy. And we need more than quick easy answers. We need hope. During this pre-Christmas Advent season of waiting, expectation, and anticipation, as ELCA Presiding Bishop Elizabeth Eaton said, "We need hope." We need something that will sustain us through our suffering. And there are no easy answers to our difficult questions.

The very good news, the very good news...is that there is a bigger story that gathers in our difficult questions. It's a story that God calls us more deeply into day after day. It's a story that has God at the center. It's a story where God comes running toward us with open arms to love us and care for us. It's a story where God comes to us not because we are worthy, but even though we are unworthy. In this story, God comes and meets us in the hard stuff of life—even when we have messed up our lives. God meets us right where we are and welcomes us back.

Did you notice that story that I read that we call the prodigal son is not really about the son? Did you notice that story is really about the Father? And did you notice that the Father was ready to welcome his son home? The Father hadn't gone on vacation and he hadn't moved away—he was waiting and he was ready. When he sees his son he runs to him to hug him and kiss him and welcome him home. He throws all judgment and anger and dignity aside and welcomes him home.

Sounds like God. God isn't interested in the speeches we prepare to explain how might have messed up our lives, and about all the reckless things we have done. God knows us well enough to know the kind of stuff we might put in our speeches. And God know us well enough to know that we are good at messing up our lives and others. And knowing all this God runs to us, throwing all judgment, and anger, and dignity aside and welcomes us home. God is always ready to renew our relationship.

Please leave here today remembering the words that Pastor Shelly read from Paul's letter to the Romans, in the eighth chapter: "For I consider that the suffering s of this present time are not worth comparing with the glory that is to be revealed to us. What then shall we say to these things? If God is for us, who can be against us? Who shall bring charges against God's elect? It is God who justifies. Who shall separate us from the love of Christ? Shall tribulation, or distress, or persecution, or famine, or nakedness, or sword? No, in all these things we are more than conquerors through him who loved us. For I am sure that neither death nor life, nor angels nor rulers, nor things present nor things to come, nor powers, nor height nor depth, nor anything else in all creation will be able to separate us from the love of God in Christ Jesus our Lord." Here's the bottom line: Nothing, nothing, nothing will separate us from the love of God in Christ Jesus our Lord!

Each and every one of us who are baptized can remember that in our baptisms each day we die to our old selves and our born anew each day, through the death and resurrection of our Lord Jesus Christ. The only death that matters in each of our lives happened when we were baptized. The most important death in Karl's life happened 18 years ago on February 3, 1996, when Pastor Jim Hytjan, the first pastor of Christ Lutheran Church, here in Highlands Ranch, marked the cross of Christ on his head when he was baptized, and said, "Karl Halverson Pierson, you have been sealed by the Holy Spirit and marked with the cross of Christ forever... Forever... forever... Nothing, nothing, nothing will separate us from the love of God in Christ Jesus our Lord.

So, in the midst of our sorrow and pain, and the unfathomable incomprehension of the events that bring us together today, we can give thanks to God for Karl, for who he was and celebrate all the good he did.

First, as you said, Barbara, Karl was intelligent, articulate, and relatable. People enjoyed having conversation with Karl. He talked to adults and everyone all the time from a young age. Even in grocery stores, he would strike up a conversation with anyone, including the cashiers. Mom, you will always remember your Karl as being engaged...so alive!

For the pastors at Christ Lutheran when he was a child, we can all witness to Karl's weekly active participation in the children's sermon, sitting in the front at the chancel, when he would raise his hand immediately every time there was a question, and always have very good responses. I was his pastor from the time he was five until he was nine years old, and every time I asked one of those children's

sermon questions, Karl would give not the best, most common response, "Jesus", but always a correct, most often very formal, response to the question.

You see, speech and debate was his identity and passion. Karl's mother will never forget the trip to Birmingham, in June, six months ago, when after he placed in the state qualifiers, Karl participated in the National Forensic League's National Championship. After he learned that the Lincoln-Douglas model wasn't his greatest strength, he participated in a Gustavus Adolphus College SSI speech and debate camp two-years running during the summer, and honed his nationally ranked extemporaneous speech skills. Last year he was the captain of his high school Extemp Team. Karl thrived on speech and debate. He was a leader. Yes, as captain of the Extemporaneous Speech Team he found great joy as he mentored young, up and coming extemps.

Mark, as Karl's father, you are fond of your long-term journey with him in Scouting. He was a leader there too! Not only was Karl an Eagle Scout, after an Adventures Crew boundary waters trip in recent years one of his fellow scouts wrote him a note thanking him for his leadership, not only as follower, but as a leader. Dad, you were with him the whole way, as a Tiger Scout, in Cub Scouts, when he was a Webelo, and all the way to Eagle last year...one of the greatest accomplishments a young man can achieve. Mom, you were there all the way too, and both of you were beaming at the Denver Area Council Eagle Scout Banquet when he was recognized as an Eagle during the 100th Anniversary of Scouting last year. Karl's Eagle Scout Project was a partnership with the Colorado Pet Rabbit Society to develop a Pet Memorial Garden for Rabbits near Broomfield.

you will always remember your years as a TV star with your brother. Karl was so articulate and relatable...you both did so well on camera that Adam Schrager with TV 9 featured you on the news when were 8, and Karl was 10 in an interview about the Colorado Quarter launch...when the 25 cents quarter was released in 2006. You did so well, that you both were invited again to ask a question to the Colorado U.S. Senate candidates in a 2008 debate. Karl was 12 when he asked the question that became a campaign theme. And, you were invited yet again to ask a question in the 2012 U.S. Senate race debate. The Colorado House of Representatives even invited both of you to lead them in the Pledge of Allegiance at the beginning of a House session. Wowl

One of the things you'll remember the most about your big brother, was that he always looked out for his little Karl made sure got to school safely every day.

So, in the midst of unfathomable tragedy, we can give thanks to God for Karl Halverson Pierson, for who he was and all the good he did.

Finally, our ELCA Rocky Mountain Synod Bishop Jim Gonia in a message this week said, "In the midst of things we cannot understand, amid times that leave us angry and heartbroken, we cling to the promise revealed to us in Jesus Christ that there is no human situation that is outside of God's loving, redeeming and healing presence.

"For us that promise is birthed in a manger, where the Christ child entered a world that was as mired in

Rev. Nell P. Harrison 4

violence and heartache as our own today. That promise is demonstrated in the life and ministry of Jesus who reached out to heal the sick and suffering, who walked with the vulnerable and rejected. That promise is revealed to us most profoundly in the cross of Christ, where we believe God fully experienced the depth of human suffering.

"Yet the story does not end there. The empty tomb and the risen Jesus are our assurance that the God who suffers with us always brings forth new life."

You see, God knows how messed up the world is. And God dares to send Jesus into this messed up world. God's love for us can't be stopped by a messed up world. Jesus comes to us to stand with us in the pain and brokenness. He comes to love us no matter what. Jesus comes to remind us that we can put our trust in God. Jesus comes to lead us through the pain, the tragedy, the despair, the brokenness, and the unfathomable realities of this world, through the darkness and into the light.

May this one who comes to us begin to heal your broken hearts. May you find hope beyond your sorrow. May you rest in God's hand knowing that nothing, nothing, nothing can separate you from the love of God in Christ Jesus our Lord. May God's love fill your lives. May God give us the strength to love and care for each other. And may you find peace in the one who has given you life.

In the name of Jesus, Amen.

Barbara Pierson

From: Jeremy Meyer [jpmeyer@denverpost.com]
Sent: Monday, December 16, 2013 1:59 PM

To:

Subject: Fwd: article concerning shooting at Arapahoe

--- Forwarded message ------

From: dana@solterrah.com <dana@solterrah.com>

Date: Mon, Dec 16, 2013 at 12:21 AM

Subject: article concerning shooting at Arapahoe

To: "ipmever@denverpost.com" <ipmever@denverpost.com>

Dear Mr. Meyer,

I flew back here to Denver from LA upon hearing of the shooting at Arapahoe High School. The reason is that Karl Pierson's very best friend is my nephew who is in shock and mourning over the death of a very dear friend.

I have listened to anecdote after anecdote concerning the debate coach and how he was verbally abusive to Karl, how he demeaned him in public, and bullied him in front of his peers. Yes, there was an ongoing battle between these two individuals but there are people outside of this relationship that need to step forward and explain that this coach/teacher has some explaining to do...and NOW. In the spirit of full disclosure and accurate journalism, not to mention detailed, unbiased and thorough investigation on the part of the police, I strongly recommend that someone start delving into what the students think of this coach, his tactics, his mannerisms, what he has said about Karl to other adults of a hateful nature, etc. It is not coming forth in the articles I am reading so far.

I am not a first hand witness and have nothing more than hearsay to offer. But, it is sound hearsay. I am not suggesting that the coach was deserving of what he got. I am not defending the shooter in any form or shape at all. What I am saying is that there is a VERY good chance that this story has much more to it than what has been exposed today. I get the sense that the world is looking upon Karl as an out of control, angry young man with poor coping skills. Possibly. But, could he have been pushed over the brink? I suggest you keep digging. I intend no harm or ill upon the coach. All I want is a THOROUGH and exhaustive mosaic of what I am hearing and let the process go from there.

Thank you for your efforts and I hope you will not rest until you hear more of the complete story. If you are satisfied that you have it, then that is that. Kind regards...

Sent from Windows Mail

Jeremy Meyer Denver Post Editorial Writer 303-954-1367

Email: ipmever@denverpost.com

Twitter: @jpmeyerDpost

Barbara Pierson

From: Sent:

To:

Thursday, January 30, 2014 11:13 AM

dwalcher@

; grobinson@

Subject:

Letter from Barbara Pierson, Karl Pierson's mother

Dear Sheriff Robinson and Sheriff Walcher,

As you continue your investigation of the facts, I would ask that you please keep in mind that there is another grieving family involved in the tragic events at Arapahoe High School on December 13. I am Karl Pierson's mother, Barbara Pierson.

I think you need to know, that as Karl's mother, I was NOT notified by the Arapahoe County Sheriff's Office of Karl's death, nor was I notified of the location, manner, or circumstances of his death. No one from your Office reached out to me with any of the details of this incident on December 13, therefore I heard the details from the news media and phone calls from friends, and was left to piece the events together myself. It wasn't until January 5th, on a private tour of Arapahoe High School, that I was informed by Littleton School District staff, that Karl had died in the library, between two bookshelves, and not in the Forum where it had been reported. I also requested support and assistance from Kathleen Beebe in Victim's Assistance, but to date, I have only received a brochure on "dealing with grief" and no further follow up. It would be most helpful for me to understand your process and what to expect, so that I can have a single point of contact for inquiries and status, and to establish an open line of communication with the Arapahoe County Sheriff's Office regarding this investigation.

No one can deny the events of 12-13-13 were tragic and unfathomable, and we, as Karl's family, also have many questions for which we are seeking answers. We are grieving the loss of our son/brother under these tragic circumstances and events, and we too want to know what happened, what went wrong, and how can we prevent this type of tragedy from happening again.

Our family has been residents of this community for more than 20 years and we have been actively involved in supporting our local businesses, schools, churches, and community, including the Douglas County Sheriff's Office. I have served on Sheriff Weaver's Public Safety Advisory Committee for over five years and also serve as neighborhood watch block captain. I have fully cooperated with the Arapahoe County Sheriff's Office, speaking with your investigators on three occasions for more than five hours. I have also fully cooperated with the administrators at Arapahoe High School.

Karl was also actively involved in his school and community. He was in Boy Scouts his entire life starting with Tiger Cubs in first grade and earning his Eagle Scout rank in 2012. He was still involved in Venture Scouting and was a leader to younger Scouts on a trip to the Boundary Waters in Minnesota last summer. He met with Sheriff Weaver and Undersheriff Spurlock on one of his Eagle required badges. At Arapahoe High School, he participated on the cross country team for two years and on the speech and debate team for three years. This past year, he was captain of the extemporaneous speech team and earned the opportunity to represent Arapahoe High School and Littleton Public School District at the national competition in Birmingham, AL. Please keep in mind that Karl is no longer here to respond to questions that would reveal his motives or his state of mind, nor did he receive 'due process' in a Court of law, where the facts leading up to, and including this incident, would have been presented and deliberated. Speculation of what Karl's intentions might or might not have been and name-calling serve no helpful purpose in finding truthful answers that we all seek.

I continue to support the Arapahoe County Sheriff's Office in its thorough and complete investigation of the facts, resulting in an accurate and comprehensive report. May I ask for the courtesy of being contacted when reports and releases become available? I would appreciate receiving information directly from the Arapahoe County Sheriff's Office before hearing it from the news media.

Sheriff Robinson, thank you for your dedication and attention to this case. I wish you the best in your retirement and in your future pursuits and endeavors.

Sheriff Walcher, congratulations on your new position as Sheriff. Please continue to conduct a thorough and complete investigation with integrity and respect for everyone who has been impacted by this tragedy. We'are all looking forward to the conclusion of the investigation and the final report of the findings.

God bless,

Barbara Pierson

National Forensic League Speech and Debate Honor Society

Code of Honor

National Forensic League Oath

As a member of the National Forensic League, I pledge to uphold the highest smodards of integrity, humitry, respect, leadership and service In the pursuit of excellence.

Inlogrify A National Porensic League member obeys the highest ethical standards and achieres to the rules of the League. League members recognize that friegrity is central to earning the trust, respect, and support of one's peers. Integrity encompasses the highest regard for honesty, civility, Justice, and fairness

HUNNINY: A League member does not regard him or herself more highly than others. Regardless of a person's level of success, he or she always looks beyond oneself to appreciate the inherent value of others.

Respect A League member respects individual differences and fosters diversity. He or she promotes tolerance, inclusion, and empowerment for people from a variety of backgrounds,

Leadership: A League member influences others to take positive action toward productive change. League members commit to thoughtful and responsible leadership which promotes the other core values in the National Forensic League Code of Honor

SERVICE: A League member exercises the talents he or she has been given to provide service to his or her peers, community, and the League. At all times a League member is prepared to work constructively to improve the lives of others.

> Student leadership for 2012-13 School Year Debate Captain Speech Captain -Extemp Captain - Karl Pierson Secretary -Treasurer-Information/Public Relations Officer -

Student leadership for 2013-14 School Year Debate Captain Speech Captain Extemp Captain - Karl Pictson Sccretary Treasurer -

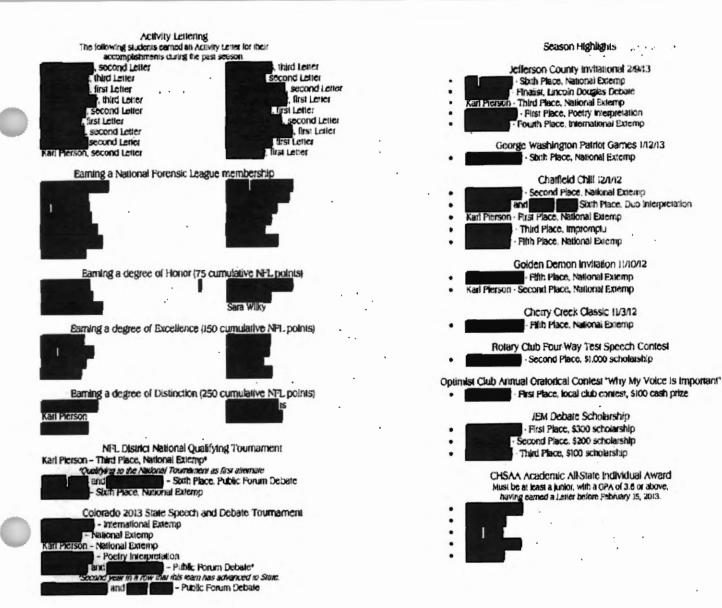
Information/Public Relations Officer Head Coach - Mr. Tracy Murphy

Assistant Coach - Mrs. Ginger Glodowske Special Thanks to Mrs. Sharon Summers for all of her volunteer work with the team.

Arapahoe High School



Speech & Debate 2012-2013 Celebration of Achievements



PROGRESS REPORT CASE #AC14-44545

REPORT BY: Investigator Kristin McCauley

CASE TYPE: Homicide DATE TYPED: 5/20/2014 ACTION: Follow-up

On 04/08/14, I received a message from Barbra Pierson advising that her is ready to be interviewed. I called Barbra back and left a message advising when I was available to interview I received a message back from Barbra advising that she would bring in for an interview on 04/23/14.	
On 04/23/14, I met with Barbra and stated that:	
Karl was a kind and compassionate person.	
Karl was a good brother.	
Karl took care of	
Karl dropped off at school on the morning of 12/13/13.	
got out of the car while they were at red light before getting to the school parking lot.	
did this most mornings if the light was red; if the light was green would stay in the car until Karl parked.	
Karl did not act any different that morning.	
never saw a gun in his car.	
During the interview, Barbra stated that:	
Karl would not intentionally hurt anyone.	
Karl did not intentionally shoot Claire.	
Karl did not have not be seen on his arm.	
Karl was very strategic.	
believes the information on Karl's arm was regarding chess.	
Karl went to Chess club the Wednesday before the shooting.	
Karl took his own life because he felt so had for what he did	

Karl is not 100 percent to blame for what happened.

The school should have to answer for their actions.

Karl did not shoot at Murphy.

PROGRESS REPORT CASE #AC14-44545

Someone should be held accountable.

I advised Barbra that we had information that the school shooting was planned and that it had been planned for several months. I also advised Barbra that based on the surveillance video that Karl intentionally shot Claire. I also advised Barbra that we received information that Karl had mentioned killing her and Barbra advised that it had to be in a document that we found because Karl was the type of person to write things down.

Barbra advised that at she would like to see the surveillance video and I told her that she would not be able to see it. I advised Barbra that she would not be able to view any evidence in the crime. Barbra asked about Karl's personal belongings that were found in the library and I advised that they would not be released any time soon. I advised Barbra that if and when anything would be released she would be notified as next of kin to get his personal belongings.

Nothing further at this time.