

opposite end of the classroom could have possibly heard her comments. Ms. Rodriguez recalled Ms. Garrett spending time on the classroom computer printing out photos of herself, and on one occasion looked over and saw Ms. Garrett looking at a large image of a male penis that was displayed on the computer screen. Students were in the classroom at the time but doubts any of the students had seen the image. Ms. Rodriguez indicated that she was disturbed by Ms. Garrett's disclosures. She had also learned that Ms. Garrett's Internet screen name was "Nautitchr4U."

Note: On November 9, 2004, while visiting South Seminole Middle School I had an occasion to meet with Ms. Rodriguez in company with Ms. Dehlinger. Based on a preliminary investigation the previous day of Ms. Garrett's classroom computers, three off-color cartoon images were copied and retained pending further investigation. Ms. Rodriguez was permitted to view three retrieved cartoon images of a sexual nature which she identified as the same images that Ms. Garrett had instructed her to copy from one computer on to a portable disk because Ms. Garrett wanted to reload them on another classroom computer. Another image was of a male body part which Ms. Rodriguez said was not an image that she had viewed but was similar to the one she had viewed.

Interview with Michelle Alessandri; Kindergarten Assistant; Stenstrom Elementary School

On November 9, 2004, beginning at approx. 1255 hrs., John Byerly met with Ms. Alessandri to discuss the allegations contained herein. It had been reported that prior to her current assignment at Stenstrom Elementary School, she had been employed at South Seminole Middle School as a classroom assistant in Ms. Garrett's classroom from approx. 2000 to 2002. Following is a synopsis of information provided by Ms. Alessandri.

Ms. Alessandri stated that she was friends with Sabina Nowik who was also a former classroom assistant in Ms. Garrett's classroom. She came to know Ms. Nowik when Ms. Alessandri's daughter was involved in cheerleading with Ms. Nowik several years ago. Both applied for the classroom assistant positions at South Seminole Middle School and coincidentally both were awarded the job.

Ms. Alessandri stated she began her duties with Ms. Garrett during the fall of 2000 when her daughter began 6th grade at South Seminole Middle School. At the end of the 2002 school year Ms. Alessandri was transferred to another classroom at the school from Ms. Garrett's classroom after her first year. She was given no reasons for the transfer. Ms. Alessandri suspects that because Ms. Nowik and she were documenting and reporting observations that concerned them to the administration, they were considered trouble makers by the then assistant principal Ms. Opisso. Subsequently, Ms. Alessandri voluntarily transferred to Stenstrom Elementary School.

The last event that Ms. Alessandri recalled occurring involved an ESE student by the name of [REDACTED] [REDACTED] was a student who attended the class for half days. She described [REDACTED] as a boy who was somewhat aggressive but not dangerously so. She alleged that Ms. Garrett would frequently antagonize [REDACTED] to the point he would become so agitated, he would pick up chairs and throw them around the classroom. When he would get to that point, Ms. Garrett would either physically restrain him or lock him in the bathroom attached to the classroom until he calmed down. Ms. Alessandri conceded that [REDACTED] would get so agitated that physical restraint was appropriate. What the problem in her eyes was that Ms. Garrett appeared to intentionally agitate [REDACTED] to the point that the restraint was necessary. Ms. Garrett would verbally taunt or harass him about trivial things that would upset him. Ms. Alessandri almost got the perception that Ms. Garrett enjoyed working him up. When she used restraint, Ms. Garrett would utilize proper restraint techniques but, in Ms. Alessandri's opinion, the force with which she applied the techniques was excessive.

Ms. Garrett would frequently talk to Ms. Alessandri and Ms. Nowik about her sexual activity on weekends, her preferences and that she sought out couples or the couples sought her out to get involved in sexual activity. Ms. Garrett would tell them that she would involve herself with couples by going to bedrooms and perform sexual acts such as oral sex. Although Ms. Alessandri had no memory of any specific or descriptive acts articulated by Ms. Garrett these conversations would take place while students were in the classroom and working by themselves on certain tasks. The conversations would begin as casual conversations about