



Federal Bureau of Investigation
Washington, D.C. 20535

July 31, 2026

JASON BLAINE ALDRICH, ESQ.
JUDICIAL WATCH, INC.,
425 THIRD STREET SW, SUITE 800
WASHINGTON, DC 20024

Judicial Watch v. DOJ
Civil Action No.: 25-cv-2216
FOIPA Request No.: 1642040-000
Subject: CROOKS, THOMAS

Dear Mr. Jason Aldrich:

The FBI has completed its seventh review of records subject to the Freedom of Information/Privacy Acts (FOIPA) that are responsive to your request. The enclosed documents were reviewed under the FOIPA, Title 5, United States Code, Section 552/552a. Below you will find checked boxes under applicable statutes for the exemptions asserted to protect information exempt from disclosure. The appropriate exemptions are noted on the processed pages next to redacted information. In addition, a deleted page information sheet was inserted to indicate where pages were withheld entirely pursuant to applicable exemptions. An Explanation of Exemptions is enclosed to further explain justification for withheld information.

Section 552

☐ (b)(1)

☐ (b)(2)

☐ (b)(3)

☐ (b)(4)

☐ (b)(5)

☒ (b)(6)

☐ (b)(7)(A)

☐ (b)(7)(B)

☒ (b)(7)(C)

☐ (b)(7)(D)

☒ (b)(7)(E)

☐ (b)(7)(F)

☐ (b)(8)

☐ (b)(9)

Section 552a

☐ (d)(5)

☐ (j)(2)

☐ (k)(1)

☐ (k)(2)

☐ (k)(3)

☐ (k)(4)

☐ (k)(5)

☐ (k)(6)

☐ (k)(7)

264 pages were reviewed and 254 pages are being released.

Please see the paragraphs below for relevant information specific to your request and the enclosed FBI FOIPA Addendum for standard responses applicable to all requests.

Based on the information you provided, we conducted a main entity record search of the Central Records System (CRS) per our standard search policy. For more information about records searches and the standard search policy, see the enclosed FBI FOIPA Addendum General Information Section.

In response to your Freedom of Information/Privacy Acts (FOIPA) request, enclosed is a processed copy of Bates-stamped pages FBI(25-cv-2216)-1514 through FBI(25-cv-2216)-1777. This is the seventh interim release of information responsive to your FOIPA request. This material is being provided to you at no charge.

Duplicate copies of the same document were not processed.

Please refer to the enclosed FBI FOIPA Addendum for additional standard responses applicable to your request. “**Part 1**” of the Addendum includes standard responses that apply to all requests. “**Part 2**” includes additional standard responses that apply to all requests for records about yourself or any third-party individuals. “**Part 3**” includes general information about FBI records that you may find useful. Also enclosed is our Explanation of Exemptions.

Although your request is in litigation, we are required by law to provide you the following information:

If you are not satisfied with the FBI’s determination in response to this request, you may proceed under any or all of the following options:

- You may seek dispute resolution services through the FBI directly by emailing our FOIA Public Liaison at fbi.foia@fbi.gov. The subject heading should clearly state “Dispute Resolution Services.” Please also cite the FOIPA Request Number assigned to your request so it may be easily identified.
- You may contact the Office of Government Information Services (OGIS), who serves as the federal FOIA Ombudsman. The contact information for OGIS is as follows: Office of Government Information Services, National Archives and Records Administration, 8601 Adelphi Road-OGIS, College Park, Maryland 20740-6001, e-mail at ogis@nara.gov; telephone at 202-741-5770; toll free at 1-877-684-6448; or facsimile at 202-741-5769.
- You may file an administrative appeal by writing to the Director, Office of Information Policy (OIP), United States Department of Justice, 441 G Street, NW, 6th Floor, Washington, D.C. 20530, or you may submit an appeal through OIP’s FOIA STAR portal by creating an account following the instructions on OIP’s website: www.justice.gov/oip/submit-and-track-request-or-appeal. **Pursuant to 28 C.F.R. § 16.8(a), your appeal must be postmarked or electronically transmitted within ninety (90) days of the date of this response to your request.** If you submit your appeal by mail, both the letter and the envelope should be clearly marked “Freedom of Information Act Appeal.” Please reference the FOIPA Request Number listed above in your correspondence so it may be easily identified. If possible, please provide a copy of your original request and this response letter with your appeal.

Note: Utilizing the FBI’s dispute resolution services or requesting mediation through OGIS does not toll the ninety (90) day limit to file a timely appeal with OIP.

Please direct any further inquiries about this case to the attorney representing the Government in this matter. Please use the FOIPA Request Number and/or Civil Action Number in all correspondence or inquiries concerning your request.

Sincerely,



Christina Driver
Acting Section Chief
Record/Information Dissemination Section
Information Management Division

Enclosures

As referenced in our letter responding to your Freedom of Information/Privacy Acts (FOIPA) request, the FBI FOIPA Addendum provides information applicable to your request. Part 1 of the Addendum includes standard responses that apply to all requests. Part 2 includes standard responses that apply to requests for records about individuals to the extent your request seeks the listed information. Part 3 includes general information about FBI records, searches, and programs.

Part 1: The standard responses below apply to all requests:

- (i) **5 U.S.C. § 552(c).** Congress excluded three categories of law enforcement and national security records from the requirements of the FOIPA [5 U.S.C. § 552(c)]. FBI responses are limited to those records subject to the requirements of the FOIPA. Additional information about the FBI and the FOIPA can be found on the www.fbi.gov/foia website.
- (ii) **Intelligence Records.** To the extent your request seeks records of intelligence sources, methods, or activities, the FBI can neither confirm nor deny the existence of records pursuant to FOIA exemptions (b)(1), (b)(3), and as applicable to requests for records about individuals, PA exemption (j)(2) [5 U.S.C. §§ 552/552a (b)(1), (b)(3), and (j)(2)]. The mere acknowledgment of the existence or nonexistence of such records is itself a classified fact protected by FOIA exemption (b)(1) and/or would reveal intelligence sources, methods, or activities protected by exemption (b)(3) [50 USC § 3024(i)(1)]. This is a standard response and should not be read to indicate that any such records do or do not exist.

Part 2: The standard responses below apply to all requests for records on individuals:

- (i) **Requests for Records about any Individual—Watch Lists.** The FBI can neither confirm nor deny the existence of any individual's name on a watch list pursuant to FOIA exemption (b)(7)(E) and PA exemption (j)(2) [5 U.S.C. §§ 552/552a (b)(7)(E), (j)(2)]. This is a standard response and should not be read to indicate that watch list records do or do not exist.
- (ii) **Requests for Records about any Individual—Witness Security Program Records.** The FBI can neither confirm nor deny the existence of records which could identify any participant in the Witness Security Program pursuant to FOIA exemption (b)(3) and PA exemption (j)(2) [5 U.S.C. §§ 552/552a (b)(3), 18 U.S.C. 3521, and (j)(2)]. This is a standard response and should not be read to indicate that such records do or do not exist.
- (iii) **Requests for Confidential Informant Records.** The FBI can neither confirm nor deny the existence of confidential informant records pursuant to FOIA exemptions (b)(7)(D), (b)(7)(E), and (b)(7)(F) [5 U.S.C. §§ 552 (b)(7)(D), (b)(7)(E), and (b)(7)(F)] and Privacy Act exemption (j)(2) [5 U.S.C. § 552a (j)(2)]. The mere acknowledgment of the existence or nonexistence of such records would reveal confidential informant identities and information, expose law enforcement techniques, and endanger the life or physical safety of individuals. This is a standard response and should not be read to indicate that such records do or do not exist.

Part 3: General Information:

- (i) **Record Searches and Standard Search Policy.** The Record/Information Dissemination Section (RIDS) searches for reasonably described records by searching systems, such as the Central Records System (CRS), or locations where responsive records would reasonably be found. The CRS is an extensive system of records consisting of applicant, investigative, intelligence, personnel, administrative, and general files compiled by the FBI per its law enforcement, intelligence, and administrative functions. The CRS spans the entire FBI organization, comprising records of FBI Headquarters, FBI Field Offices, and FBI Legal Attaché Offices (Legats) worldwide; Electronic Surveillance (ELSUR) records are included in the CRS. The standard search policy is a search for main entity records in the CRS. Unless specifically requested, a standard search does not include a search for reference entity records or administrative records of previous FOIPA requests.
 - a. *Main Entity Records* – created for individuals or non-individuals who are the subjects or the focus of an investigation
 - b. *Reference Entity Records*- created for individuals or non-individuals who are associated with a case but are not known subjects or the focus of an investigation
- (ii) **FBI Records.** Founded in 1908, the FBI carries out a dual law enforcement and national security mission. As part of this dual mission, the FBI creates and maintains records on various subjects; however, the FBI does not maintain records on every person, subject, or entity.
- (iii) **Foreseeable Harm Standard.** As amended in 2016, the Freedom of Information Act provides that a federal agency may withhold responsive records only if: (1) the agency reasonably foresees that disclosure would harm an interest protected by one of the nine exemptions that FOIA enumerates, or (2) disclosure is prohibited by law (5 United States Code, Section 552(a)(8)(A)(i)). The FBI considers this foreseeable harm standard in the processing of its requests.
- (iv) **Requests for Criminal History Records or Rap Sheets.** The Criminal Justice Information Services (CJIS) Division provides Identity History Summary Checks – often referred to as a criminal history record or rap sheet. These criminal history records are not the same as material in an investigative “FBI file.” An Identity History Summary Check is a listing of information taken from fingerprint cards and documents submitted to the FBI in connection with arrests, federal employment, naturalization, or military service. For a fee, individuals can request a copy of their Identity History Summary Check. Forms and directions can be accessed at www.fbi.gov/about-us/cjis/identity-history-summary-checks. Additionally, requests can be submitted electronically at www.edo.cjis.gov. For additional information, please contact CJIS directly at (304) 625-5590.

EXPLANATION OF EXEMPTIONS

SUBSECTIONS OF TITLE 5, UNITED STATES CODE, SECTION 552

- (b)(1) (A) specifically authorized under criteria established by an Executive order to be kept secret in the interest of national defense or foreign policy and (B) are in fact properly classified to such Executive order;
- (b)(2) related solely to the internal personnel rules and practices of an agency;
- (b)(3) specifically exempted from disclosure by statute (other than section 552b of this title), provided that such statute (A) requires that the matters be withheld from the public in such a manner as to leave no discretion on issue, or (B) establishes particular criteria for withholding or refers to particular types of matters to be withheld;
- (b)(4) trade secrets and commercial or financial information obtained from a person and privileged or confidential;
- (b)(5) inter-agency or intra-agency memorandums or letters which would not be available by law to a party other than an agency in litigation with the agency;
- (b)(6) personnel and medical files and similar files the disclosure of which would constitute a clearly unwarranted invasion of personal privacy;
- (b)(7) records or information compiled for law enforcement purposes, but only to the extent that the production of such law enforcement records or information (A) could reasonably be expected to interfere with enforcement proceedings, (B) would deprive a person of a right to a fair trial or an impartial adjudication, (C) could reasonably be expected to constitute an unwarranted invasion of personal privacy, (D) could reasonably be expected to disclose the identity of confidential source, including a State, local, or foreign agency or authority or any private institution which furnished information on a confidential basis, and, in the case of record or information compiled by a criminal law enforcement authority in the course of a criminal investigation, or by an agency conducting a lawful national security intelligence investigation, information furnished by a confidential source, (E) would disclose techniques and procedures for law enforcement investigations or prosecutions, or would disclose guidelines for law enforcement investigations or prosecutions if such disclosure could reasonably be expected to risk circumvention of the law, or (F) could reasonably be expected to endanger the life or physical safety of any individual;
- (b)(8) contained in or related to examination, operating, or condition reports prepared by, on behalf of, or for the use of an agency responsible for the regulation or supervision of financial institutions; or
- (b)(9) geological and geophysical information and data, including maps, concerning wells.

SUBSECTIONS OF TITLE 5, UNITED STATES CODE, SECTION 552a

- (d)(5) information compiled in reasonable anticipation of a civil action proceeding;
- (j)(2) material reporting investigative efforts pertaining to the enforcement of criminal law including efforts to prevent, control, or reduce crime or apprehend criminals;
- (k)(1) information which is currently and properly classified pursuant to an Executive order in the interest of the national defense or foreign policy, for example, information involving intelligence sources or methods;
- (k)(2) investigatory material compiled for law enforcement purposes, other than criminal, which did not result in loss of a right, benefit or privilege under Federal programs, or which would identify a source who furnished information pursuant to a promise that his/her identity would be held in confidence;
- (k)(3) material maintained in connection with providing protective services to the President of the United States or any other individual pursuant to the authority of Title 18, United States Code, Section 3056;
- (k)(4) required by statute to be maintained and used solely as statistical records;
- (k)(5) investigatory material compiled solely for the purpose of determining suitability, eligibility, or qualifications for Federal civilian employment or for access to classified information, the disclosure of which would reveal the identity of the person who furnished information pursuant to a promise that his/her identity would be held in confidence;
- (k)(6) testing or examination material used to determine individual qualifications for appointment or promotion in Federal Government service the release of which would compromise the testing or examination process;
- (k)(7) material used to determine potential for promotion in the armed services, the disclosure of which would reveal the identity of the person who furnished the material pursuant to a promise that his/her identity would be held in confidence.

FEDERAL BUREAU OF INVESTIGATION
FOI/PA
DELETED PAGE INFORMATION SHEET
FOI/PA# 25-cv-2216

Total Deleted Page(s) = 10

Page 110 ~ Duplicate;
Page 112 ~ Duplicate;
Page 113 ~ Duplicate;
Page 114 ~ Duplicate;
Page 115 ~ Duplicate;
Page 117 ~ Duplicate;
Page 119 ~ Duplicate;
Page 187 ~ b6 - 2; b7C - 2; b7E - 4;
Page 188 ~ b6 - 3; b7C - 3; b7E - 4;
Page 264 ~ b7E - 4;

XXXXXXXXXXXXXXXXXXXXXXXXX
X Deleted Page(s) X
X No Duplication Fee X
X For this Page X
XXXXXXXXXXXXXXXXXXXXXXXXX

UNCLASSIFIED//~~FOUO~~
FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/15/2024

[redacted] residential address [redacted]
[redacted] cell phone number [redacted] home phone number; [redacted]
[redacted] and [redacted] residential address [redacted]
[redacted] cell phone number [redacted] home phone number [redacted]
[redacted] was interviewed at [redacted]
[redacted] Also present for the interview was [redacted]
[redacted] After being advised of the
identity of the interviewing Agents and the nature of the interview,
[redacted] provided the following information:

b6 -2
b7C -2

The residential address, [redacted]
[redacted] Verizon is the Internet provider to the house and [redacted]
uses Roku for TV streaming services. [redacted] described their
[redacted] Bethel Park, PA as a strong community of neighbors who knew
one another and got together from time to time. Although some of the older
individuals have passed on, [redacted] all get together at least once a
year and go out to dinner.

b6 -2
b7C -2

[redacted] THOMAS MATTHEW CROOKS' (THOMAS) [redacted]
[redacted] THOMAS never identified anyone as a friend throughout middle school
and high school. THOMAS really always kept to himself and never made mention
of any friends. [redacted] never recall seeing THOMAS with a friend.
[redacted] recalls times when he would [redacted] THOMAS from [redacted] seeing THOMAS
socializing with other classmates but when [redacted] would ask THOMAS if those
were friends, on each occasion THOMAS would respond they were not his
friends.

b6 -2
b7C -2

[redacted] said she did not really remember THOMAS' time in high school as [redacted]
was dealing with her own problems with typical high school stress and drama.
[redacted] two years ago [redacted]
[redacted]

b6 -2
b7C -2

[At this point in the interview, [redacted] provided Agents her cell phone which
contained text messages between [redacted] and THOMAS. The nature of the messages

UNCLASSIFIED//~~FOUO~~

Investigation on 07/14/2024 at [redacted] United States (In Person)b6 -1,2
b7C -1,2File # 89B-PG-3947335Date drafted 07/15/2024by [redacted]

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335

Continuation of FD-302 of (U) Interview of [REDACTED], On 07/14/2024, Page 2 of 5

were familiar in nature, discussing what [REDACTED] and THOMAS were going to do for [REDACTED] Agents did not observe anything that would have caused alarm or concern.]

b6 -2
b7C -2

[REDACTED] and is employed at [REDACTED] where [REDACTED] has an iPhone 12 in a case and a laptop in the house that are the property of her employer.

[REDACTED] is employed as a [REDACTED] at [REDACTED] would

b6 -2
b7C -2

works from home and uses a [REDACTED] phone and computer with two monitors located in his home office that is the property of his employer.

The residence turned into a construction project with a bathroom partially demolished and pieces of floor missing in parts of the home. [REDACTED] was attempting to remodel the house as a [REDACTED] gift for [REDACTED] before realizing the house had significant rot in the floors and walls from water damage. [REDACTED] realized the work was more involved than he initially thought and has been unable to complete the work to date. [REDACTED] has been trying to get rid of clutter in the house as he recalled how difficult it was for [REDACTED] to clean out their father's home after he passed and [REDACTED] did not want anyone to have to deal with that when the time came at [REDACTED] residence.

b6 -2
b7C -2

THOMAS had been putting in a lot of time and work during his last semester (Jan-May 2024) of community college at Community College of Allegheny County (CCAC). [REDACTED] noticed THOMAS started singing, humming, and talking to himself. At the time [REDACTED] thought that THOMAS just may have been very stressed. THOMAS never really expressed himself, but instead just "kept it all in." [REDACTED] did not believe THOMAS was suffering from any mental condition [REDACTED]

b6 -2
b7C -2

[REDACTED] When THOMAS was demonstrating these behaviors he would always be able to focus and converse [REDACTED] without demonstrating anything out of the ordinary.

THOMAS was set to attend Robert Morris University (RMU) in the fall of 2024. THOMAS [REDACTED] worked hard on the student loan applications in preparation for RMU. THOMAS was the recipient of a merit scholarship as well. Everything was set and nothing seemed out of the ordinary. THOMAS enrolled at RMU and planned to live at home and commute. THOMAS planned to

b6 -2
b7C -2UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1515

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335

Continuation of FD-302 of (U) Interview of [REDACTED], On 07/14/2024, Page 3 of 5

take 15 credits and even had his class schedule. THOMAS was going to school Monday through Thursday and planned to work part time while not in class.

[REDACTED] made an effort to [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] THOMAS would often join them. THOMAS did not isolate himself at all [REDACTED] and certainly did not appear that he was suffering from any mental condition. [REDACTED] explained that THOMAS was the only one [REDACTED] [REDACTED] was able to successfully help [REDACTED] cat with a skin condition. THOMAS researched the diagnosis and how to alleviate the symptoms. [REDACTED] believes there is no way he would have been able to do this if he was suffering mentally.

b6 -2
b7C -2

[REDACTED] and THOMAS did not feel strongly one way or another politically. They would discuss candidates in terms of things [REDACTED] and THOMAS felt candidates/politicians did well/not well, with conversations almost always leading to [REDACTED] and THOMAS just making fun of the politicians. THOMAS called himself a Republican. THOMAS did not like the Welfare State and was against the "woke" ideology but never really espoused the Republican ideology. THOMAS expressed shock over the events surrounding the Capitol riot on January 6th, 2021, but it was the same shock that most everyone experienced regarding the events. THOMAS did not believe that the 2020 presidential election was rigged.

b6 -2
b7C -2

THOMAS was never in trouble with law enforcement and never got involved with drugs or alcohol. [REDACTED] only recalls one time where THOMAS may have acted out. Years ago, [REDACTED] to THOMAS. At the time [REDACTED] [REDACTED] which really bothered [REDACTED] Aside from that, THOMAS was never in trouble. Always willing to help out and never complain.

b6 -2
b7C -2

[REDACTED] said she and THOMAS never fought with one another. [REDACTED] never knew him to be a violent person, "just a nerdy kid." [REDACTED] was always there for her whatever she needed.

b6 -2
b7C -2

[REDACTED] stated THOMAS had a good sense of humor. If they knew he needed help, they would have gotten THOMAS the help he needed.

[REDACTED] introduced THOMAS to shooting. THOMAS goes to the Clairton Sportsmen's Club Range where he primarily shoots the DPMS Panther Arms Rifle and a Shotgun. THOMAS would always show [REDACTED] his targets after coming back from the range. THOMAS started to show targets from 50 to 100+ yards in range to [REDACTED] THOMAS told [REDACTED] he wanted to see how far he could

b6 -2
b7C -2UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1516

UNCLASSIFIED//~~FOUO~~b6 -2
b7C -2
b7E -1

89B-PG-3947335

Continuation of FD-302 of (U) Interview of [REDACTED], On 07/14/2024, Page 4 of 5

shoot with rudimentary sights after [REDACTED] questioned why THOMAS was "going out so far."

b6 -2
b7C -2

[At this point in the interview [REDACTED]

[REDACTED]

[REDACTED]

b6 -2
b7C -2

[REDACTED].he always thought he was the smartest person in the room."

[REDACTED] explained THOMAS always wanted to show [REDACTED] how he could build better computers than [REDACTED] introduced THOMAS to guns [REDACTED] and be able to do something together. [REDACTED] initially tried to take THOMAS fishing but THOMAS "hated" it. At one point THOMAS spoke about getting a hunting license but [REDACTED] never saw THOMAS as being able to kill anything. After introducing THOMAS to guns, [REDACTED] and THOMAS began to go to the Clairton Sportsmen's Club Range together frequently. [REDACTED] noticed that THOMAS had did not appear to have any trouble talking to people at the range and [REDACTED] began to take notice that THOMAS was getting more and more comfortable opening up with people. [REDACTED] thought everything was okay.

b6 -2
b7C -2

[REDACTED] always [REDACTED]
[REDACTED]
[REDACTED] THOMAS never had an issue with this. [REDACTED]

[REDACTED] he would see THOMAS looking over his shoulder when [REDACTED]
[REDACTED] described that
whenever THOMAS was going to the shooting club or [REDACTED]

b6 -2
b7C -2

[REDACTED] THOMAS. Once THOMAS [REDACTED]
[REDACTED] THOMAS never had a problem with this.

[REDACTED] did not notice anything unusual on July 13, 2024 regarding THOMAS. [REDACTED] recalls THOMAS [REDACTED] and then THOMAS said he was going to to the Clairton Sportsmen's Club Range. [REDACTED] mentioned it was nothing out of the ordinary and had "seen it 100 times."

b6 -2
b7C -2UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1517

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335

Continuation of FD-302 of (U) Interview of [REDACTED], On 07/14/2024, Page 5 of 5

THOMAS liked to "tinker" a lot with building and fixing things. THOMAS typically would do this with computers and guns, but on one occasion he built a 3D drone that wound up being inoperable. THOMAS also created a home security camera using a raspberry pi. The home security camera's field of view included the driveway of the home residence. THOMAS also used his 3D printer to create Glock frames.

When asked by Agents if [REDACTED] had access to [REDACTED] and if they ever noticed anything [REDACTED] they indicated that they had access, [REDACTED]

[REDACTED] stated THOMAS' [REDACTED] [REDACTED] as THOMAS would [REDACTED] [REDACTED] never had/used fireworks. THOMAS [REDACTED] and said he needed to clean the print bed of his 3D printer. When [REDACTED] questioned why THOMAS had to buy such a large size, THOMAS indicated it was the only size it came in. THOMAS made a lot of purchases on Amazon. Some of the items he would purchase would be parts, tools, and items to increase capacity on his rifle.

b6 -2
b7C -2

When asked by Agents if they ever noticed [REDACTED] [REDACTED] explained that as far as [REDACTED] knew [REDACTED] always contained [REDACTED] THOMAS was a "history buff" and he and [REDACTED] would [REDACTED] had no idea what blasting caps or anything else explosive related would look like.

b6 -2
b7C -2

[REDACTED] and were not aware if THOMAS had social media or not. THOMAS had a laptop gaming computer in which he would spend quite a bit of time on, but they could not confirm what THOMAS was actually doing on the computer.

b6 -2
b7C -2

[REDACTED] read some of the social media coverage about THOMAS in which a former classmate described THOMAS as a loner who was often bullied. [REDACTED] [REDACTED] said they never knew any of this was happening.

[REDACTED] were open to future contact from Agents.

UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1518

- other homes Crooks [redacted]
- friends [redacted]
- internet provider [redacted]

b6 -2
b7C -2

- no other homes
- never identified anyone as Friend - middle class
- text messages 4/27/24 - focused on own problems
- 2 years apart - wrapped up with own problem
- dumb high school stuff

- [redacted] about 2 years ago
- Verizon Internet - Roku TV streaming

b6 -2
b7C -2

- [redacted] small laptop
- 2 monitor - work phone [redacted] Desk phone

b6 -2
b7C -2

- trying to remodel bathroom
- breaking a bit for [redacted] but
- got a bit overzealous
- Flood plain, did not know when he
- bought it, Flooded bad time,

b6 -2
b7C -2

When [redacted] met I had to clean
out his house - monumental task -

b6 -2
b7C -2

- Don't even believe he did this all by himself
- end of community college putting a lot of work in music's class
- not overexposed himself - kept it all in

[redacted]

b6 -2
b7C -2

- very stressed we thought
- last semester OK CCAC - JAN - MAY maybe even fall - 2021 - just humming singing to himself
- worked hard on student loan application got a merit scholarship
- had to take out loans we cosigned for whole year
- was going to live @ home commuted
- was classes M-Th 15 credits
- work @ Friday/Saturday in food service don't

[redacted]

[redacted]

[redacted]

b6 -2
b7C -2

- [redacted]
- played the CAT only person able to do mat the CAT
- kind of just made fun of both politicians - make fun of everybody
- would talk about what they did well did bad
- ~~never~~ called himself republican but never really espoused the ~~rep~~ republican ideology
- didn't like the welfare state, against woke ideology
- never in trouble with law - drugs
- weren't raised that way
- he would always show [redacted] his targets 50 - 100 yds
- ask why he was going out that far, j-st wanted to see how far he could shoot with redirections. S-h

b6 -2
b7C -2

b6 -2
b7C -2

b6 -2
b7C -2

[redacted] - he always tough
he has smartest person in room

- wanted to show [] he could buy better computer than [] put []
- Introduced to guys []
to do something together
- tried bonding over fishing - he hated it
- night about hunting license. I never saw him being able to tell anyone
- started went to range together - work schedule I didn't have time - he would have afternoon off - he used to by himself
- had no trouble talking to people there
- saw him opening up more + more
- getting more comfortable

b6 -2
b7C -2

- [] - would never fight together
"I've never known him to be violent person"

b6 -2
b7C -2

only time he acted out, []
[]
[]

- only time he acted out - years ago
- whenever I needed him he was always there

b6 -2
b7C -2

- [] - Always helpful - [] compliance

[redacted] - My nerdy friend

b6 -2

b7C -2

[redacted] - had sense of humor,

- if we knew we wouldn't get him help
he needed'

- strong community of neighbors - died during
a bit - older folks passed away

- living in yards 7/8

- go out to show by group once
a year

b6 -2

b7C -2

[redacted]
- Jack said he was going to club
Nothing out of ordinary - seen it 100 times
- Christian Sportsman RANG

- never did fireworks - against wouldn't buy

[redacted]

[redacted] - said it was
used to clean print bed of 3D printer

b6 -2

b7C -2

- Bought a lot on Amazon

- 3D printed Glock frame, has a lot of
tools

- buying things to increase capacity on right
- need something that big
- son - only size it comes in

[REDACTED]

- had no issue in fact - [REDACTED]

[REDACTED]

[REDACTED]

b6 -2
b7C -2

- see him standing looking over shoulder

[REDACTED]

- he had no problem - [REDACTED]

[REDACTED]

b6 -2
b7C -2

[REDACTED]

- made small raspberry pie - camera to

[REDACTED]

"I can do something CAMBON"

"Try to make [REDACTED] over a drink"

b6 -2
b7C -2

"wanted to 3D print his own drone"

"didn't know but all flew apart"
had wings & such

- ~~had~~ had no idea what blasting cap
look like or action
- he bought tools to work on guns

- [redacted] - hitting butt

- [redacted] b6 -2
b7C -2

[redacted]

but had talking about politics - wanted
activity leave.

- expressed shock - ~~about the~~ JAG

[redacted] - not sure -

he had a large laptop gaming computer
he was on game a bit

- [redacted] saw rules website - bully - learning
we never knew b6 -2
b7C -2

Col Fall 17 File -

Lot
Honor
Friends
Internet



b6 -2
b7C -2

Ask her how help



b6 -2
b7C -2



- Friends

- Always ~~never~~ no friends to have

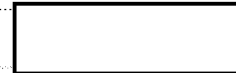
- [Redacted] school

- Never identified any one as a friend - in the -
her

- Text messages -



, normal



b6 -2
b7C -2

- "Smart kid"



- took [Redacted] out to dinner - great time

- talked about work, school

- Rottol Per High



- Used Internet

- Roke for strength



- Tobias R

- Linton



b6 -2
b7C -2

- Laptop - small

- work plan via dark phone

b6 -2
b7C -2

- Trying to remodel - just started

- Cleaning and trying to get rid of excess stuff

b6 -2
b7C -2

- There was never an indication - can't believe that he was a loan officer

- Sometimes talking to himself - move + move

- Would own a car - focused

b6 -2
b7C -2

- January to May - last semester 2024

- Was applying to RMC - want to do something

↳ want scholarship

↳ school loan + co-sign

↳ was going to live [redacted] and come to

go to school

↳ classes M-Th (15 credits)

↳ work Fri-Sat at Gross Food Service

↳ Highland Rd

↳ [redacted]

↳ [redacted]

167 W cot.

b6 -2
b7C -2

↳ Good at grammar cat

↳ [redacted]

↳ Make fun of both candidates - nothing [redacted] No ideology - not hooked

↳ No political affiliation - neutral

↳ Called himself Republican - but no ideology

↳ Did not like welfare state

↳ "Woke" movement - does not like gender processes

has well he could shut

by introduction has to Francis

3

447

- Parallel case computer - linked to hard + floppy

$\rightarrow$ Prod - No go

→ Der hier besuchte

→ started going to range on his own over 1 year

→ He was getting more confident w/ page - taking to them

→ Hand not fast w/ - very stiff - make

→ Don't find into find term in adolescence. - 1st at
young age. other than that he was calm.

My Address: 1000 1st St. N. W.

→ Act as loose at hammer

→ Dik det som hvs coming

→ They all have good relationships w/ community - know neighbors

→ Was normal yesterday, before he left

→ [redacted] - 55.6% he was going to the club

Med / sof + mass patches

by Cheryl Lynn Gray Rose

→ case - (commonly called)

→ New old flowers

10 - used to draw 3D powder

→ 3D printed Glock frame

→ Best tools to increase capacity on rifle

b6 -2
b7C -2

→ [REDACTED]

→ Make a security camera to see front driveway

→ Tried to make own drone

→ Would do 3D print his own drone - it did not fly

→ [REDACTED] does not know what blasting caps look like

→ [REDACTED]

b6 -2
b7C -2

→ Not possible that any of the candidates

→ Express shock at events of 6 Jan

→ Did not believe election was rigged

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

[redacted] using telephone number [redacted] date of birth (DOB) [redacted] and residing at [redacted] was interviewed by phone from Pittsburgh FBI HQ. After being advised of the identities of the interviewing TFO and Agent and the nature of the interview, [redacted] provided the following information:

b6 -2
b7C -2

[redacted] confirmed that he was at the Clairton Sportsman's Club on 07/12/24. However, he was only on the Action Range and never at the Rifle Range. He denied seeing or knowing THOMAS CROOKS. [redacted] has never had any interactions with CROOKS.

Investigation on 07/16/2024 at Pittsburgh, Pennsylvania, United States (Phone)File # 89B-PG-3947335Date drafted 07/16/2024

by [redacted]

b6 -1
b7C -1

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

[redacted] date of birth (DOB) [redacted] was interviewed at [redacted]
[redacted] with telephone number [redacted] at
approximately 12:45pm on 07/16/24. After being advised of the identities of
the interviewing TFO and Agent and the nature of the interview, [redacted]
provided the following information:

b6 -2
b7C -2

[redacted] advised that he was at the Clairton Sportsman's Club on 07/12/24 and
acknowledged that a copy of the sign in log shown to him was correct. [redacted]
advised that he saw THOMAS CROOKS at the rifle range on 07/12/24. [redacted]
stated that [redacted] left shortly after CROOKS arrived and that they did not
have any conversation at all. [redacted] stated that he has never seen nor spoken
to CROOKS in the past. [redacted] was shown a PA driver's license photo of CROOKS
and confirmed that the picture matched the person who he saw at the Club on
07/12/24.

Investigation on 07/16/2024 at [redacted] United States (In Person)b6 -1,2
b7C -1,2File # 89B-PG-3947335Date drafted 07/16/2024by [redacted]

UNCLASSIFIED//~~FOUO~~
FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/15/2024

[redacted] was interviewed at [redacted]
[redacted] After being advised of the identity of the interviewing Agents and the nature of the interview, [redacted] provided the following information:

b6 -2,3
b7C -2,3

[redacted] was also present during the interview, but the information is from [redacted]

[redacted] (known to Agents to refer to Thomas Matthew Crooks (CROOKS)) [redacted] CROOKS was a quiet boy who lived a lonely and strict life, however he seemed kind.

[redacted] recalled a time when CROOKS was young when she overheard him asking [redacted] [redacted] said it "broke her heart" that to hear that the child had to ask [redacted] The children were never allowed to play outside and [redacted] felt the parents were too strict and the children received no love and no respect from their parents. On one occasion, [redacted] asked CROOKS what he was having for dinner that night, and CROOKS responded "Oh, our dinners are on Sundays. We are on our own the rest of the week."

b6 -2,3
b7C -2,3

[redacted] most commonly [redacted] she did not see a lot of their comings and goings, [redacted] [redacted] she would sometimes see [redacted]

b6 -2
b7C -2

CROOKS was helpful and after [redacted] [redacted] She felt bad that CROOKS was treated harshly at home, including that he was forced by his parents to get a job, but not provided with a vehicle to commute, so CROOKS had to walk to work until he had saved enough money to buy himself a car. [redacted] usually [redacted] CROOKS would receive the instructions quietly and complete the job correctly, and then generally

b6 -2,3
b7C -2,3

UNCLASSIFIED//~~FOUO~~

Investigation on 07/15/2024 at [redacted] United States (In Person)

b6 -1,2

File # 89B-PG-3947335-302Date drafted 07/15/2024

b7C -1,2

by [redacted]

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

Continuation of FD-302 of (U//~~FOUO~~) Interview of [REDACTED], On 07/15/2024, Page 2 of 2

[REDACTED] had to call CROOKS back [REDACTED] He was quiet and like [REDACTED] was never the one to initiate a "hello" with her, but would respond if she initiated. [REDACTED] believed CROOKS was charged rent to stay in his parents home, and that [REDACTED]

b6 -2,3
b7C -2,3

[REDACTED] didn't know too much about [REDACTED] as he was also quiet and rarely came outside except to mow his lawn with a riding mower. She mentioned that he had a gun collection, although he never hunted, and would discuss guns with [REDACTED] had on one occasion discussed [REDACTED]

b6 -2,3
b7C -2,3

[REDACTED] felt is wasn't an issue of [REDACTED]

After [REDACTED]

Some time earlier in 2024, [REDACTED] was uncertain of the exact time period, but it was night and CROOKS was not wearing a jacket, so possibly spring time, [REDACTED] observed an ambulance arrive at CROOKS' residence. The flashing red lights got her attention, so she watched through her window to see what was happening. The paramedics went into the house, and later exited the house without anyone on the gurney. Following the paramedics was CROOKS, who entered the back of the ambulance with them, and the ambulance departed.

b6 -2,3
b7C -2,3

[REDACTED] had spoken with another neighbor, and they discussed that after that night, CROOKS' bedroom light had remained off for approximately two-weeks. When CROOKS returned home, [REDACTED] had occasion to speak with him when some mail had been delivered to the wrong house, and she asked CROOKS about it, and he told her that he had been dehydrated.

[REDACTED] believed [REDACTED] had something to do with CROOKS' decision to shoot at former President Trump. During the interview [REDACTED] referred back on more than one occasion to a time when [REDACTED]

b6 -2,3
b7C -2,3UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1533

[REDACTED]

b6 -2
b7C -2

[REDACTED]

[REDACTED]

[REDACTED]

b6 -2
b7C -2

broke his hand
used side entrance really

Tom did record after

[REDACTED]

[REDACTED]

b6 -2
b7C -2

believes it's [REDACTED] fault

[REDACTED] failed to get job

b6 -2
b7C -2

Tom had to walk to work until
he could buy his own car

Tom lived a lonely strict life
seemed kind

[redacted] were harsh & strict

Only see [redacted] when he would
rarely spoke ~

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

over disagreement

Saw Tom ~ 2 weeks ago
came by to retrieve misdelivered
mail

- antsy

b6 -2
b7C -2

b6 -2
b7C -2

maybe spring
This year an ambulance came
to Tom's house

Paramedics left - Tom followed
got into Ambulance

then room was dark for 2 wks

she spoke after Tom said he had
been dehydrated.

What are you having for dinner

"Oh our dinners are on Sundays"

"We eat on our own the rest of the
time."

No love & no respect ever shown



skinny

Open window muttering & pacing @ night

b6 -2
b7C -2

[redacted] don't visit except
[redacted]

b6 -2
b7C -2

believed they charged Tom
rent.

[redacted]

b6 -2,3
b7C -2,3

[redacted]
[redacted] already interviewed
[redacted] spoke guns w/ [redacted]

[redacted]

[redacted] Tom this year
not one to sit still

b6 -2
b7C -2

[redacted] Tom never initiated a helo

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/17/2024

[redacted] date of birth [redacted] (c) [redacted]
[redacted] residing at [redacted] was interviewed at [redacted] at [redacted] After being advised of the identities of the interviewing Agents, SA [redacted] and SA [redacted] and the nature of the interview, [redacted] provided the following information:

[redacted] indicated that he is a [redacted] [redacted] and that he had a tip to report. [redacted] revealed that on his birthday, [redacted] he went to the casino and returned home late that evening. He advised Agents that he currently sleeps in an area near the living room and not the bedroom because a mocking bird keeps him up at night in his bedroom. His new sleeping location allows him to hear noises in a common hallway as it is closer to the door. At around 2:00 a.m., [redacted] indicated he was awoken to what he believed to be a female saying "I'm not going to get in trouble too, am I?".

A couple days later, [redacted] indicated that a media reporter came to his door and revealed that the [redacted] [redacted] had no reason to believe it was [redacted] speaking in the hallway but found it to be suspicious.

[redacted] believed [redacted] to be socially awkward and that she kept to herself. [redacted] believes they maybe shared three short conversations since [redacted] He believed [redacted] [redacted] longer than he did.

Investigation on 07/16/2024 at [redacted] United States (In Person)File # 89B-PG-3947335-302, [redacted]Date drafted 07/16/2024

by [redacted]

7/14/24

SM

/SM

Interview of

b6 -1,2
b7C -1,2

Interview @

- [REDACTED]

- In bed, new living room - hear things into hallway. 2AM heard in hallway which is common hallway, heard door open. Heard commotion.

7/13/24 @ 0200

- Heard Female "I'm not going to get in trouble too, am I?"
- Reports came to door and said a [REDACTED]

b6 -2,3
b7C -2,3

- [REDACTED] Unsure if another person or on phone
- Kept to himself, socially awkward, 3 conversations over.
- I was there [REDACTED]

UNCLASSIFIED//~~FOUO~~
FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/17/2024

STUDENT RECORDS INFORMATION

This document contains personally identifiable information obtained from student education records, i.e., records directly related to a student and maintained by an educational agency or institution. Such information may only be used or disseminated for official purposes. The information must be protected from inadvertent disclosure in compliance with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g).

[redacted] Bethel Park School District High School [redacted] telephone number [redacted] address 309 Church Road, Bethel Park Pa 15102 was interviewed by FBI Task Force Officers (TFO) [redacted] and [redacted]

b6 -2,6
b7C -2,6

[redacted] After being advised of the identity of the interviewing TFOs and the nature of the interview [redacted] provided the following information. During this interview LT [redacted] of the Bethel Park Police Dept was also present.

[redacted] in a summary of his knowledge of Crooks, noted no known bullying, no known serious disciplinary actions, near perfect attendance, extremely high grades, high SAT scores and Thomas Crooks (Crooks) attendance at Steel Center, a Vocational Tech School. [redacted] noted a single incident of discipline in Crooks 7th grade year for chewing gum. [redacted] is aware of an ADHD diagnosis which Crooks was not known to take medication. [redacted] might be able to locate search history from Crooks High School laptop account and will alert TFO [redacted] if that information is available.

b6 -2
b7C -2

[redacted] provided information on the origin of the "Blackrock" commercial where Thomas Crooks is pictured. [redacted] described this commercial as a chance phone call received by [redacted]

b6 -2,3
b7C -2,3

[redacted] and pitched the idea of the school district being used in the commercial. Crooks was in the commercial after he volunteered for the part. [redacted] [redacted] and Crooks [redacted] at that time.

[redacted] provided a full list of staff members who taught Crooks. [redacted]

UNCLASSIFIED//~~FOUO~~

Investigation on 07/15/2024 at [redacted] United States (In Person)b6 -1,2
b7C -1,2File # 89B-PG-3947335-302Date drafted 07/17/2024by [redacted]

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

(U//~~FOUO~~) Interview of [REDACTED]
Continuation of FD-302 of [REDACTED] Bethel Park High School, On 07/15/2024, Page 2 of 4

provided a staff directory containing teachers and home addresses, email and phone numbers. This information is attached as a digital 1A

b6 -2
b7C -2

[REDACTED] stated that he knew of several people who may have more personal information for Crooks:

[REDACTED] who can be reached at [REDACTED] may have additional information regarding Crooks and [REDACTED]

[REDACTED] Most of the interactions involved [REDACTED]

b6 -3
b7C -3

[REDACTED] at Bethel Park and full time [REDACTED] during the time Crooks attended. [REDACTED] can be reached at [REDACTED]

[REDACTED] is currently employed by [REDACTED]

[REDACTED] at Bethel Park and full time [REDACTED] during the time Crooks attended. [REDACTED] can be reached at [REDACTED] interacted primarily with [REDACTED]

[REDACTED] who can be reached at [REDACTED] or [REDACTED]

b6 -2,3
b7C -2,3

[REDACTED] stated he would be available for follow up with any questions.

[REDACTED] stated staff has been advised they may be contacted by FBI personnel. [REDACTED] believes staff will cooperate, some teachers union members may request Union Representation that would be coordinated at the time of interview.

[REDACTED] provided the entire school personnel file for Thomas Crooks (Crooks), which is maintained by the Bethel Park School District. This file contains the following documents listed in order.

b6 -2,3
b7C -2,3

[TFO note: Teachers grade 9-12 and all contact info will be listed on a separate document. Interviews from [REDACTED]

[REDACTED] will also be listed in a separate document. End Note]

Bethel Park school district custody documents detailing address, parental custody information and contact information for all members of the household.

Form dated 5/25/2009 details services for Crooks including Adaptive, Personal, Social.

A copy of the Birth Certificate for Thomas Matthew Crooks.

UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1541

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

(U//~~FOUO~~) Interview of [REDACTED]
Continuation of FD-302 of [REDACTED] Bethel Park High School, On 07/15/2024, Page 3 of 4

Official Bethel Park High School Transcripts grade 9-12

Bethel Park High School Grade reports detailing class, teacher, grades, absences, tardies, GPA.

Bethel Park High School Student Academic profile including Achievement Test scores at age 8 years

Bethel Park School District Spring 2018 Pennsylvania System of School Assessment (PSSA) report

Bethel Park School District Spring 2017 Pennsylvania Keystone Exam, Student Report

Bethel Park School District Spring 2017 Pennsylvania System of School Assessment (PSSA) report

Bethel Park School District Spring 2016 Pennsylvania System of School Assessment (PSSA) report

Bethel Park School District Spring 2015 Pennsylvania System of School Assessment (PSSA) report

Bethel Park School District Spring 2014 Pennsylvania System of School Assessment (PSSA) report

Bethel Park School District Spring 2013 Pennsylvania System of School Assessment (PSSA) report

Bethel Park School District "InView" Individual report, Grade 6.3 compiled in 12/22/2015 This report compares a student with other students using National Percentiles and together with classwork assessments and classroom work, can be used to identify the student's strengths and weaknesses.

Bethel Park School District "TerraNova" Individual Report, Grade 2.6 compiled 3/19/2012. This report describes achievement in terms of performance on the objectives, can be used to identify strengths and weaknesses on the content areas shown

Bethel Park School District "InView" Individual report, Grade 2.2 compiled in 11/15/2011 This report compares a student with other students using National Percentiles and together with classwork assessments and classroom work, can be used to identify the student's strengths and weaknesses.

UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1542

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

(U//~~FOUO~~) Interview of [REDACTED]
Continuation of FD-302 of [REDACTED] Bethel Park High School, On 07/15/2024, Page 4 of 4

Bethel Park School District "TerraNova" Individual Report, Grade 1 compiled 3/14/2011. This report describes achievement in terms of performance on the objectives, can be used to identify strengths and weaknesses on the content areas shown

Steel Center Career and Technical Education letter informing parents/guardians of Thomas Crooks that Crooks is begin awarded "Top of the Shop Award" for outstanding work performance, attendance and conduct. Letter dated May 4, 2021, signed [REDACTED]

Application for work permit dated 1/22/2020 for Thomas Crooks

b6 -3
b7C -3

Learning Style Inventory Report, detailing Crooks unique style of working and learning dated February 2, 2018.

Thomas Crooks SAT scores dated 03/2021 total score 1390, and 03/2022 total score 1530.

Thomas Crooks student profile screen shot

Thomas Crooks Career Cluster Finder Report dated 01/18/2018. This report displays National Career Clusters that are best based on interests and personal qualities from an assessment.

Thomas Crooks Do What you Are 2.0 (Myers Briggs) Report dated Dec 13, 2018. This is a report designed to help understanding of a personality.

Bethel Park High School Thomas Crooks (Class of 2022) Senior Exit Survey dated July 15, 2024.

The previous documents of the personnel file are attached in a Digital 1A

Bethel Park District Staff Directory contact info is attached in a digital 1A

Thomas Crooks grade 9-12 class schedule is attached in a digital 1A

*Interview notes will be maintained as a physical 1A.

UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1543



BETHEL PARK SCHOOL DISTRICT
Bethel Park, Pennsylvania 15102

NON-CUSTODIAL PARENT DENIED
ACCESS: YES _____ NO _____
CUSTODY PAPERS ON FILE _____

STUDENT'S NAME Thomas Crooks
ADDRESS [Redacted]
Street Bethel Park 15102
City/Zip 15102
DATE OF BIRTH 9-20-03 SEX Male

CITY/STATE/COUNTRY OF BIRTH Bethel Park, PA, USA
PARENT EMAIL ADDRESS [Redacted]
PRIMARY TELEPHONE NUMBER [Redacted]
PARENT CELL NUMBER(S) [Redacted]

Should a 2nd mailing be sent to non-custodial parent? Yes ☐ No ☒

b6 -3
b7C -3

Father's name (or guardian) Custodial Parent () [Redacted]
Mother's name (or guardian) Custodial Parent () [Redacted]

Address (if different from student)

Address (if different from student)

Employer Telephone

Employer Telephone

Physical:

Corrective lenses ☒
Handedness (L or R) ☒
Hearing Aid ☐
Speech Disability ☐
Other ☐

Student lives with:

Both parents ☒
Mother ☐
Father ☐
Stepfather ☐
Stepmother ☐
Other ☐

CHILDREN OF FAMILY (including student) in order of age, oldest first:

First Name Date of Birth Sex School Attending Grade

First Name	Date of Birth	Sex	School Attending	Grade
Thomas	9-20-03	M	FMS	

Ethnicity:

American Indian ☐
Asian ☐
Black ☐
Hispanic ☐
Multi Racial ☐
White ☐
Latino ☐

b6 -3
b7C -3

OTHERS LIVING IN HOME: Name Relationship

PARENT/GUARDIAN SIGNATURE

DATE: 8-23-17 School Year 2017-18

FBI(25-cv-2216)-1544



BETHEL PARK SCHOOL DISTRICT
Bethel Park, Pennsylvania 15102
Obtained via FOIA by Judicial Watch, Inc.

NON-CUSTODIAL PARENT DENIED
ACCESS: YES ☐ NO ☒
CUSTODY PAPERS ON FILE ☒

STUDENT'S NAME Thomas Crooks
ADDRESS [Redacted]
Street Bethel Park PA 15102
City/Zip [Redacted]
DATE OF BIRTH 9-20-03 SEX M

CITY/STATE/COUNTRY OF BIRTH Bethel Park, PA USA
PARENT EMAIL ADDRESS [Redacted]
PRIMARY TELEPHONE NUMBER [Redacted]
PARENT CELL NUMBER(S) [Redacted]

Should a 2nd mailing be sent to non-custodial parent? ☐ Yes ☒ No

b6 -3
b7C -3

Father's name (or guardian) Custodial Parent () [Redacted] Mother's name (or guardian) Custodial Parent () [Redacted]

Address (if different from student) [Redacted] Address (if different from student) [Redacted]

Employer [Redacted] Telephone [Redacted] Employer [Redacted] Telephone [Redacted]

CHILDREN OF FAMILY (including student) in order of age, oldest first:

First Name	Date of Birth	Sex	School Attending	Grade
------------	---------------	-----	------------------	-------

Thomas	9-20-03	M	FMS	

Physical:

Corrective lenses ☒
Handedness (L or R) ☐
Hearing Aid ☐
Speech Disability ☐
Other ☐

Student lives with:

Both parents ☒
Mother ☐
Father ☐
Stepfather ☐
Stepmother ☐
Other ☐

Ethnicity:

American Indian ☐
Asian ☐
Black ☐
Hispanic ☐
Multi Racial ☐
White ☒
Latino ☐

b6 -3
b7C -3

OTHERS LIVING IN HOME: Name [Redacted] Relationship [Redacted]

PARENT/GUARDIAN SIGNATURE [Redacted] DATE: 9-6-16

School Year 2016-17 Rev 2/2012

FBI(25-cv-2216)-1545



BETHEL PARK SCHOOL DISTRICT
Bethel Park, Pennsylvania 15102

NON-CUSTODIAL PARENT: ☒ JIED
ACCESS: YES ☐ NO ☐
CUSTODY PAPERS ON FILE ☐

STUDENT'S NAME Thomas Crooks

CITY/STATE/COUNTRY OF BIRTH Bethel Park PA USA

ADDRESS

PARENT EMAIL ADDRESS

Street

Bethel Park PA 15102

City/Zip

DATE OF BIRTH 9-20-03 SEX M

PRIMARY TELEPHONE NUMBER*

*This is the number used for the Alert Now calls

PARENT CELL NUMBER(S)

Should a 2nd mailing be sent to non-custodial parent? Yes ☐ No ☒

b6 -3
b7C -3

Father's name (or guardian) Custodial Parent () Mother's name (or guardian) Custodial Parent ()

Physical:

Corrective lenses ☒
Handedness (L or R) ☐
Hearing Aid ☐
Speech Disability ☐
Other ☐

Address (if different from student)

Address (if different from student)

Employer Telephone

Employer Telephone

Student lives with:

Both parents ☒
Mother ☐
Father ☐
Stepfather ☐
Stepmother ☐
Other ☐

CHILDREN OF FAMILY (including student) in order of age, oldest first:

First Name Date of Birth Sex School Attending Grade

First Name	Date of Birth	Sex	School Attending	Grade
Thomas	9-20-03	M	WELL APOSTOLY	6

Ethnicity:

American Indian ☐
Asian ☐
Black ☐
Hispanic ☐
Multi Racial ☐
White ☒

b6 -3
b7C -3

OTHERS LIVING IN HOME: Name Relationship

PARENT/GUARDIAN SIGNATURE DATE: 8-25-13

School Year 2013-14

Rev. 02/11

FBI(25-cv-2216)-1546



BETHEL PARK SCHOOL DISTRICT
Bethel Park, Pennsylvania 15102

NON-CUSTODIAL PARENT DENIED
ACCESS: YES _____ NO _____
CUSTODY PAPERS ON FILE _____

STUDENT'S NAME Thomas Crooks
ADDRESS [Redacted]
Street Bethel Park PA 15102
City/Zip
DATE OF BIRTH 9-20-03 SEX M

CITY/STATE/COUNTRY OF BIRTH PA USA
PARENT EMAIL ADDRESS [Redacted]
PRIMARY TELEPHONE NUMBER* [Redacted]
*This is the number used for the Alert Now calls
PARENT CELL NUMBER(S) [Redacted]

* Should a 2nd mailing be sent to non-custodial parent? Yes _____ No _____

b6 -3
b7C -3

Father's name (or guardian) Custodial Parent () [Redacted] Mother's name (or guardian) Custodial Parent () [Redacted]

Address (if different from student)

Address (if different from student)

Employer

Telephone

Employer

Telephone

CHILDREN OF FAMILY (including student) in order of age, oldest first:

First Name	Date of Birth	Sex	School Attending	Grade
------------	---------------	-----	------------------	-------

<u>Thomas</u>	<u>9-20-03</u>	<u>M</u>	<u>Lincoln</u>	<u>2</u>
---------------	----------------	----------	----------------	----------

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

Physical:

Corrective lenses ()
Handedness (L or R) ()
Hearing Aid ()
Speech Disability ()
Other ()

Student lives with:

Both parents ☒
Mother ()
Father ()
Stepfather ()
Stepmother ()
Other ()

Ethnicity:

American Indian ()
Asian ()
Black ()
Hispanic ()
Multi Racial ()
White ()

b6 -3
b7C -3

OTHERS LIVING IN HOME: Name [Redacted] Relationship _____

PARENT/GUARDIAN SIGNATURE [Redacted] DATE: 9-16-11

School Year 2011-12

Rev. 02/11

FBI(25-cv-2216)-1547



REGISTRATION FORM
BETHEL PARK SCHOOL DISTRICT
PLEASE PRINT

Age Eligibility:

A kindergarten child must be 5 years old by September 1.
A first grade child must be 6 years old by September 1.

Please check if applicable:

Foster Child Res-1305	()	Ward of the State	()
Foster Child/NonRes-1305	()	Living w/Adult-not Parent - 1302	()
Ward Home-1306	()	Paid Tuition	()

Office Use Only: Student #: 004339 Entry Code E1 Date of Entry 8/25/09

Building: Elementary: ☐ Franklin ☒ Lincoln ☐ Memorial ☐ Penn ☐ Washington
Middle: ☐ Neil ☐ Independence
☐ Senior High

Student's Name (Last) Crooks (First) Thomas (MI) M

Home Address (Street, Apt. #, City, State, Zip Code) Bethel Park PA 15102

Sex: M ☒ F ☐ Date of Birth 9/20/03 (Original Birth Certificate Required for Registration)

b6 -3
b7C -3

Home Phone # [Redacted] Child's Social Security Number 161-82-0143
Parent Cell # [Redacted] (Must show social security card)

If child will be at babysitter or daycare, please give: A.M. Only ☐ P.M. Only ☐ A.M. & P.M. ☐
Provider's Name, Address and Phone #:

Student Resides With:**Ethnic Origin:**☐

1. Mother & Father
2. Mother
3. Father
4. Mother & Stepfather
5. Father & Stepmother
6. Legal Guardian (Documentation required)
7. Parent & Other Relative (Residency Affidavit required)
8. Other (Please Specify) _____ (Documentation required)

☐

1. White
2. Black
3. Hispanic
4. Asian/Pacific Island
5. Native American
6. Other (Specify) _____

b6 -3
b7C -3

Names/Addresses of Parents/Guardian(s): (Please Print and Complete ALL Available Information)

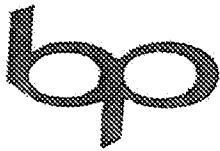
Mother: [Redacted] Bethel Park 15102
(First) (Maiden) (Last) (Address) (Primary Tel. #) (Work Tel. #)

Father: [Redacted] Bethel Park 15102
(First) (Middle) (Last) (Address) (Primary Tel. #) (Work Tel. #)

Legal Guardian: _____
(First) (Middle) (Last) (Address) (Primary Tel. #) (Work Tel. #)

Should non-custodial parent receive mailings? ☐ Yes ☐ No

OVER →



Bethel Park School District

HOME LANGUAGE SURVEY*

The Office of Civil Rights (OCR) requires that school districts/charter schools/full day AVTS identify limited English proficient (LEP) students in order to provide appropriate language instructional programs for them. Pennsylvania has selected the Home Language Survey as the method for the identification.

School District: Bethel Park School District
 School: Abraham Lincoln Elementary

Date: 2-11-09

Student's Name: Thomas Cooks Grade: K.

1. What is/was the student's first language? English
2. Does the student speak a language(s) other than English?
 (Do not include languages learned in school.)

☐ Yes ☒ No

If yes, specify the language(s):

3. What language(s) is/are spoken in your home?
4. Has the student attended any United States school in any 3 years during his/her lifetime?
☒ Yes ☐ No

If yes, complete the following:

Name of School	State	Dates Attended
T.C.L.I.	PA	2007-2008

Person completing this form (if other than parent/guardian):

Parent/Guardian signature:

[Redacted Signature]

b6 -3
 b7C -3

*The school district/charter school/full day AVTS has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the school district/charter school/full day AVTS has the right to ask for the information it needs to identify English Language Learners (ELLs). As part of the responsibility to locate and identify ELLs, the school district/charter school/full day AVTS may conduct screenings or ask for related information about students who are already enrolled in the school as well as from students who enroll in the school district/charter school/full day AVTS in the future.

COMMONWEALTH OF PENNSYLVANIA DEPARTMENT OF HEALTH
VITAL RECORDS

Certification of Birth

DATE OF BIRTH (MO., DAY, YEAR)	09-20-2003	FILE NO.	0988880-2003
COUNTY OF BIRTH	ALLEGHENY	DATE FILED (MO., DAY, YEAR)	09-24-2003
NAME	THOMAS MATTHEW CROOKS	DATE ISSUED (MO., DAY, YEAR)	09-26-2003
		SEX	MALE

[Redacted Address Box]

This is to certify that this is a true copy of the record which is on file in the Pennsylvania Department of Health, in accordance with Act 66, P.L. 304, approved by the General Assembly, June 29, 1953.

Charles Hardester
CHARLES HARDESTER
STATE REGISTRAR

WARNING: IT IS ILLEGAL TO DUPLICATE THIS COPY BY PHOTOSTAT OR PHOTOGRAPH

2931648

b6 -3
b7C -3

EBC

THOMAS MATTHEW CROOKS
C/O [Redacted]
BETHEL PARK PA 15102

7/15/2024

Official Transcript

Page 1 of 1

To: Thomas Crooks

From: Bethel Park High School

CEEB #: 392-270

Bethel Park, PA 15102

309 Church Rd
Bethel Park, PA 15102

b6 -2,3
b7C -2,3

Student: Crooks, Thomas

Counselor:

Student ID: 4339

Birth Date: 9/20/2003

Grade: GR

Graduation Date: 6/3/2022

Year: 2018-19

Grade: 09

Year: 2019-20

Grade: 10

Building: Bethel Park High School

Building: Bethel Park High School

Course	FIN	Credit
American History I (Honors)	B	1.00
Ceramics I	B	0.50
Computer Keyboarding	A	0.50
English 9	B	1.00
Geometry (Honors)	A	1.00
Intro To Computer Programming	A	1.00
Physical Education	A	0.50
Science 9	A	1.00
Spanish II	C	1.00
Website Design & Development	B	0.50

WGPA: 3.5630

Credit: 8.000

Course	FIN	Credit
Algebra II (Honors)	A	1.00
American History II (Honors)	A	1.00
Biology	A	1.00
Computer Technology (52.1201)	A	4.50
English 10	B	1.00
Health	A	0.50
Physical Education - 10	A	0.50

WGPA: 4.0000

Credit: 9.500

Year: 2020-21

Grade: 11

Year: 2021-22

Grade: 12

Building: Bethel Park High School

Building: Bethel Park High School

Course	FIN	Credit
Aeronautical Studies	A	1.00
Computer Technology (52.1201)	A	4.50
English 11	A	1.00
Precalculus (Honors)	A	1.00
World History (Honors)	A	1.00

WGPA: 4.1180

Credit: 8.500

Course	FIN	Credit
AP Calculus AB	A	1.00
AP Macroeconomics	A	0.50
AP Statistics	A	1.00
AP U.S. Government & Politics	A	0.50
Bus Management Virtual CEO	A	0.50
English 12	A	1.00
Personal Finance	A	0.50
Programming with PYTHON (CHS)	A	1.00

WGPA: 4.6670

Credit: 6.000

Type	GPA
Cumulative Weighted GPA	4.047
Cumulative Non-Weighted GPA	3.813
Total Credit: 32.000	

Cumulative Attendance
Total Excused Absences: 6
Total Unexcused Absences: 0
Total Excused Tardy: 0

Test Scores

KEYSTONE_BEST-1-1 4/1/2017

ALG

4

Keystone Exam

4= Advanced 3= Proficient 2= Basic 1= Below Basic

Principal

b6 -2
b7C -2

7/15/2024

Obtained via FOIA by Judicial Watch, Inc.

Grade Report

Thomas Crooks

Bethel Park High School

309 Church Rd

Bethel Park, PA 15102

Principal: Phone:

b6 -2,3

b7C -2,3

Student Name:	Crooks, Thomas	Building:	Bethel Park High School	School Year:	2022
Student ID:	4339	Homeroom:	408	Reporting Periods:	M4
		Counselor:		Grade:	12

Course	Section	Description	Bldg	Teacher	MP1	MP2	MP3	MP4	EXM	FINAL	CM1	CM2	CM3	Att Cred
	6	English 12	10		95	96	98	95	96	96				1
	1	AP Statistics	10		98	95	96	100	94	97				1
	3	AP Macroeconomics	10				100	100	98	100				0.5
	3	AP U.S. Government & Politics	10		100	100			100	100				0.5
	1	Personal Finance	10		100	98			100	99				0.5
	3	AP Calculus AB	10		96	98	98	100	90	97				1
	1	Programming with PYTHON (CHS)	10		96	95	97	95	96	96				1
	1	Bus Management Virtual CEO	10		96	99			96	97				0.5

b6 -3
b7C -3

Daily Attendance				
Description	Current	YTD	Current	Cumulative
Excused Absences	0	1	4.5000	4.8750
Unexcused Absences	0	0	32.0000	4.0470
Excused Tardies	0	0		

Grading Scale: 90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

Copyright SunGard Public Sector

FBI(25-cv-2216)-1553

7/15/2024

Obtained via FOIA by Judicial Watch, Inc.

Grade Report

Thomas Crooks

Bethel Park, PA 15102

Bethel Park High School

309 Church Rd

Bethel Park, PA 15102

Principal: [REDACTED]

Phone: [REDACTED]

b6 -2,3

b7C -2,3

Student Name:		Crooks, Thomas			Building:		Bethel Park High School			School Year:		2021		
Student ID:		4339			Homeroom:		408			Reporting Periods:		M4		
					Counselor:		[REDACTED]			Grade:		11		
Course	Section	Description	Bldg	Teacher	MP1	MP2	MP3	MP4	EXM	FINAL	CM1	CM2	CM3	Att Cred
[REDACTED]	2	Precalculus (Honors)	10	[REDACTED]	90	89	90	94	82	90				1
	2	English 11	10		99	91	91	95	95	94				1
	1	World History (Honors)	10		97	94	94	94	95	95				1
	1	Aeronautical Studies	10		100	100	100	98	99	99				1
	1	Computer Technology (52.1201)	10		100	95	100	98		98				4.5

b6 -3

b7C -3

Daily Attendance			Current	Cumulative	Credit	GPA
Description	Current	YTD				
Excused Absences	1	1			8.5000	4.1180
Unexcused Absences	0	0			32.0000	3.9040
Excused Tardies	0	0				

Grading Scale: 90-100 = A
80-89 = B
70-79 = C
60-69 = D
0-59 = F

7/15/2024

Obtained via FOIA by Judicial Watch, Inc.

Grade Report

Thomas Crooks

Bethel Park High School

309 Church Rd

Bethel Park, PA 15102

Principal: [REDACTED]

Phone: [REDACTED]

b6 -2,3

b7C -2,3

Student Name: Crooks, Thomas				Building: Bethel Park High School				School Year: 2020						
Student ID: 4339				Homeroom: 408				Reporting Periods: M4						
				Counselor:				Grade: 10						
Course	Section	Description	Bldg	Teacher	MP1	MP2	MP3	MP4	EXM	FINAL	CM1	CM2	CM3	Att Cred
	21	Physical Education - 10	10				100	95	98	98				0.5
	11	Health	10		97	94			90	95				0.5
	6	Biology	10		98	100	100	95	98	99	7A	5A	1	b6 - b7C
	3	Algebra II (Honors)	10		90	87	90	95	92	91			1	
	2	American History II (Honors)	10		91	93	92	95	93	93			1	
	4	English 10	10		86	84	81	95	87	87			1	
	1	Computer Technology (52.1201)	10		100	98	96	100		99			4.5	

b6 -2,3
b7C -2,3

Daily Attendance				
Description	Current	YTD	Current	GPA
Excused Absences	0	0	Cumulative	9.0000
Unexcused Absences	0	0		4.1050
Excused Tardies	0	0		32.0000
				3.8000

Grading Scale: 90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

5A - Actively participates in class

7A - Is a pleasure to have in class

Copyright SunGard Public Sector

FBI(25-cv-2216)-1555

7/15/2024

Obtained via FOIA by Judicial Watch, Inc.

Grade Report

Thomas Crooks

Bethel Park High School

309 Church Rd

Bethel Park, PA 15102

Principal: [REDACTED]

Phone: [REDACTED]

b6 -2,3

b7C -2,3

Student Name:	Crooks, Thomas				Building:	Bethel Park High School					School Year:	2019			
Student ID:	4339				Homeroom:	408					Reporting Periods:	M4			
					Counselor:	[REDACTED]					Grade:	09			
Course	Section	Description	Bldg	Teacher	MP1	MP2	MP3	MP4	EXM	FINAL	CM1	CM2	CM3	Att Cred	
	1	Intro To Computer Programming	10		92	86	97	96	100	94				1	
	1	Geometry (Honors)	10		87	91	92	84	96	90				1	
	6	American History I (Honors)	10		91	91	88	92	78	89				1	
	2	Spanish II	10		80	79	78	76	78	78				1	
	25	Physical Education	10				100	100		100				0.5	b6 -3 b7C -3
	2	Ceramics I	10		89	82			90	86				0.5	
	1	Website Design & Development	10				93	85	76	88				0.5	
	1	Computer Keyboarding	10		97	93			82	93				0.5	
	8	English 9	10		90	86	83	84	98	87	5A			1	
	4	Science 9	10		93	84	89	93	91	90				1	

Daily Attendance		
Description	Current	YTD
Excused Absences	0	4
Unexcused Absences	0	0
Excused Tardies	0	0

	Credit	GPA
Current	7.0000	3.5000
Cumulative	32.0000	3.5630

Grading Scale: 90-100 = A
 80-89 = B
 70-79 = C
 60-69 = D
 0-59 = F

5A - Actively participates in class

6/12/2018

Obtained via FOIA by Judicial Watch, Inc.

Grade Report

Thomas Crooks

Bethel Park, PA 15102

Independence Middle School
2807 Bethel Church Rd
Bethel Park, PA 15102Principal:
Phone: b6 -3
b7C -3

Student Name:	Crooks, Thomas	Building:	Independence Middle School	School Year:	2018
Student ID:	4339	Homeroom:	219	Reporting Periods:	M4
		Counselor:		Grade:	08

Course	Section	Description	Bldg	Teacher	MP1	MP2	MP3	MP4	Final	CMT1	CMT2	CMT3
	13	Language Arts	21		90	89	80	90	87			
	14	Reading	21		93	98			96			
	14	Health	21				95	98	96			
	1	Algebra	21		96	95	90	87	92			
	304	4 Ua Music	21					77	77			
	301	1 Ua Tech Ed	21		95							
	302	2 Ua Fam & Cons Sci	21			85			85			
	303	3 Ua Art	21				90		90			
	15	21st CENTURY EXPLORATORY	21		92	91	93	91	92			
	13	Physical Education	21		96	91	86	87	90			
	16	Social Studies	21		97	90	100	83	93			
	17	Science	21		94	86	88	90	90	7A		
	11	Spanish 8	21		91	91	86	75	86	2A		

b6 -3
b7C -3

Daily Attendance		
Description	Current	YTD
Excused Absences	1	2
Unexcused Absences	0	0
Excused Tardy	0	0

Grading Scale: 90-100 = A : 80-89 = B : 70-79 = C : 60 - 69 = D

Effort/Conduct 1 = Excellent 2 = Satisfactory 3 = Unsatisfactory

2A - Exhibits Good Work Habits

7A - Is a Pleasure To Have In Class

6/22/2017

Grade Report

Thomas Crooks

Bethel Park, PA 15102

Independence Middle School
2807 Bethel Church Rd
Bethel Park, PA 15102Principal:
Phone: b6 -3
b7C -3

Student Name:		Crooks, Thomas			Building:		Independence Middle School			School Year:		2017	
Student ID:		4339			Homeroom:		221			Reporting Periods:		M4	
					Counselor:					Grade:		07	
Course	Section	Description	Bldg	Teacher	MP1	MP2	MP3	MP4	EXAM	Final	CMT1	CMT2	CMT3
	4	Language Arts	21		92	86	84	96		89	5A		
	1	Social Studies	21		96	97	92	89		93			
	3	Algebra	21		86	78	82	76		80			
	2	Science	21		97	93	90	86	91	91			
	5	Reading	21		87	87	84	92		88			
	2	Spanish 7	21		94	93	77	91		89			
	103	1 Ua Art	21				88			88			
	104	4 Ua Music	21					96		96			
	101	1 Ua Tech Ed	21		90					90			
	102	2 Ua Fam & Cons Sci	21			91				91			
	8	Core Skills Improvement	21		99	95	98	97		97			
	17	Physical Education	21		93	90	86	96		81			

b6 -3
b7C -3

Daily Attendance		
Description	Current	YTD
Excused Absences	1	1
Unexcused Absences	0	1
Excused Tardy	0	0

Grading Scale: 90-100 = A : 80-89 = B : 70-79 = C : 60 - 69 = D

Effort/Conduct 1 = Excellent 2 = Satisfactory 3 = Unsatisfactory

5A - Actively Participates In Class

6/7/2016

Grade Report

Thomas Crooks

Neil Armstrong Middle School

[REDACTED]

5800 Murray Ave

Bethel Park, PA 15102

Bethel Park, PA 15102

Principal: [REDACTED]

Phone: [REDACTED]

b6 -3

b7C -3

Student Name:		Crooks, Thomas			Building:		Neil Armstrong Middle School			School Year:		2016		
Student ID:		4339			Homeroom:		12			Reporting Periods:		M4		
					Counselor:					Grade:		06		
Course	Section	Description	Bldg	Teacher	MP1	MP2	MP3	MP4	EXAM	FINP	CMT1	CMT2	CMT3	
	109	Language Arts	32		94	95	97	95		95				
	101	Mathematics	32		96	93	84	94		92	0A			
	103	Reading	32		96	91	90	97		94				
	106	Soc. Studies	32		97	95	99	95		96				
	108	Science	32		95	96	94	95		95	7A			
	111	Ua2-Art	32			92				92				
	111	Ua1-Technology	32		100					100				
	111	Ua3-Music	32				96							
	111	Ua4-Health	32					94		94	1A	2A	5A	
	14	Phys. Ed.	32		100	100	100	100		100				
	302	Intro To Language	32		95	94	97	93		95	5A	7A		

b6 -3
b7C -3

Daily Attendance		
Description	Current	YTD
Excused Absences	1	2
Unexcused Absences	0	0
Tardy Excused	1	2

Grading Scale: 90-100 = A : 80-89 = B : 70-79 = C : 60 - 69 = D

Effort/Conduct 1 = Excellent 2 = Satisfactory 3 = Unsatisfactory

0A - Takes Advantage of Assistance Offered

1A - Shows Genuine Interest in Learning

2A - Exhibits Good Work Habits

5A - Actively Participates In Class

7A - Is a Pleasure To Have In Class

To the Parent(s)/Guardian(s) of:

THOMAS CROOKS

BETHEL PARK PA 15102

b6 -3
b7C -3

NEIL ARMSTRONG

REPORT OF STUDENT PROGRESS

THOMAS CROOKS 004339 Grd 5 Hrm 0005 06/09/2015 [REDACTED] Bethel Park PA 15102

SUBJECT	PRG NOT	TEACHER	(Voice Mail)	1 QT GR EF CN	2 QT GR EF CN	3 QT GR EF CN	4 QT GR EF CN	Final GR
[REDACTED]		[REDACTED]		93 A 2 2	81 B 2 2	93 A 2 2	90 A 2 2	91 A
[REDACTED]		[REDACTED]		95 A 1 1	94 A 1 1	96 A 1 1	89 B 1 1	94 A
Is a pleasure to have in class								
[REDACTED]		[REDACTED]		91 A 2 1	96 A 2 2	91 A 1 1	94 A 1 1	93 A
Works well in a group, Is a pleasure to have in class								
[REDACTED]		[REDACTED]		95 A 2 2	96 A 2 2	96 A 2 2	93 A 2 2	95 A
[REDACTED]		[REDACTED]		99 A 2 2	98 A 2 2	98 A 2 2	97 A 2 2	98 A
[REDACTED]		[REDACTED]		92 A 1 1				
[REDACTED]		[REDACTED]			93 A 2 2			
[REDACTED]		[REDACTED]				P 2 2		
[REDACTED]		[REDACTED]					95 A 1 1	95 A
[REDACTED]		[REDACTED]			93 A 2 2		98 A 2 2	97 A
[REDACTED]		[REDACTED]		100A 2 2	100A 2 2	100A 2 2	100A 2 2	100A
[REDACTED]		[REDACTED]		P 2 2	P 1 1	P 2 2	P 2 2	P
Is a pleasure to have in class								
QPA				4.000	3.810	4.000	3.810	4.000

b6 -3
b7C -3

Attendance	Qtr.1	Qtr.2	Qtr.3	Qtr.4	Final
Excused	1.0	0.0	0.0	0.0	1.0
Unexcused/Illegal	0.0	0.0	0.0	0.0	0.0
Tardy	1	0	0	2	3

Bethel Park School District

Student	004339 - Crooks, Thomas	School	LINCOLN ELEMENTARY	Year	2013-2014	Term	4	Teacher		Grade	4	Room	0017
---------	-------------------------	--------	--------------------	------	-----------	------	---	---------	--	-------	---	------	------

	1	2	3	4	Final
Language Arts	93 A	87 B	98 A	95 A	93 A
Adaptations					
Application of mechanics/grammar to	S	S	S	S	
Meets grade level expectations in writing	S	S	S	S	
Reading	94 A	96 A	93 A	97 A	95 A
Adaptations					
Vocabulary	S	S	S	S	
Demonstration of fluent oral reading	S	S	S	S	
Demonstration of reading	S	S	S	S	
Spelling	98 B	91 A	93 A	99 B	90 A
Adaptations					
Retains and Applies Assigned Words	S	S	S	S	
Mathematics	90 A	91 A	91 A	90 A	91 A
Adaptations					
Masters Number Facts	S	S	S	S	
Understands Concepts	S	S	S	S	
Use Problem-Solving Skills	S	S	S	S	
Works Accurately	S	S	S	S	
Handwriting					
Adaptations					
Achievement	S	S	S	S	S
Effort	S	S	S	S	
Social Studies	88 B	91 A	94 A	95 A	92 A
Adaptations					

	1	2	3	4	Final
Science					
Adaptations					
Achievement	S	S	S	S	S
Effort	S	S	S	S	
Health					
Adaptations					
Achievement	S	S	S	S	
Effort	S	S	S	S	
Demonstrates Appropriate Behavior	+	+	+	+	
Physical Education					
Adaptations					
Achievement	S	S	S	S	S
Effort	S	S	S	S	
Demonstrates Appropriate Behavior	+	+	+	+	
Music					
Adaptations					
Achievement	S	S	S	S	S
Effort	S	S	S	S	
Demonstrates Appropriate Behavior	+	+	+	+	
Art					
Adaptations					
Achievement	S	S	S	S	S
Effort	S	S	S	S	
Demonstrates Appropriate Behavior	+	+	+	+	

	1	2	3	4	Final
Classroom Work Habits					
Demonstrates Appropriate Behavior	+	+	+	+	
Follows Directions	+	+	+	+	
Shows Adequate Attention Span	+	+	+	+	
Works Carefully And Neatly	+	+	+	+	
Works Independently	+	+	+	+	
Participates In Class	+	+	+	+	
Participates In Group Work	+	+	+	+	
Completes Assignments	+	+	+	+	
Shows Respect To Peers And Adults	+	+	+	+	
Shows Adequate Effort	+	+	+	+	

Comments					
----------	--	--	--	--	--

Grade Reflects the Following Adaptations:

- 1 Instructional Strategies/Materials
- 2 Assessment/Evaluation/Tests
- 3 Academic Accommodations/Expectations
- 4 Behavioral Intervention/Provided
- 5 Enrichment/Provided
- 6 Paraprofessional Support
- 7 Combination of 1 & 3
- 8 Combination of 1, 2 & 3
- 9 Combination of 1, 2, 3 & 6
- 10 Combination of 4 & 6
- 11 Combination of 1, 2, 3, 4 & 6
- 12 Combination of 1, 2 & 6
- 13 Combination of 1, 4 & 6
- 14 Combination of 1 & 2
- 15 Combination of 1 & 4
- 16 Combination of 1 & 6
- 17 Combination of 2 & 3
- 18 Combination of 3 & 4
- 19 ESL

= Please See Attached

Attendance	1	2	3	4	YTD
Total Excused Absences	0.0	0.0	0.0	0.0	0.0
Total Unexcused / Illegal	0.0	0.0	0.0	0.0	0.0
Total Times Tardy	1	0	0	0	1

Printed to grade 5 for the school year 2014-2015

Grading Scale:

90% - 100%	= A	Excellent
80% - 89%	= B	Above Average
70% - 79%	= C	Average
60% - 69%	= D	Below Average
59% & Below	= F	Unsatisfactory

Special Areas:

O	= Outstanding
S	= Satisfactory
N	= Needs to Improve

Achievement/Effort:

S	= Satisfactory
N	= Needs to Improve

Work Habits:

+	= Consistently Demonstrates
+	= Inconsistently Demonstrates
-	= Area of Concern

Current Legend:

- A Requires assistance to complete work
- B Does commendable work
- C Shows genuine interest in learning
- D Demonstrates creativity/originality
- E Shows improvement in class performance
- F Shows leadership ability
- G Volunteers to assist others in learning
- H Is a pleasure to have in class
- I Works well with others

- J Demonstrates a positive attitude
- K Does not work to further potential
- L Needs to consistently complete daily work in a timely manner
- M Needs to consistently turn in homework on time
- N Needs to improve quality of work
- O Needs to improve organizational skills
- P Often distracts others
- Q Needs to make better use of class time
- R Excessive tardies/absences interfering with performance
- S Shows attitude which hinders learning

- T Often forgets/misplaces materials
- U Disregards class/safety rules
- V Please see attachment
- W Daily reading practice at home is recommended
- X Practices math facts/skills at home daily
- Y Needs frequent prompts to remain on task
- Z Would benefit from reviewing/checking homework nightly
- 1 Has difficulty with peer interactions
- 2 Has difficulty communicating appropriately with peers and adults
- 3 Have a great summer!

Bethel Park School District

Student	004339 - Crooks, Thomas	School	LINCOLN ELEMENTARY	Year	2012-2013	Term	4	Teacher		Grade	3	Room	0011
---------	-------------------------	--------	--------------------	------	-----------	------	---	---------	--	-------	---	------	------

	1	2	3	4	Final
Integrated Language Arts	97 B	95 B	87 B	80 B	87 B
Adaptations					
Learns Appropriate Vocabulary	S	S	S	S	
Demonstrates Fluent Oral Reading	S	S	S	S	
Demonstrates Reading Comprehension	S	S	S	S	
Writing					
Conveys Meaning Through Writing	S	S	S	S	
Applies Mechanics/Grammar to Writing	S	S	S	S	
Meets Grade-Level Expectations in	S	S	S	S	
Spelling	92 A	83 B	92 A	82 B	85 B
Adaptations					
Retains and Applies Assigned Words	S	S	S	S	
Mathematics	93 B	89 B	86 B	87 B	85 B
Adaptations					
Masters Number Facts	S	S	S	S	
Uses Problem-Solving Skills	S	S	S	S	
Works Accurately	S	S	S	S	
Handwriting					
Adaptations					
Achievement	S	S	S	S	S
Effort	S	S	S	S	
Social Studies	94 A	92 A	95 A	95 A	94 A
Adaptations					

	1	2	3	4	Final
Science					
Adaptations					
Achievement	---	S	---	S	S
Effort	---	S	---	S	
Health					
Adaptations					
Achievement	S	S	S	O	
Effort	S	O	O	O	
Demonstrates Appropriate Behavior	+	+	+	+	
Physical Education					
Adaptations					
Achievement	S	S	S	S	S
Effort	S	S	S	S	
Demonstrates Appropriate Behavior	+	+	+	+	
Music					
Adaptations					
Achievement	S	S	O	O	O
Effort	O	O	O	O	
Demonstrates Appropriate Behavior	+	+	+	+	
Art					
Adaptations					
Achievement	S	S	S	S	S
Effort	S	S	S	S	
Demonstrates Appropriate Behavior	+	+	+	+	

	1	2	3	4	Final
Classroom Work Habits					
Demonstrates Appropriate Behavior	+	+	+	+	
Follows Directions	+	+	+	+	
Shows Adequate Attention Span	+	+	+	+	
Works Carefully And Neatly	+	+	+	+	
Works Independently	+	+	+	+	
Participates In Class	+	+	+	+	
Participates In Group Work	+	+	+	+	
Completes Assignments	+	+	+	+	
Shows Respect To Peers And Adults	+	+	+	+	
Shows Adequate Effort	+	+	+	+	

Comments	P	II	JP
----------	---	----	----

Grade Reflects the Following Adaptations:

- 1 Instructional Strategies/Materials
- 2 Assessments/Evaluation/Tests
- 3 Academic Requirements/Expectations
- 4 Behavioral Intervention Provided
- 5 Enrichment Provided
- 6 Paraprofessional Support
- 7 Combination of 1 & 3
- 8 Combination of 1, 2, 3 & 3
- 9 Combination of 1, 2, 3 & 6
- 10 Combination of 4 & 6
- 11 Combination of 1, 2, 3, 4 & 6
- 12 Combination of 1, 2 & 6
- 13 Combination of 1, 4 & 6
- 14 Combination of 1 & 2
- 15 Combination of 1 & 4
- 16 Combination of 1 & 6
- 17 Combination of 2 & 3
- 18 Combination of 3 & 4
- 19 BSL

= Please See Attached

Attendance	1	2	3	4	YTD
Total Excused Absences	0.0	2.0	0.0	2.0	4.0
Total Unexcused / Illegal	0.0	0.0	0.0	0.0	0.0
Total Times Tardy	1	0	0	0	1

Promoted to grade 4 for the school year 2013-2014 Room: 0017

Grading Scale

90% - 100%	= A	Excellent
80% - 89%	= B	Above Average
70% - 79%	= C	Average
60% - 69%	= D	Below Average
59% & Below	= F	Unsatisfactory

Special Areas

O	= Outstanding
S	= Satisfactory
N	= Needs to Improve

Achievement/Effort

S	= Satisfactory
N	= Needs to Improve

Work Habits:

+	= Consistently Demonstrates
++	= Inconsistently Demonstrates
-	= Area of Concern

Comment Legend:

A	Requires assistance to complete work	J	Demonstrates a positive attitude	T	Often forgets/misplaces materials
B	Does commendable work	K	Does not work to his/her potential	U	Disregards class/safety rules
C	Shows genuine interest in learning	L	Needs to consistently complete daily work in a timely manner	V	Please see attachment
D	Demonstrates creativity/originality	M	Needs to consistently turn in homework on time	W	Daily reading practice at home is recommended
E	Shows improvement in class performance	N	Needs to improve quality of work	X	Practice math facts/skills at home daily
F	Shows leadership ability	O	Needs to improve organizational skills	Y	Needs frequent prompts to remain on task
G	Volunteers to assist others in learning	P	Often distracts others	Z	Would benefit from reviewing/checking homework nightly
H	Is a pleasure to have in class	Q	Needs to make better use of class time	1	Has difficulty with peer interactions
I	Works well with others	R	Excessive tardies/absences interfering with performance	2	Has difficulty communicating appropriately with peers and adults
		S	Shows attitude which hinders learning	3	Have a great summer!

Bethel Park School District

Student	104339 - Crooks, Thomas	School	LINCOLN ELEMENTARY	Year	2011-2012	Term	4	Teacher		Grade	2	Room	0013
---------	-------------------------	--------	--------------------	------	-----------	------	---	---------	--	-------	---	------	------

	1	2	3	4	Final
Integrated Language Arts	83 B	88 B	88 B	91 A	88 B
Adaptations					
Learns Appropriate Vocabulary	S	S	S	S	
Demonstrates Fluent Oral Reading	S	S	S	S	
Demonstrates Reading Comprehension	S	S	S	S	
Conveys Meaning Through Writing	S	S	S	S	
Applies Mechanics/Grammar to Writing	S	S	S	S	
Meets Grade-Level Expectations in...	S	S	S	S	
Spelling	92 A	100 A	97 A	97 A	97 A
Adaptations					
Retains and Applies Assigned Words	S	S	S	S	
Mathematics	86 B	80 B	96 B	92 A	87 B
Adaptations					
Masters Addition Facts 1 - 20	S	S	S	S	
Masters Subtraction Facts 1 - 20	N	N	S	S	
Uses Problem-Solving Skills	S	S	S	S	
Works Accurately	S	S	S	S	
Handwriting					
Adaptations					
Achievement	S	S	S	S	S
Effort	S	S	S	S	
Social Studies					
Adaptations					
Achievement	S	S	S	S	S
Effort	S	S	S	S	

	1	2	3	4	Final
Science					
Adaptations					
Achievement		S		S	S
Effort		S		S	
Health					
Adaptations					
Achievement	S	S	S	S	S
Effort	S	S	S	S	
Demonstrates Appropriate Behavior	+	+	+	+	
Physical Education					
Adaptations					
Achievement	S	S	S	S	S
Effort	S	S	S	S	
Demonstrates Appropriate Behavior	+	+	+	+	
Music					
Adaptations					
Achievement	O	O	O	O	O
Effort	S	S	S	S	
Demonstrates Appropriate Behavior	+	+	+	+	
Art					
Adaptations					
Achievement	S	S	S	S	S
Effort	S	S	S	S	
Demonstrates Appropriate Behavior	+	+	+	+	

	1	2	3	4	Final
Classroom Work Habits					
Demonstrates Appropriate Behavior	+	+	+	+	
Follows Directions	+	+	+	+	
Shows Adequate Attention Span	+	+	+	+	
Works Carefully And Neatly	+	+	+	+	
Works Independently	+	+	+	+	
Participates In Class	+	+	+	+	
Participates In Group Work	+	+	+	+	
Completes Assignments	+	+	+	+	
Shows Respect To Peers And Adults	+	+	+	+	
Shows Adequate Effort	+	+	+	+	

Comments	CH	EC	1
----------	----	----	---

Grade Reflects the Following Adaptations:

- 1 Instructional Strategies/Methods
- 2 Assessment/Evaluation/Tests
- 3 Academic Requirements/Expectations
- 4 Behavioral Intervention Provided
- 5 Enrichment Provided
- 6 Paraprofessional Support
- 7 Combination of 1 & 3
- 8 Combination of 1, 2 & 3
- 9 Combination of 1, 2, 3 & 6
- 10 Combination of 4 & 6
- 11 Combination of 1, 2, 3, 4 & 6
- 12 Combination of 1, 2 & 6
- 13 Combination of 1, 4 & 6
- 14 Combination of 1 & 2
- 15 Combination of 1 & 4
- 16 Combination of 1 & 6
- 17 Combination of 2 & 3
- 18 Combination of 3 & 4
- 19 ESL
- 20 * Please See Attached

Attendance	1	2	3	4	YTD
Total Excused Absences	0.0	1.0	0.0	0.0	1.0
Total Unexcused / Illegal	0.0	0.0	0.0	0.0	0.0
Total Times Tardy	1	1	0	0	2

Promoted to grade 3 for the school year 2012-2013 Room: 0011

Grading Scale	
90% - 100%	A Excellent
80% - 89%	B Above Average
70% - 79%	C Average
60% - 69%	D Below Average
50% & Below	F Unsatisfactory

Special Areas	
O Outstanding	S Satisfactory
N Needs to Improve	

Achievement/Effort	
S Satisfactory	N Needs to Improve

Work Habits	
+	Consistently Demonstrates
-	Inconsistently Demonstrates
.	Area of Concern

Comment Legend:

A Requires assistance to complete work	J Demonstrates a positive attitude	T Often forgets/misplaces materials
B Does commendable work	K Does not work in his/her potential	U Disregards class/safety rules
C Shows genuine interest in learning	L Needs to consistently complete daily work in a timely manner	V Please see attachment
D Demonstrates creativity/originality	M Needs to consistently turn in homework on time	W Daily reading practice at home is recommended
E Shows improvement in class performance	N Needs to improve quality of work	X Practice math facts/skills at home daily
F Shows leadership ability	O Needs to improve organizational skills	Y Needs frequent prompts to remain on task
G Volunteers to assist others in learning	P Often distracts others	Z Would benefit from reviewing/checking homework nightly
H Is a pleasure to have in class	Q Needs to make better use of class time	1 Has difficulty with peer interactions
I Works well with others	R Excessive tardies/absences interfering with performance	2 Has difficulty communicating appropriately with peers and adults
	S Shows attitude which hinders learning	3 Have a great summer!

Bethel Park School District

Student	004339 - Cunks, Thomas				School	LINCOLN ELEMENTARY				Year	2019-2021				Term	4				Teacher					Grade	1				Room	0003			
	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4					
Reading																																		
Adaptations		A	A	A																														
Applies Phonemic Skills	M	M	M	P																														
Leaves Appropriate Vocabulary	M	M	M	M																														
Reads Fluently			N	P																														
Applies Listening Comprehension Skills	M	P																																
Applies Reading Comprehension Skills			P	M																														
Language																																		
Adaptations		A	B	B																														
Applies Correct Punctuation and Capitalization	P	M	P	P																														
Applies Grammar Skills	M	M	P	P																														
Writes a Complete Sentence	P	P																																
Writes 3-4 Sentences Related to a Topic			P	P																														
Spelling																																		
Adaptations		A	A	A																														
Leaves Assigned Words	M	M	M	M																														
Retains and Applies Assigned Words	M	M	M	P																														
Handwriting																																		
Adaptations																																		
Writes Neatly/Legibly During Formal Sessions	M	M	M	P																														
Writes Neatly/Legibly On Daily Assignments	M	M	M	P																														
Social Studies																																		
Adaptations																																		
Understands Concepts Presented	M		M																															
Participates in Class Activities	M		M																															
Science																																		
Adaptations																																		
Understands Concepts Presented		M		M																														
Participates in Class Activities		M																																
Mathematics																																		
Adaptations		A	B	A																														
Describes and Compares Numbers to 20	M																																	
Develops Concepts and Solves Facts (+)	P																																	
Organizes and Uses Data		N																																
Recognizes Number Patterns to 100			P																															
Counts Coins (1¢, 5¢, 10¢, 25¢)				M																														
Tells Time (Hour, 1/2 Hour)				P																														
Identifies Geometric Figures					M																													
Understands Place Value (ones/tens)					P																													
Applies Concepts of Measurement					M																													
Identifies Fractional Parts					P																													
Solves 2-Digit Addition/Subtraction Facts					M																													
Applies Problem Solving Skills																																		
Art																																		
Adaptations																																		
Achievement	S	S	O	O																														
Effort	S	S	S	S																														
Demonstrates Appropriate Behavior	+	+	+	+																														
Physical Education (Regular/Adaptive)																																		
Adaptations																																		
Achievement	S	S	S	S																														
Effort	S	S	S	S																														
Demonstrates Appropriate Behavior	+	+	+	+																														
Music																																		
Adaptations																																		
Achievement	S	S	S	S																														
Effort	S	S	S	S																														
Demonstrates Appropriate Behavior	+	+	+	+																														

Grade Reflects the Following Adaptations:

- 1 Instructional Strategies/Materials
- 2 Assessments/Evaluations/Tests
- 3 Academic Requirements/Expectations
- 4 Behavioral Intervention Provided
- 5 Enrichment Provided
- 6 Paraprofessional Support
- 7 Combination of 1 & 3
- 8 Combination of 1, 2, 3 & 6
- 9 Combination of 1, 2, 3 & 6
- 10 Combination of 4 & 9
- 11 Combination of 1, 2, 3, 4 & 6
- 12 Combination of 1, 2 & 5
- 13 Combination of 1, 4 & 6
- 14 Combination of 1 & 2
- 15 Combination of 1 & 4
- 16 Combination of 1 & 9
- 17 Combination of 2 & 3
- 18 Combination of 3 & 4
- 19 ESL

* = Please See Attached

Grading Scale

- 90% - 100% = A
80% - 89% = B
70% - 79% = C
60% - 69% = D
50% & Below = F

Code:

- M Meeting Expectations
P Progressing
N Needs More Time to Develop
If Blank = Not evaluated

Special Areas:

- O Outstanding
S Satisfactory
N Needs to Improve

Work Habits:

- + Consistently Demonstrates
+ Inconsistently Demonstrates
- Area of Concern

Attendance	1	2	3	4	YTD
Total Excused Absences	0.0	0.0	0.0	0.0	0.0
Total Unexcused / Illegal	0.0	1.0	0.0	0.0	1.0
Total Times Tardy	1	3	0	0	1

Promoted to grade 2 for the school year 2011-2012 Runes: 0013

**Beginning with the 2011-2012 school year, all report cards will be distributed electronically only via EdLine. Paper copies of report cards will be distributed to any family that does not have electronic access. If you wish to receive paper report cards next year, please contact your child's school.

Bethel Park School District

Student	004339 - Crooks, Thomas	School	LINCOLN ELEMENTARY	Year	2009-2010
----------------	-------------------------	---------------	--------------------	-------------	-----------

Marking Key

- M = Meets Expectations
P = Progressing
N = Needs More Time To Develop Concept / Home Help Requested

Teacher		Grade	K	Room	
----------------	--	--------------	---	-------------	--

Attendance	1	2	YTD
Total Excused Absences	0.0	1.0	1.0
Total Unexcused / Illegal	0.0	1.0	1.0
Total Times Tardy	0	0	0

Promoted to grade 1 for the school year 2010-2011 Room: 0003

	1st Sem.	2nd Sem.
Social Behavior And Work Habits		
Listens while others speak	P	M
Listens and follows a sequence of simple directions	M	M
Shows adequate attention span	P	P
Works independently	M	M
Works and plays well with others	M	M
Displays self-control and appropriate behavior	P	P
Shows respect to peers and adults	P	M
Shows a positive attitude	M	M
Participates in oral discussions	M	M
Keeps materials orderly	M	M

	1st Sem.	2nd Sem.
General Readiness Skills		
Outlines and colors neatly	M	M
Uses scissors with ease	M	M
Prints name - first name	M	M
Prints name - first and last name		M
Can: button, snap, zip, tie	M	M
Can: march, hop, gallop, skip	M	M

	1st Sem.	2nd Sem.
Academic Skills		
Recognizes capital letters	M	M
Recognizes lowercase letters	M	M
Associates sounds with letters as presented	M	M
Uses letter sounds to write words and express ideas	P	P
Identifies sight words as presented	M	M
Prints alphabet as presented	M	M
Works from left to right	M	M
Hears and identifies rhyming words	M	M
Produces rhyming words		M
Identifies basic colors	M	M
Identifies shapes	M	M
Counts sets of objects	P	M
Identifies numerals 0-20	M	P
Identifies numerals 0-31		P
Prints numbers as presented	M	M

b6 -3
b7C -3

FBI(25-cv-2216)-1569



BETHEL PARK SCHOOL DISTRICT
BETHEL PARK, PENNSYLVANIA

Crooks, Thomas
M 09/20/2003

STUDENT ACADEMIC PROFILE

YEAR:	2009-10	2010-11	2011-12	2012-13	2013-14	DAYS ATTENDED KDG / Grade 1 / Grade 2 / Grade 3 / Grade 4 /
TEACHER:						
Enrichment Program						
ESL						
Other	Speech					
Comments						

ACHIEVEMENT TEST LABELS HERE

CROOKS THOMAS		TerraNova CB		READING			LANGUAGE		MATHEMATICS			TOTL	WORD	
				READ	VOC	CMP			MATH	COMP	CMP	SCOR	ONLY	
DOB: 09/20/03		FORM/	SCORES	64	82	79			69	40	56	75	* 99	
CODES:		LEVEL	NP	6	7	7			6	4	5	6	9	
NORMS DATE: 2007		G-11	NS	2.0	2.6	2.4			2.1	1.4	1.7	2.2	N/A	
QUARTER MONTH: 25		GRADE	GE	58	69	67			61	45	53	64	99	
PATTERN (IRT)		DATE	NCE	580	590	585			543	474	509	562	660	
M906730006-03-00036		03/11	LP	28	62	42			31	9	16	29	85	

CROOKS THOMAS		TerraNova CB		READING			LANGUAGE		MATHEMATICS			TOTL	SPEL		WORD
				READ	VOC	CMP			MATH	COMP	CMP	SCOR			ONLY
DOB: 09/20/03		FORM/	SCORES	86	74	83		40	52	41	47	74	47	90	
CODES:		LEVEL	NP	7	6	7		4	5	5	5	6	5	8	
NORMS DATE: 2007		G-12	NS	4.9	3.7	4.2		2.1	2.7	2.5	2.6	3.3	2.4	N/A	
QUARTER MONTH: 26		GRADE	GE	73	63	70		45	51	45	48	64	48	77	
PATTERN (IRT)		DATE	NCE	644	617	631		594	568	527	548	606	563	662	
M906730006-03-00016		03/12	LP	58	43	47		9	12	10	10	31	20	79	

MENTAL MATURITY TEST LABELS HERE

CROOKS THOMAS		InView		SCORES	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal	Verbal Reasoning Words	Verbal Reasoning Context	Total Verbal	Total Score
DOB: 09/20/03		LEVEL: 1										
AGE: 8 Years 2 Months		GRADE: 2.2		NPG	20	70	74	53	59	93	87	87
CODES:		DATE: 11/15/11		LP	4	47	64	30	40	84	67	43
NORMS DATE: 2007		CSI: 59		NCR	8	14	16	38	13	18	31	69
QUARTER MONTH: 09		(Range 98-103)										
PATTERN (IRT)												
M906730003-03-00021												

English Language Arts

Key Ideas and Details

- Students refer to key ideas and details from a text or texts to objectively summarize important ideas and events, determine a theme or central idea, make generalizations and conclusions, and draw on evidence from textual to support inferences and overall understanding.

Craft and Structure/Integration of Knowledge and Ideas

- Students demonstrate understanding of a text or texts by determining and/or analyzing author's point of view or purpose by analyzing structure by making connections within, between, and/or among texts by evaluating arguments and specific claims, including recognizing when irrelevant evidence is introduced, and by analyzing the use of evidence to support overall integration of ideas and key aspects of texts.

Vocabulary Acquisition and Use

- Students demonstrate understanding of vocabulary and figurative language in literature and informational texts.

Conventions of Standard English (Writing)

- Students demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling, as well as use knowledge of language and its conventions for effect.

Text-Dependent Analysis (Reading/Writing)

- Students write a response to literature or informational text or texts, drawing on the evidence presented in the text(s) to support analysis, reflection, and/or research.

Literature Text

- Students read and respond to literature texts, focusing on narrative, poetic, and/or dramatic techniques and drawing on evidence in the texts to support comprehension and understanding.

Informational Text

- Students also read and respond to informational texts, focusing on the information and evidence presented on topics, ideas, or procedures and drawing on evidence in the texts to support comprehension and interpretation.

Mathematics

The Number System

- Students classify numbers as rational and irrational and convert rational numbers from decimals to fractions. They compare, order, and display the approximate values of irrational numbers.

Expressions and Equations

- Students write and evaluate algebraic expressions that include exponents and radicals, including operations with scientific notation. They analyze and describe linear relationships between two variables. They write, solve, graph, and interpret linear equations or a system of two equations.

Functions

- Students identify, compare, and interpret linear functions in various forms (e.g., verbal descriptions, equations, graphs, tables). They write and graph linear functions based on characteristics given in various forms.

Geometry

- Students rotate (turn), reflect (flip), translate (slide), and dilate (resize) shapes plotted on a grid and use these to show congruence (same) or similarity (resizing) of figures. They apply the Pythagorean Theorem to solve problems involving triangles and distances on grids. Students solve problems by calculating the volume of cones, cylinders, and spheres.

Statistics and Probability

- Students analyze sets of data displayed in scatter plots and use data trends and linear equations to model the data. They construct and interpret data displayed in tables with two or more columns and two or more rows.

Science

The Nature of Science

- Students apply scientific process skills, appropriate measurements, and tools to draw inferences and develop solutions to possible environmental or technological problems. They evaluate the various steps of the scientific method and compare theories to questions. They also explain the roles and relationships among the parts of a system.

Biological Sciences

- Students evaluate structures and functions of organisms and describe how organisms are uniquely adapted to survive in their environment. They describe relationships among traits, mutations, and biotechnologies. They also compare major biomes and identify living and nonliving components of each.

Physical Sciences

- Students describe elements, compounds, and mixtures as well as simple chemical reactions. They distinguish among forms of energy and their sources and explain how energy is transferred. They also describe the effects of forces on objects and how simple machines can affect these forces.

Earth and Space Sciences

- Students describe the rock and water cycles. They explain soil and fossil formation as well as various changes to weather and climate. They describe relationships within our solar system. They also recognize impacts of technology.

PENNSYLVANIA
System of School Assessment (PSSA)

Student Report

Student Name: THOMAS CROOKS

PA Student ID: *****15033

School: INDEPENDENCE MS

District: BETHEL PARK SD

Test Dates: Spring 2018

Grade: 8

What is the Pennsylvania System of School Assessment (PSSA)?

- The PSSA is an assessment system used to measure a student's progression toward mastery of the
 - Pennsylvania Core Standards in English Language Arts and Mathematics
 - Pennsylvania Academic Content Standards in Science

- For additional information, visit the Pennsylvania Department of Education's website at www.education.pa.gov

What is included in This report?

- This report provides information about the student's recent performances on the
 - English Language Arts, Mathematics, and Science PSSA assessments
- It is not intended to summarize all aspects of student learning.

For Additional Information

- For more information about a student's performance, consult the school or the classroom teacher.
- A Report Interpretation Guide is available at www.education.pa.gov. Type "student report guide" in the search field or consult the local school district or school.

Student's Results				
Performance Level				Goal Range*
	Below Basic	Basic	Proficient	
English Language Arts				✓
Mathematics				✓
Science				✓

*Goal Range: The goal is for all students in the Commonwealth of Pennsylvania to score proficient or above.

Performance Levels

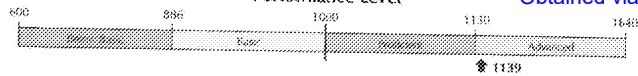
The Below Basic Level reflects marginal academic performance, and work at this level demonstrates a partial command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates additional academic support may be needed for engaging successfully in further studies in this content area.

The Basic Level reflects marginal academic performance, and work at this level demonstrates a partial command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates additional academic support may be needed for engaging successfully in further studies in this content area.

The Proficient Level reflects satisfactory academic performance, and work at this level demonstrates a thorough command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates academic preparation for engaging successfully in further studies in this content area.

The Advanced Level reflects superior academic performance, and work at this level demonstrates a thorough command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates advanced academic preparation for engaging successfully in further studies in this content area.

Performance Level



Student's test scale score is indicated by the (★). If this student were to test again under similar circumstances, his or her score would likely remain in the following range: 1105-1173

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Reading**			
Key Ideas and Details	11	12	High
Craft and Structure/Integration of Knowledge and Ideas	13	16	Medium
Vocabulary Acquisition and Use	9	10	High
Writing			
Conventions of Standard English (Writing)	8	9	High
Text-Dependent Analysis			
Text-Dependent Analysis (Reading/Writing)	8	16	Medium

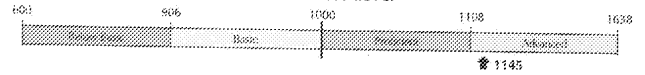
**Each reading question connects to a Reading reporting category in the table above as well as to a Text Type reporting category in the table below. However, each reading question counts only one time in the student's score.

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Text Types			
Literature Text	16	19	High
Informational Text	17	19	High

To learn more about the Score Reporting Categories, see page 4.

*The Strength Profile (Low, Medium, High): The strength profile provides an indication of this student's performance within each of the reporting categories. The Strength Profile takes into account the difficulty of the assessment questions and can be used to help identify the student's strengths and/or areas of need.

Performance Level

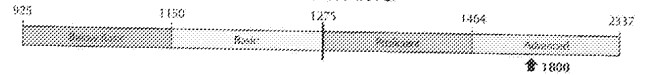


Student's test scale score is indicated by the (★). If this student were to test again under similar circumstances, his or her score would likely remain in the following range: 1101-1189

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
The Number System	6	7	Medium
Expressions and Equations	17	17	High
Functions	9	11	Medium
Geometry	7	9	Medium
Statistics and Probability	6	8	High

Science

Performance Level



Student's test scale score is indicated by the (★). If this student were to test again under similar circumstances, his or her score would likely remain in the following range: 1696-1904

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
The Nature of Science	23	23	High
Biological Sciences	7	9	High
Physical Sciences	6	8	High
Earth and Space Sciences	8	8	High



Student Report

Student Name: THOMAS CROOKS

PA Student ID: *****15053

School: INDEPENDENCE MS

District: BETHEL PARK SD

Test Date: Spring 2017

Grade: 7

Content Area:

Algebra I



Student's Keystone Exam Result			
		Goal Range	
Below Basic	Basic	Proficient	Advanced
			✓

Dear Parent/Guardian:

On behalf of the Pennsylvania Department of Education, I would like to thank you for taking the time to review this report. Academic success begins at home. Children with parents/guardians who are engaged in their child's academics are more likely to enjoy the learning process and succeed.

This report provides information about your child's recent performance on a Pennsylvania test known as the Keystone Exam. On this page, you can see your child's overall performance – below basic, basic, proficient or advanced.

Within this report, you will find specific information about your child's performance on the Algebra I Keystone Exam. It displays your child's Highest Total Test Scale Score to Date for Module 1 and Module 2. Module 1 assesses Operations and Linear Equations and Inequalities, and Module 2 assesses Linear Functions and Data Organizations.

For detailed information about the Keystone exams, please visit the Pennsylvania Department of Education's Standards Aligned System website at www.pdesas.org, or contact your child's school.

Sincerely,

Pedro A. Rivera
Secretary of Education

About the Keystone Exams

The Keystone Exams are end-of-course assessments designed to evaluate student performance on academic content. The purpose of the Algebra I, Biology, and Literature Keystone Exams is to measure student, educator, and school accountability. Keystone Exams are designed to be administered to students at or near the end of a Keystone-related course. Students' results are banked until their junior year for accountability purposes. Keystone Exams are one component of Pennsylvania's system of high school graduation requirements affecting students in the class of 2019 and beyond.

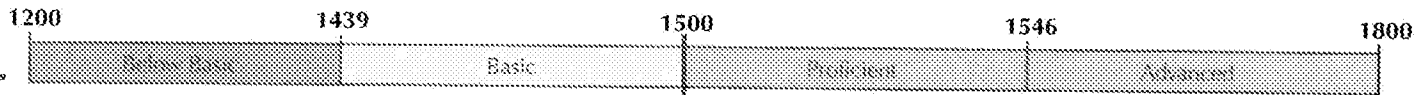
These tests were developed by Pennsylvania educators and were aligned to the standards adopted by the Pennsylvania State Board of Education. The results help students, parents, and educators understand how well rigorous expectations for student achievement in core subject areas are being met.

A Report Interpretation Guide is available at www.education.pa.gov. Type "student report guide" in the search field or consult the local school district or school.

FBI(25-cv-2216)-1573

Performance Level on Total Test

Student's highest total test scale score to date is indicated by the (). If this student were to test again under similar circumstances, his/her score would likely remain in the following range: 1537-1567.



 1552

Inadequate academic performance that indicates little understanding and minimal display of the skills included in the Keystone Exams Assessment Anchors & Eligible Content. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.

Marginal academic performance, work approaching, but not yet reaching, satisfactory performance. Performance indicates a partial understanding and limited display of the skills included in the Keystone Exams Assessment Anchors & Eligible Content. The student may need additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.

Satisfactory academic performance indicating a solid understanding and adequate display of the skills included in the Keystone Exams Assessment Anchors & Eligible Content.

Superior academic performance indicating an in-depth understanding and exemplary display of the skills included in the Keystone Exams Assessment Anchors & Eligible Content.

Algebra I

THOMAS CROOKS



Module 1 Operations and Linear Equations & Inequalities		
Result	Scale Score	Test Date
Passed	1566	Spring 2017

Module 2 Linear Functions and Data Organizations		
Result	Scale Score	Test Date
Passed	1535	Spring 2017

Total Test	
Scale Score	Performance Level
1552	Advanced

Scores of Three Most Recent Test Events	Passed	1566	Spring 2017

Passed	1535	Spring 2017

¹The highest total test scale score to date is the highest score computed from all possible combinations of module 1 and module 2. The total scale score is not the simple average of the module scale scores. Rather, it is weighted by the relative difficulty of questions from each module.

FBI(25-cv-2216)-1574



English Language Arts

- Key Ideas and Details**
Students refer to key ideas and details from a text or texts to objectively summarize important ideas and events, determine two or more central ideas or a theme, make generalizations and conclusions, and draw on evidence from text(s) to support inferences and overall understanding.
- Craft and Structure/Integration of Knowledge and Ideas**
Students demonstrate understanding of a text or texts by determining and/or analyzing author's point of view or purpose; by analyzing form and structure; by making connections within, between, and/or among texts; by evaluating arguments and specific claims; and by analyzing the use of evidence to support overall integration of ideas and key aspects of text(s).
- Vocabulary Acquisition and Use**
Students demonstrate understanding of vocabulary and figurative language in literature and informational texts.
- Types of Writing**
Students write argumentative, informative/explanatory, or narrative essays demonstrating effective techniques as appropriate for type and purpose.
- Language**
Students demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling, as well as use knowledge of language and its conventions for effect.
- Text-Dependent Analysis**
Students write a response to literature or informational text or texts, drawing on the evidence presented in the text(s) to support analysis, reflection, and/or research.
- Literature Text**
Students read and respond to literature texts, focusing on narrative, poetic, and/or dramatic techniques and drawing on evidence in the texts to support comprehension and understanding.
- Informational Text**
Students also read and respond to informational texts, focusing on the information and evidence presented on topics, ideas, or procedures and drawing on evidence in the texts to support comprehension and interpretation.

Mathematics

- The Number System**
Students solve problems using the four operations with whole numbers, decimals, and fractions. They determine whether the decimal form of a rational number repeats or terminates.
- Ratios and Proportional Relationships**
Students recognize, compute, interpret, and represent proportional relationships. They solve problems using proportional relationships.
- Expressions and Equations**
Students apply properties of operations to generate equivalent expressions and solve problems. They write and solve two-step algebraic equations and inequalities, and they assess the reasonableness of their answers in the context of the situation.
- Geometry**
Students find the side lengths, area, surface area, and volume for two- and three-dimensional figures, including circles. They describe slices of three-dimensional figures. They identify, use, and describe properties of triangles, angles, and parallel lines intersected by another line.
- Statistics and Probability**
Students use measures of center and measures of variability to compare and draw conclusions about data sets that were randomly collected. They use probability models to determine likelihood and predict outcomes. They determine and describe the probability of simple events modeled in a variety of ways and use probability to make predictions.

Student Name: THOMAS CROOKS

PA Student ID: *****15053

School: INDEPENDENCE MS

District: BETHEL PARK SD

Test Date: Spring 2017

Grade: 7

What is the Pennsylvania System of School Assessment (PSSA)?

- The PSSA is an assessment system used to measure a student's progression toward mastery of the:
 - Pennsylvania Core Standards in English Language Arts and Mathematics
 - Pennsylvania Academic Content Standards in Science
- For additional information, visit the Pennsylvania Department of Education's website at www.education.pa.gov.

What is included in This report?

- This report provides information about the student's recent performances on the:
 - English Language Arts, Mathematics, and Science PSSA assessments
- It is not intended to summarize all aspects of student learning.

For Additional Information

- For more information about a student's performance, consult the school or the classroom teacher.
- A Report Interpretation Guide is available at www.education.pa.gov. Type "student report guide" in the search field or consult the local school district or school.

Student's Results

Performance Level

	Goal Range*			
	Below Basic	Basic	Proficient	Advanced
English Language Arts				✓
Mathematics			✓	
Science				

*Goal Range: The goal is for all students in the Commonwealth of Pennsylvania to score proficient or above.

Science is not assessed in Grade 7.

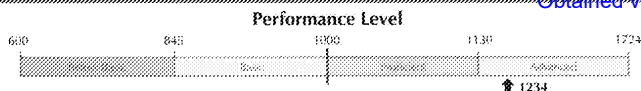
Performance Levels

The **Below Basic** level reflects inadequate academic performance, and work at this level demonstrates a minimal command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates extensive additional academic support may be needed for engaging successfully in further studies in this content area.

The **Basic** level reflects marginal academic performance, and work at this level demonstrates a partial command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates additional academic support may be needed for engaging successfully in further studies in this content area.

The **Proficient** level reflects satisfactory academic performance, and work at this level demonstrates an adequate command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates academic preparation for engaging successfully in further studies in this content area.

The **Advanced** level reflects superior academic performance, and work at this level demonstrates a thorough command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates advanced academic preparation for engaging successfully in further studies in this content area.



Student's test scale score is indicated by the (●). If this student were to test again under similar circumstances, his or her score would likely remain in the following range: **1196-1272**

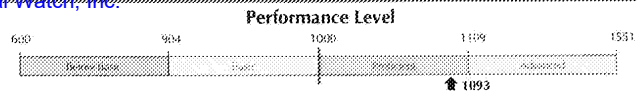
Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Reading**			
Key Ideas and Details	18	18	High
Craft and Structure/Integration of Knowledge and Ideas	7	11	Medium
Vocabulary Acquisition and Use	9	9	High
Writing			
Types of Writing	9	12	High
Language	16	18	High
Text-Dependent Analysis			
Text-Dependent Analysis	12	16	High

**Each reading question connects to a Reading reporting category in the table above as well as to a Text Type reporting category in the table below. However, each reading question counts only one time in the student's score.

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Text Types			
Literature Text	18	19	High
Informational Text	16	19	High

To learn more about the Score Reporting Categories, see page 4.

*The Strength Profile (Low, Medium, High): The strength profile provides an indication of this student's performance within each of the reporting categories. The Strength Profile takes into account the difficulty of the assessment questions and can be used to help identify the student's strengths and/or areas of need.



Student's test scale score is indicated by the (●). If this student were to test again under similar circumstances, his or her score would likely remain in the following range: **1063-1123**

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
The Number System	10	11	High
Ratios and Proportional Relationships	17	19	High
Expressions and Equations	12	18	Medium
Geometry	7	13	Medium
Statistics and Probability	8	11	Medium

SCIENCE

Performance Level



Science is next tested in Grade 8.

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
The Nature of Science			
Biological Sciences			
Physical Sciences			
Earth and Space Sciences			

English Language Arts

- Key Ideas and Details**
 Students refer to key ideas and details from a text or texts to objectively summarize important ideas and events, determine a theme or central idea, make generalizations, and draw on evidence from text(s) to support inferences and overall understanding.
- Craft and Structure/Integration of Knowledge and Ideas**
 Students demonstrate understanding of a text or texts by discerning author's point of view or purpose; by analyzing structure by making connections within, between, and/or among texts; by evaluating arguments and specific claims; and by analyzing the use of evidence to support overall integration of ideas and key aspects of text(s).
- Vocabulary Acquisition and Use**
 Students demonstrate understanding of vocabulary and figurative language in literature and informational texts.
- Types of Writing**
 Students write argumentative, informative/explanatory, or narrative essays demonstrating effective techniques as appropriate for type and purpose.
- Language**
 Students demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling, as well as use knowledge of language and its conventions are effective.
- Text-Dependent Analysis**
 Students write a response to literature or informational text or texts, drawing on the evidence presented in the text(s) to support analysis, reflection, and/or research.
- Literature Text**
 Students read and respond to literature texts, focusing on narrative, poetic, and/or dramatic techniques and drawing on evidence in the texts to support comprehension and understanding.
- Informational Text**
 Students also read and respond to informational texts, focusing on the information and evidence presented on topics, ideas, or procedures and drawing on evidence in the texts to support comprehension and interpretation.

Mathematics

- The Number System**
 Students solve problems by using the four operations with whole numbers, decimals, and fractions and by plotting points using a four-quadrant grid. They identify the greatest common factor and least common multiple between two numbers and apply this understanding to the distributive property for sums. Students interpret and compare negative numbers and absolute values using various methods.
- Ratios and Proportional Relationships**
 Students describe, interpret, and use rates in mathematical and real-world situations. They solve problems involving rates and percentages.
- Expressions and Equations**
 Students write, interpret, and evaluate algebraic expressions in various forms. They write and solve one-step algebraic equations and inequalities. They show how algebraic equations relate to tables and graphs.
- Geometry**
 Students calculate the areas of regular, irregular, and compound polygons, including polygons on a coordinate plane. They draw the net and find the surface area of triangular and rectangular prisms.
- Statistics and Probability**
 Students represent numerical data in data displays that are related to the number line. They analyze and interpret numerical data using calculations of measures of center (i.e., mean, median, mode) and of measures of variability (i.e., range, interquartile range, mean absolute deviation).

Student Name: THOMAS CROOKS

PA Student ID: *****15053

School: NEIL ARMSTRONG MS

District: BETHEL PARK SD

Test Date: Spring 2016

Grade: 6

What is the Pennsylvania System of School Assessment (PSSA)?

- The PSSA is an assessment system used to measure a student's progression toward mastery of the
 - Pennsylvania Core Standards in English Language Arts and Mathematics
 - Pennsylvania Academic Content Standards in Science
- For additional information, visit the Pennsylvania Department of Education's website at www.education.pa.gov.

What is Included in This report?

- This report provides information about the student's recent performances on the
 - English Language Arts, Mathematics, and Science PSSA assessments
- It is not intended to summarize all aspects of student learning.

For Additional Information

- For more information about a student's performance, consult the school or the classroom teacher.
- A Report Interpretation Guide is available at www.education.pa.gov. Type "student report guide" in the search field or consult the local school district or school.

Student's Results

Performance Level

	Goal Range			
	Below Basic	Basic	Proficient	Advanced
English Language Arts				✓
Mathematics				✓
Science				

*Goal Range: The goal is for all students in the Commonwealth of Pennsylvania to score proficient or above.

Science is not assessed in Grade 6.

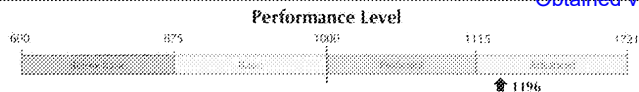
Performance Levels

The **Below Basic** level reflects marginal academic performance, and work at this level demonstrates a minimal command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates extensive additional academic support may be needed for engaging successfully in further studies in this content area.

The **Basic** level reflects marginal academic performance, and work at this level demonstrates a partial command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates additional academic support may be needed for engaging successfully in further studies in this content area.

The **Proficient** level reflects satisfactory academic performance, and work at this level demonstrates an adequate command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates academic preparation for engaging successfully in further studies in this content area.

The **Advanced** level reflects superior academic performance, and work at this level demonstrates a thorough command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates advanced academic preparation for engaging successfully in further studies in this content area.



Student's test scale score is indicated by the (📌). If this student were to test again under similar circumstances, his or her score would likely remain in the following range: **1159-1233**

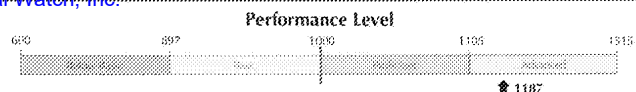
Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Reading**			
Key Ideas and Details	15	15	High
Craft and Structure/Integration of knowledge and ideas	10	13	Medium
Vocabulary Acquisition and Use	9	10	High
Writing			
Types of Writing	9	12	High
Language	15	18	High
Text-Dependent Analysis			
Text-Dependent Analysis	12	16	High

**Each reading question connects to a Reading reporting category in the table above as well as to a Text Type reporting category in the table below. However, each reading question counts only one time in the student's score.

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Text Types			
Literature Text	18	18	High
Informational Text	16	20	Medium

To learn more about the Score Reporting Categories, see page 4.

*The Strength Profile (Low, Medium, High): The strength profile provides an indication of this student's performance within each of the reporting categories. The Strength Profile takes into account the difficulty of the assessment questions and can be used to help identify the student's strengths and/or areas of need.



Student's test scale score is indicated by the (📌). If this student were to test again under similar circumstances, his or her score would likely remain in the following range: **1144-1230**

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
The Number System	14	15	High
Ratios and Proportional Relationships	12	13	High
Expressions and Equations	19	21	High
Geometry	9	10	High
Statistics and Probability	11	13	High

Science

Performance Level



Science is next tested in Grade 8.

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
The Nature of Science			
Biological Sciences			
Physical Sciences			
Earth and Space Sciences			

English Language Arts

Key Ideas and Details

Students refer to key ideas and details from a text or texts to summarize important ideas and events, determine two or more main ideas or a theme, make generalizations, and draw on evidence from texts to support inferences and overall understanding.

Craft and Structure/Integration of Knowledge and Ideas

Students demonstrate understanding of a text or texts by describing and/or analyzing point of view, by making connections within, between, and/or among texts by referring to text features to support information, and by analyzing the use of evidence to support overall integration of ideas and key aspects of texts.

Vocabulary Acquisition and Use

Students demonstrate understanding of vocabulary and figurative language in literature and informational texts.

Types of Writing

Students write opinion, informative/explanatory, or narrative essays demonstrating effective techniques as appropriate for type and purpose.

Language

Students demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling, as well as use knowledge of language and its conventions for effect.

Test-Dependent Analysis

Students write a response to literature or informational text or texts, drawing on the evidence presented in the text(s) to support analysis, reflection, and/or research.

Literature Text

Students read and respond to literary texts, focusing on narrative, poetic, and/or dramatic techniques and drawing on evidence in the texts to support comprehension and understanding.

Informational Text

Students also read and respond to informational texts, focusing on the information and evidence presented on topics, ideas, or procedures and drawing on evidence in the texts to support comprehension and interpretation.

Mathematics

Numbers and Operations in Base Ten

Students read, write, round, and compare decimal numbers in various forms. They demonstrate understanding of place value and relative sizes of decimals. Students perform the four operations on multi-digit whole numbers as well as decimals.

Numbers and Operations—Fractions

Students use equivalent fractions when adding and subtracting fractions with unlike denominators. They multiply fractions and mixed numbers and demonstrate how this relates to scaling (resizing). Students divide fractions and whole numbers.

Operations and Algebraic Thinking

Students interpret and model a variety of real-world and mathematical situations that involve grouping symbols. They also generate and analyze a variety of patterns and compare the corresponding terms in two patterns.

Geometry

Students demonstrate understanding of coordinate geometry by identifying parts of the coordinate grid and by plotting points using ordered pairs. They interpret the meanings of parts and points in a coordinate grid for real-world situations. Students compare and classify two-dimensional shapes in a hierarchy based on characteristics.

Measurement and Data

Students use the four operations with whole numbers and fractions to solve problems involving measurements and conversions. They represent and interpret data using line plots, graphs, and charts. They calculate the volume of regular and composite rectangular prisms using formulas.

Student Name: THOMAS CROOKS

PA Student ID: *****18053

School: NOL ARMSTRONG MS

District: BETHEL PARK SD

Test Date: Spring 2015

Grade: 5

What is the Pennsylvania System of School Assessment (PSSA)?

- The PSSA is an assessment system used to measure a student's progression toward mastery of the
 - Pennsylvania Core Standards in English Language Arts and Mathematics
 - Pennsylvania Academic Content Standards in Science
- For additional information, visit the Pennsylvania Department of Education's website at www.education.pa.gov.

What is included in this report?

- This report provides information about the student's recent performances on the
 - English Language Arts, Mathematics, and Science PSSA assessments
- It is not intended to summarize all aspects of student learning.

For Additional Information

- For more information about a student's performance, consult the school or the classroom teacher.
- A Report Interpretation Guide is available at www.education.pa.gov. Type "student report guide" in the search field or consult the local school district or school.

Student's Results

Performance Level

	Below Basic	Basic	Good/Excellent	
			Proficient	Advanced
English Language Arts				✓
Mathematics				✓
Science				

*Good Range: The goal is for all students in the Commonwealth of Pennsylvania to score proficient or above.

Science is not assessed in Grade 5.

Performance Levels

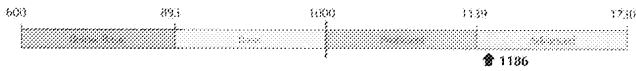
The **Below Basic** level reflects marginal academic performance and work at this level demonstrates a minimal command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates intensive academic support may be needed for engaging successfully in further studies in this content area.

The **Basic** level reflects marginal academic performance, and work at this level demonstrates a partial command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates additional academic support may be needed for engaging successfully in further studies in this content area.

The **Proficient** level reflects satisfactory academic performance and work at this level demonstrates an adequate command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates adequate preparation for engaging successfully in further studies in this content area.

The **Advanced** level reflects superior academic performance, and work at this level demonstrates a thorough command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates advanced academic preparation for engaging successfully in further studies in this content area.

Performance Level



Obtained via FOIA by Judicial Watch, Inc.

Student's test scale score is indicated by the (■). If this student were to test again under similar circumstances, his or her score would likely remain in the following range: **1151-1221**

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Reading**			
Key Ideas and Details	17	19	High
Craft and Structure/Integration of Knowledge and Ideas	5	7	Medium
Vocabulary Acquisition and Use	12	12	High
Writing			
Types of Writing	6	12	Low
Language	15	18	High
Text-Dependent Analysis			
Text-Dependent Analysis	12	16	High

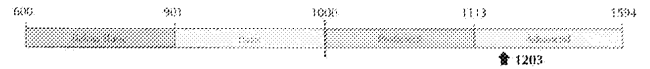
**Each reading question connects to a Reading reporting category in the table above as well as to a Text Type reporting category in the table below. However, each reading question counts only one time in the student's score.

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Text Types			
Literature Text	16	18	High
Informational Text	18	20	High

To learn more about the Score Reporting Categories, see page 4.

*The Strength Profile (Low, Medium, High): The strength profile provides an indication of this student's performance within each of the reporting categories. The Strength Profile takes into account the difficulty of the assessment questions and can be used to help identify the student's strengths and/or areas of need.

Performance Level



Student's test scale score is indicated by the (■). If this student were to test again under similar circumstances, his or her score would likely remain in the following range: **1166-1240**

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Numbers and Operations in Base Ten	17	18	High
Numbers and Operations—Fractions	19	20	High
Operations and Algebraic Thinking	8	11	High
Geometry	9	10	High
Measurement and Data	9	13	High

Science

Performance Level



Science is next tested in Grade 8.

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
The Nature of Science			
Biological Sciences			
Physical Sciences			
Earth and Space Sciences			

PENNSYLVANIA

Student Report

How can you help your child achieve success?

Get involved!

- Get to know your child's teachers -- don't feel you need to wait for a parent teacher conference. Find out ways that you can regularly speak or correspond with them.
- Participate in school activities -- volunteer when you have the time.

Make time at home really count!

- Help your child be ready to learn by making sure he/she gets 8-10 hours of sleep each night and has a good, nutritious breakfast before coming to school.
- Create a regular, fun, comfortable place to study at home at the same time every day.
- Show your pride by hanging up his/her artwork or displaying other fun things that he/she has created.

Make sure your child reads as much as possible.

Reading at home helps children do better in school. Find books and special programs for families at your regional or neighborhood library. Go to <http://www.powerlibrary.org/> to learn about Pennsylvania's POWER Library Initiative or to find a library near you.

Engage your child in mathematics.

Practice math drills, games and puzzles that challenge your child's ability to think logically and solve real world math problems. Critical thinking is essential for problem-solving in every-day situations, and mathematics provides the needed skills to achieve success.

Remember to make connections!

Success in school involves more than just reading and mathematics. Children can master these other skills by engaging in enriching activities outside the classroom. Practicing music, for example, can build skills that will be valuable throughout school and life. Remember that taking trips to a museum, a show or a concert is a positive way to strengthen your child's overall education.

What should your child know and be able to do?

Every school year you can learn about what your child should know and be able to do in each specific content area. You can follow the grade level expectation for each content area and see samples of the type of work students should be producing. Follow this link to find this information: www.pdesas.org.



Dear Parents:

I am pleased to provide you with information about your child's performance on the 2014 Pennsylvania System of School Assessment (PSSA) exam. The PSSA is an annual, standards-based assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to achieve academic proficiency.

For additional information about the PSSA, visit the Pennsylvania Department of Education's website at www.education.state.pa.us, or contact your child's school.

Sincerely,

Carolyn C. Dumaresq, Ed.D.
Acting Secretary of Education

Student Name: THOMAS CROOKS

PA Student ID: *****15053

School: ABRAHAM LINCOLN EL 5

District: BETHEL PARK SD

Test Date: Spring 2014

Grade: 4

Student's PSSA Results by Subject

Subject	Goal Range			
	Below Basic	Basic	Proficient	Advanced
Mathematics				✓
Reading				✓
Science				✓
Writing				

Writing is not assessed in Grade 4.

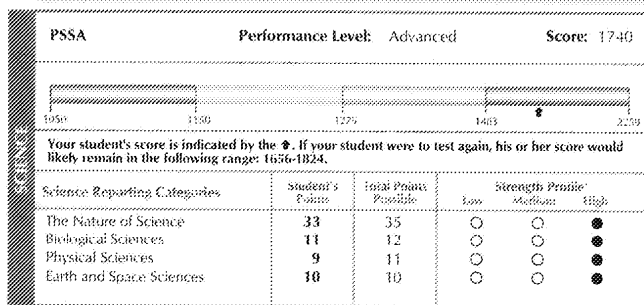
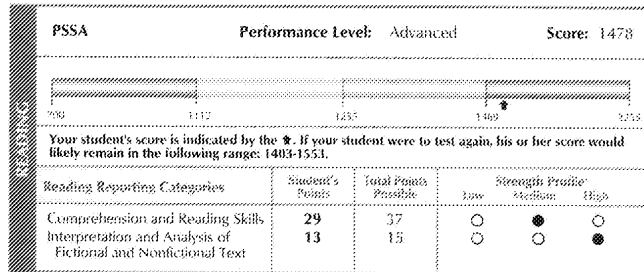
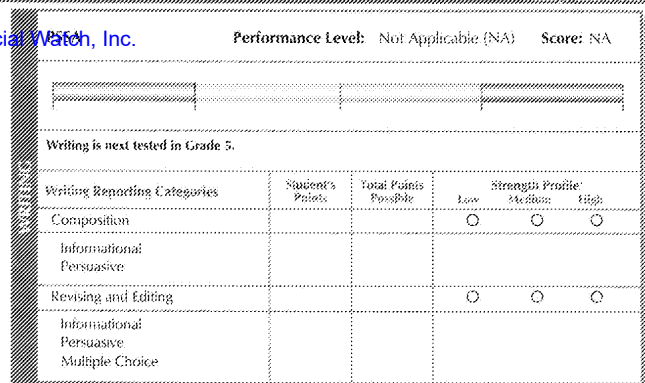
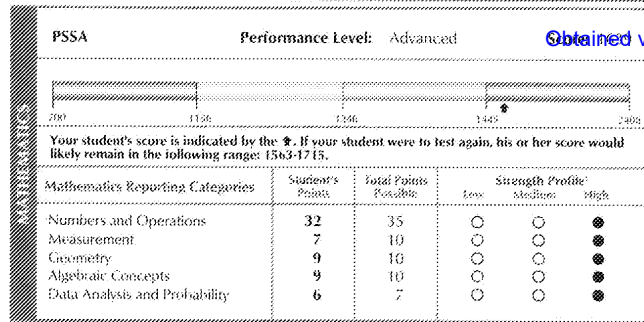
Table of Contents

Page 1	General Overview
Page 2	Math, Reading, and Science Detailed Results
Page 3	Writing Detailed Results
Page 4	Helping Your Student Achieve Success

An Interpretation Guide for this report is available at www.education.state.pa.us (type "student report guide" in the search box) or see your local school district.



pennsylvania
DEPARTMENT OF EDUCATION



Below Basic	Basic	Proficient	Advanced
Inadequate academic performance that indicates little understanding and minimal display of the skills included in Pennsylvania's Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.	Marginal academic performance, work approaching, but not yet reaching, satisfactory performance. Performance indicates a partial understanding and limited display of the skills included in Pennsylvania's Academic Content Standards, and the student may need additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.	Satisfactory academic performance indicating a solid understanding and adequate display of the skills included in Pennsylvania's Academic Content Standards.	Superior academic performance indicating an in-depth understanding and exemplary display of the skills included in Pennsylvania's Academic Content Standards.

The Strength Profile provides you with an indication of your student's performance within each of the reporting categories. The profile measures takes into account the difficulty of the items and can be used to help identify areas in which your student needs to improve and where he or she has performed more successfully.

Note that the performance level line graphs are not shown to scale because some performance levels have more scored score points than others. Additionally, the graphs do not display the actual percentage of students in each performance level.

Test Date: Spring 2014

Test Date: Spring 2014

PENNSYLVANIA

Student Report

How can you help your child achieve success?

Get involved!

- Get to know your child's teachers -- don't feel you need to wait for a parent teacher conference. Find out ways that you can regularly speak or correspond with them.
- Participate in school activities -- volunteer when you have the time.

Make time at home really count!

- Help your child be ready to learn by making sure he/she gets 8-10 hours of sleep each night and has a good, nutritious breakfast before coming to school.
- Create a regular, fun, comfortable place to study at home at the same time every day.
- Show your pride by hanging up his/her artwork, or displaying other fun things that he/she has created.

Make sure your child reads as much as possible.

Reading at home helps children do better in school. Find books and special programs for families at your regional or neighborhood library. Go to www.statelibrary.state.pa.us to learn about Pennsylvania's POWER Library Initiative or to find a library near you.

Engage your child in mathematics.

Practice math drills, games and puzzles that challenge your child's ability to think logically and solve real world math problems. Critical thinking is essential for problem-solving in every-day situations, and mathematics provides the needed skills to achieve success.

Remember to make connections!

Success in school involves more than just reading and mathematics. Children can master these other skills by engaging in enriching activities outside the classroom. Practicing music, for example, can build skills that will be valuable throughout school and life. Remember that taking trips to a museum, a show or a concert is a positive way to strengthen your child's overall education.

What should your child know and be able to do?

Every school year you can learn about what your child should know and be able to do in each specific content area. You can follow the grade level expectation for each content area and see samples of the type of work students should be producing. Follow this link to find this information: www.pdesas.org.



Dear Parents,

I am pleased to provide you with information about your child's performance on the 2013 Pennsylvania System of School Assessment (PSSA) exam. The PSSA is an annual, standards-based assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to achieve academic proficiency.

For additional information about the PSSA, visit the Pennsylvania Department of Education's website at www.education.state.pa.us, or contact your child's school.

Sincerely,

William E. Harner, Ph.D.
Acting Secretary of Education

Student Name: THOMAS CROOKS

PA Student ID: *****15053

School: ABRAHAM LINCOLN EL S

District: BETHEL PARK SD

Test Date: Spring 2013

Grade: 3

Student's PSSA Results by Subject

Subject	Below Basic	Basic	Goal Range	
			Proficient	Advanced
Mathematics				✓
Reading			✓	
Science				
Writing				

Science and Writing are not assessed in Grade 3.

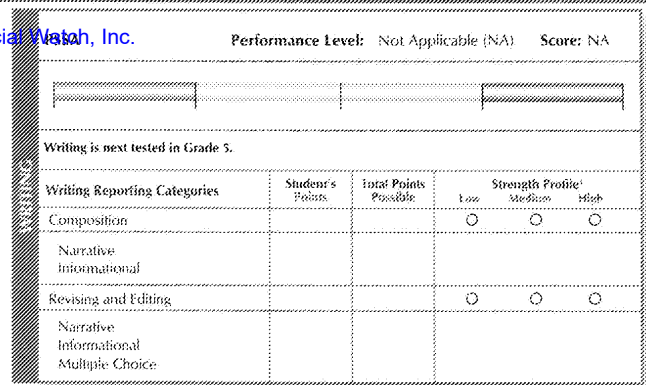
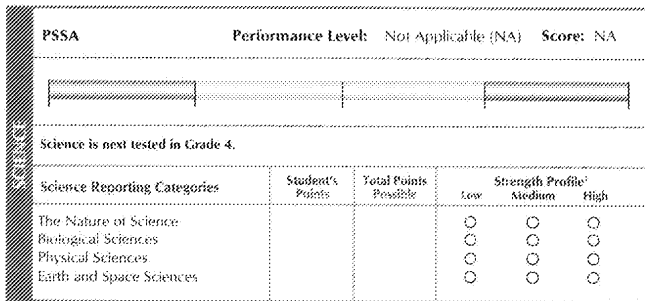
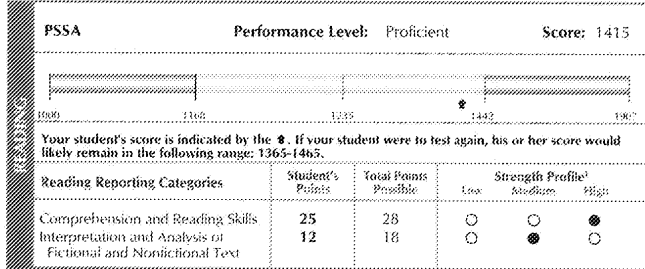
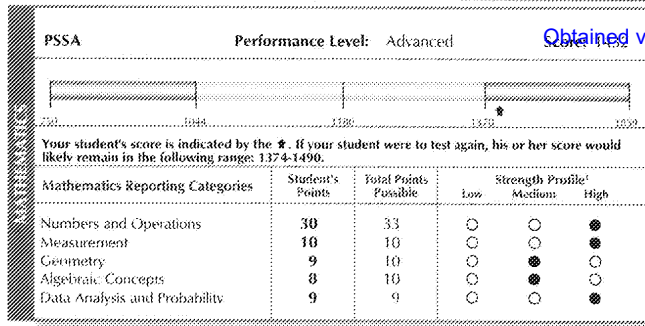
Table of Contents

- Page 1: General Overview
- Page 2: Math, Reading, and Science Detailed Results
- Page 3: Writing Detailed Results
- Page 4: Helping Your Student Achieve Success

An Interpretation Guide for this report is available at www.education.state.pa.us (type "student report guide" in the search box) or see your local school district.



pennsylvania
DEPARTMENT OF EDUCATION



Below Basic	Basic	Proficient	Advanced
Inadequate academic performance that indicates little understanding and minimal display of the skills included in Pennsylvania's Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.	Marginal academic performance, work approaching, but not yet reaching, satisfactory performance. Performance indicates a partial understanding and limited display of the skills included in Pennsylvania's Academic Content Standards, and the student may need additional instructional opportunities and/or increased student academic commitment to achieve the Proficient level.	Satisfactory academic performance indicating a solid understanding and adequate display of the skills included in Pennsylvania's Academic Content Standards.	Superior academic performance indicating an in-depth understanding and exemplary display of the skills included in Pennsylvania's Academic Content Standards.

¹ The Strength Profile provides you with an indication of your student's performance within each of the reporting categories. The profile measures are taken into account the difficulty of the items and can be used to help identify areas in which your student needs to improve and where he or she has performed more successfully.

Note that the performance level line graphs are not drawn to scale because some performance levels have more scaled score points than others. Additionally, the graphs do not display the actual percentage of students in each performance level.

Test Date: Spring 2013

Test Date: Spring 2013

InView

Individual Profile Report

THOMAS CROOKS

Grade: 6.3

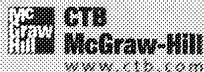
Purpose

This report presents information about this student's performance on *InView*. It describes achievement in terms of National Percentiles, which compare the student with other students nationally. Together with classroom assessments and classwork, this can be used to identify the student's strengths and needs.

Birthdate: 03/25/03
 Special Codes: ABCDEFGHIJKLMNOPQRST
 11000
 InView Level: 3
 Test Date: 12/22/15 Scoring: PATTERN (IRT)
 QM: 16 Norms Date: 2007
 Class:
 School: ARMSTRONG MS
 District: BETHEL PARK SCHOOL D

City/State: BETHEL PARK, PA

CTBID: 16014M908730007-03-00003-000171



Norm-Referenced Scores

	NCR	LP	NPG
Sequences	16	66	75
Analogies	18	98	95
Quantitative Reasoning	17	75	81
Total Nonverbal Score	51	88	93
Verbal Reasoning-Words	18	89	93
Verbal Reasoning-Context	19	98	98
Total Verbal Score	37	98	99
Total Score	88	96	97

NPG: Nat'l Percentile by Grade

LP: Local Percentile

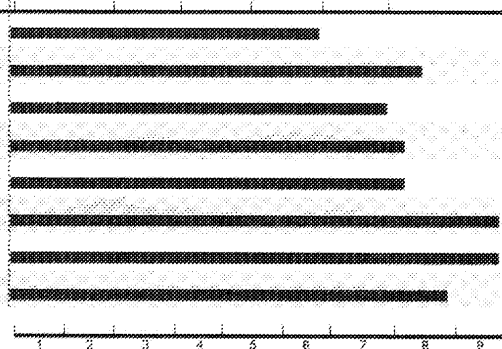
NCR: Number Correct

CSI: 128 RANGE: (122-137)

Cognitive Skills Index requires student birthdate and Total Score

National Percentile Scale

0 10 25 50 75 90 99



National Stanine Scale

National Percentile by Grade (NPG)

Observations

InView consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every content area tested. The National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

Displayed above are the National Percentiles for every content area tested. The graph shows this student achieved a National Percentile of 75 in Sequences. This means that this student scored higher than approximately 75 percent of the students in the nation on the Sequences test.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students the same age without regard to grade. The CSI has a mean of 100 and a standard deviation of 15. This means that two-thirds of the students in the national norm group had CSI scores between 84 and 116. The CSI range indicates that if the student had taken the test numerous times, two-thirds of the scores would have fallen within the range shown.

b6 -3
b7C -3

FBI(25-cv-2216)-1585

General Information About *InView*[™]

InView consists of five subtests that measure cognitive ability. The subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning - Words, and Verbal Reasoning - Context. A brief description of each test follows.

Sequences

This subtest measures the ability to comprehend a rule or principle in a pattern or sequence of geometric figures, letters, or numbers. The student is required to analyze patterns in a row of figures, letters, or numbers; infer distinctions between elements that continue and do not continue the pattern; and select the answer that continues or completes the pattern. Items involve recognition of spatial relationships, ordered patterns, progressions, and combinations of parts to form a whole.

Analogies

This subtest measures the ability to identify diverse relationships between picture pairs and infer parallel relationships between incomplete picture pairs. Items present scenes, people, animals, objects, and abstract graphic symbols. The student is required to recognize the nature of the relationship between two pictures, and given a third picture, select an answer that will produce a parallel relationship.

Quantitative Reasoning

This subtest measures the facility for thinking with numbers - the ability to apply quantitative reasoning processes. Innovative item formats focus assessment on quantitative processes, rather than learned mathematics skills. The student is required to identify arithmetic patterns; model complex concepts and relationships; classify according to common attributes; infer relationships among quantitative data, concepts, and processes; apply deductive and inductive mathematical reasoning; and draw logical conclusions.

Verbal Reasoning: Words

This subtest measures the ability to solve verbal problems by reasoning deductively, analyzing category attributes, and identifying relationships and patterns. The student is required to identify essential elements of objects or concepts; classify according to common attributes; infer relationships between separate but related sets of words; and draw logical conclusions from short reading passages.

Verbal Reasoning: Context

This subtest measures the ability to solve verbal problems by drawing logical conclusions from the context of a short passage. The student is required to identify essential elements of concepts and draw logical conclusions. This subtest provides advanced measures of complex reasoning processes, using deductive and inductive reasoning.



Additional information about the interpretation of *InView* scores and the use of test results can be found in the *Teacher's Guide to InView* and at CTB's website, www.ctb.com.

PA-TN3-2-CB12-0208

b6 -3
b7C -3

Individual Diagnostic Report

THOMAS CROOKS

Grade: 2 Test Date: 03/19/12

Birthdate: 08/20/03
Special Codes:

Class:
School: LINCOLN ELEM
District: BETHEL PARK SCHOOL D

City/State: BETHEL PARK, PA

Dear Educator, Parent or Guardian:

This report provides specific information about your student's performance on the TerraNova assessment recently administered by your school district as it is aligned to the PA Academic Standards in Reading, Writing, and Mathematics. It also reports on Science and Social Studies content if your student took those subtests.

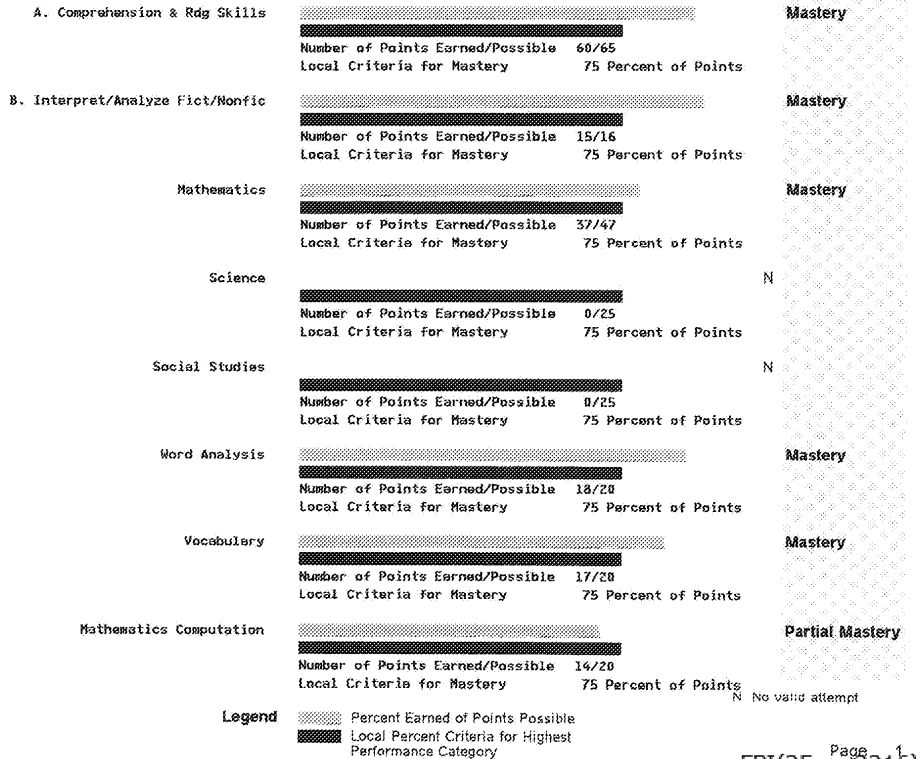
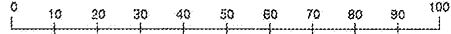
Reporting categories of Mastery, Partial Mastery and Non-Mastery were established for each content area based upon how well each student scored. For each area listed, the lightly shaded bar shows your student's performance based on the percent of items correct in each area.

The darker bar shows the percent of score points your student needed in order to demonstrate acceptable performance in that area. By comparing the two bars, you can see how well your student is meeting content standards and where additional help may be needed.

A detailed outline of the test's content structure your student took appears on the back of this report. By referring to the test structure, you can tell exactly how many points your student earned for each skill measured by the test. This information may suggest specific instructional strategies for your student.

Summary of Results

Percent of Points Possible



Test Structure	No. of Points Possible	No. of Points Earned	Percent of Points Earned
A. Comprehension & Rdg Skills	65	60	92
A.1 Understand Fiction	25	25	100
Comprehension Skills	5	5	100
Inferences & Conclusions	8	8	100
A.2 Understand Nonfiction	40	35	88
Comprehension Skills	7	5	71
Inferences & Conclusions	4	3	75
Vocabulary, Wd Recognition	17	16	94
B. Interpret/Analyze Fict/Nonfic	16	15	94
B.1 Components In/Across Texts	9	9	100
B.3 Nonfic Concepts/Organization	7	6	86
Mathematics	47	37	79
A. Numbers & Operations	21	16	76
B. Measurement	5	4	80
C. Geometry	5	3	60
D. Algebraic Concepts	4	3	75
E. Data Analysis & Probability	7	7	100
Problem Solving	5	4	80
Science	25	N	N
Science Inquiry	6	N	N
Physical Science	5	N	N
Life Science	6	N	N
Earth and Space Science	4	N	N
Science and Technology	4	N	N
Social Studies	25	N	N
Geographic Perspectives	7	N	N

Obtained via FOIA by J. Edgar Wilson, III

Test Structure (continued)	No. of Points Possible	No. of Points Earned	Percent of Points Earned
History & Culture	7	N	N
Civics & Government	5	N	N
Economic Perspectives	6	N	N
Word Analysis	20	18	90
Consonants	4	4	100
Vowels	8	8	100
Contractions & Compounds	4	4	100
Roots and Affixes	4	2	50
Vocabulary	20	17	85
Word Meaning	11	8	73
Multimeaning Words	4	4	100
Words in Context	5	5	100
Language Mechanics	20	11	55
Sent. Phrases, Clauses	9	6	67
Writing Conventions	11	5	46
Spelling	20	13	65
Vowels	12	7	58
Consonants	4	4	100
Structural Units	4	2	50
Mathematics Computation	20	14	70
Add Whole Numbers	10	10	100
Subtract Whole Numbers	9	3	33
Multiply Whole Numbers	1	1	100

N No valid attempt

PA-TN3-2-CB12-0208

b6 -3
b7C -3

Individual Diagnostic Report

THOMAS CROOKS

Grade: 2

Test Date: 03/18/12

Birthdate: 09/20/03
Special Codes:

Class:
School: LINCOLN ELEM
District: BETHEL PARK SCHOOL D

City/State: BETHEL PARK, PA

COMPLETE BATTERY

Individual Profile
Report

THOMAS CROOKS

Grade: 2.6

Purpose

This report presents information about this student's performance on TerraNova. Page 1 describes achievement in terms of performance on the objectives. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

Birthdate: 09/23/05

Special Codes
ABCDEFGHIJKLMNPQRST

Form/Level: G-12

Test Date: 03/18/12 Scoring: PATTERN (IRT)

QM: 25

Norms Date: 2007

Class:
School: LINCOLN ELEM
District: BETHEL PARK SCHOOL D

City/State: BETHEL PARK, PA

CTBID: 12102M908736008-03-00016-000928

Mc
Graw
Hill CTB
McGraw-Hill

Page 1

Performance on Objectives

Obj. No. Objective Title	Student Natl. OPI	Diff	Moderate Mastery Range	Objectives Performance Index (OPI)*	Obj. No. Objective Title	Student Natl. OPI	Diff	Moderate Mastery Range	Objectives Performance Index (OPI)*
				25 50 75 100					25 50 75 100
Reading					Spelling				
02 Basic Understanding	86	85	11	65-92	40 Vowels	61	66	5	45-78
03 Analyze Text	87	78	18	47-88	41 Consonants	77	71	6	44-89
04 Evaluate/Extend Meaning	91	73	18	47-88	42 Structural Units	67	71	4	53-82
05 Rdg/Wrtg Strategies	86	67	19	37-76					
06 Introduction to Print	93	83	10	68-87					
Vocabulary					Word Analysis				
35 Word Meaning	80	71	9	47-77	30 Consonants	98	89	9	82-95
36 Multimeaning Words	86	73	13	42-80	32 Vowels	96	82	34	33-80
37 Words in Context	82	75	7	52-79	33 Contractions & Compound	98	83	15	69-95
					34 Roots and Affixes	77	61	16	45-71
Language Mechanics									
38 Sent, Phrases, Clauses	70	76	6	52-92					
39 Writing Conventions	49	56	7	39-65					
Mathematics									
10 Number & Num Relations	75	72	3	41-80					
11 Computation & Estimation	82	81	1	57-87					
12 Operation Concepts	71	71	0	45-78					
13 Measurement	82	79	3	51-87					
14 Geometry & Spatial Sense	86	85	1	71-89					
15 Data, Stats, & Prob	77	76	1	57-80					
16 Patterns, Funcs, Algebra	82	81	1	58-87					
17 Prob Solving & Reasoning	74	72	2	44-79					
Math Computation									
43 Add Whole Numbers	89	81	18	52-80					
44 Subtract Whole Numbers	33	72	39	48-76					

National Reference Group Grade: 2.6

*OPI is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.

Key Moderate Mastery Range 
Low Mastery 
Moderate Mastery 
High Mastery 

b6 -3
b7C -3

FBI(25-cv-2216)-1589

Individual Profile Report

THOMAS CROOKS

Grade: 2.6

Purpose

Page 2 of this report presents norm-referenced information as well as descriptions of the kinds of knowledge, skills, and abilities assessed on the TerraNova achievement test. In the descriptions, statements describing written responses refer only to the Multiple Assessments edition of the test.

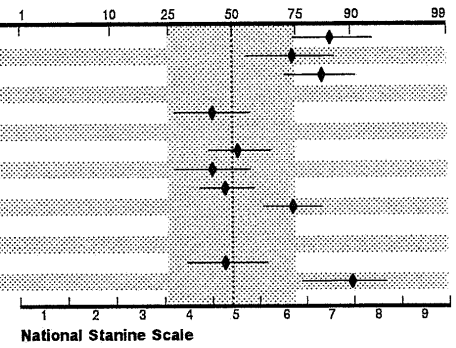
Norm-Referenced Scores

	National Stanine	Grade Equivalent	Normal Curve Equivalent	Scale Score	Local Percentile	National Percentile	National Percentile Range
Reading	7	4.9	73	644	58	86	75-93
Vocabulary	6	3.7	63	617	43	74	57-86
Reading Composite	7	4.2	70	631	47	83	73-90
Language Mechanics	4	2.1	45	594	9	40	27-55
Mathematics	5	2.7	51	568	12	52	40-65
Math Computation	5	2.5	45	527	10	41	29-56
Math Composite	5	2.6	48	548	10	47	37-58
Total Score**	6	3.3	64	606	31	74	65-82
-							
Spelling	5	2.4	48	563	20	47	32-62
Word Analysis	8	N/A	77	662	79	90	78-95

** Total score is Reading, Language and Math for all levels that contain Language.

N/A: No Score Available

National Percentile Scale



The following are content area descriptions of the kinds of knowledge, skills, and abilities assessed on the TerraNova achievement test.

In Reading...

The student demonstrated most of the following knowledge, skills, and abilities assessed in this content area.

Students read grade-level passages, including fiction and nonfiction. Only passage introductions are read aloud. Most answer choices are in the form of simple phrases or sentences. Students show knowledge of grade-level vocabulary, identify passage details, and draw conclusions about story events and characters. They make predictions about characters and differentiate between reality and fantasy. Students show knowledge of beginning, ending, and vowel sounds and knowledge of compound words, root words, and suffixes. They choose a subject or predicate to complete a sentence, determine the best way to combine very simple sentences, and choose sentences that contribute to a paragraph's central idea or organization. In the writing section, students use their own words to show understanding of the passages and use complete sentences with correct capitalization and punctuation.

In Mathematics...

The student demonstrated some of the following knowledge, skills, and abilities assessed in this content area.

Students apply mathematical concepts to solve real-world problems; compute with whole numbers; use various equivalent forms of numbers; compare numbers; use operational sense and properties of operations; apply addition/multiplication in problem-solving situations; identify fractional parts; round numbers; use a number line; select and apply appropriate tools to measure to specified units; find perimeters and areas; tell time and find elapsed time; use a calendar; solve problems involving money; identify 2-dimensional shapes; apply geometric concepts to shapes; use spatial/visual reasoning; construct/read/interpret graphic representations of data; apply concepts of probability; extend geometric and numeric patterns; identify missing elements; model and solve problems; identify missing/extra information in problem solving; use deductive reasoning.

Birthdate: 09/20/03

Special Codes

ABCDEFGHIJKLMNQRST

Form/Level: G-12

Test Date: 03/19/12 Scoring: PATTERN (IRT)

QM: 26 Norms Date: 2007

Class:

School: LINCOLN ELEM

District: BETHEL PARK SCHOOL D

City/State: BETHEL PARK, PA

CTBID: 12102M906730006-03-00016-000929

McGraw-Hill **CTB** **McGraw-Hill**

Page 2

For more information, visit CTB's website, www.ctb.com/TerraNova3.

b6 -3
b7C -3

FBI(25-cv-2216)-1590

InView

Individual Profile Report

THOMAS CROOKS

Grade: 2.2

Purpose

This report presents information about this student's performance on InView. It describes achievement in terms of National Percentiles, which compare the student with other students nationally. Together with classroom assessments and classwork, this can be used to identify the student's strengths and needs.

Birthdate: 08/20/03
Special Codes:
ABCDEFHJKLMNQRST

InView Level: 1
Test Date: 11/18/11 Scoring: PATTERN (RT)

QM: 98 Norms Date: 2007

Class:
School: LINCOLN ES
District: BETHEL PARK SCHOOL D

City/State: BETHEL PARK, PA

CTBID: 11343M908730003-03-00021-000056

CTB
McGraw-Hill
www.ctb.com

Norm-Referenced Scores

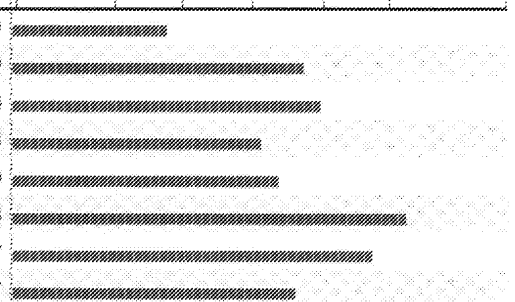
	NCR	LP	NPG	
Sequences	8	4	20	
Analogies	14	47	70	
Quantitative Reasoning	16	64	74	
Total Nonverbal Score	38	30	63	
Verbal Reasoning-Words	13	40	59	
Verbal Reasoning-Context	18	84	93	
Total Verbal Score	31	67	87	
Total Score	69	43	67	

NPG: Natl Percentile by Grade
NCR: Number Correct

LP: Local Percentile

National Percentile Scale

0 10 25 50 75 90 100



1 2 3 4 5 6 7 8 9

National Stanine Scale

National Percentile by Grade (NPG)

Observations

InView consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every content area tested. The National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

Displayed above are the National Percentiles for every content area tested. The graph shows this student achieved a National Percentile of 20 in Sequences. This means that this student scored higher than approximately 20 percent of the students in the nation on the Sequences test.

b6 -3
b7C -3

FBI(25-cv-2216)-1591

General Information About *InView*[™]

InView consists of five subtests that measure cognitive ability. The subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning - Words, and Verbal Reasoning - Context. A brief description of each test follows.

Sequences

This subtest measures the ability to comprehend a rule or principle in a pattern or sequence of geometric figures, letters, or numbers. The student is required to analyze patterns in a row of figures, letters, or numbers; infer distinctions between elements that continue and do not continue the pattern; and select the answer that continues or completes the pattern. Items involve recognition of spatial relationships, ordered patterns, progressions, and combinations of parts to form a whole.

Analogies

This subtest measures the ability to identify diverse relationships between picture pairs and infer parallel relationships between incomplete picture pairs. Items present scenes, people, animals, objects, and abstract graphic symbols. The student is required to recognize the nature of the relationship between two pictures, and given a third picture, select an answer that will produce a parallel relationship.

Quantitative Reasoning

This subtest measures the facility for thinking with numbers - the ability to apply quantitative reasoning processes. Innovative item formats focus assessment on quantitative processes, rather than learned mathematics skills. The student is required to identify arithmetic patterns; model complex concepts and relationships; classify according to common attributes; infer relationships among quantitative data, concepts, and processes; apply deductive and inductive mathematical reasoning; and draw logical conclusions.

Verbal Reasoning: Words

This subtest measures the ability to solve verbal problems by reasoning deductively, analyzing category attributes, and identifying relationships and patterns. The student is required to identify essential elements of objects or concepts; classify according to common attributes; infer relationships between separate but related sets of words; and draw logical conclusions from short reading passages.

Verbal Reasoning: Context

This subtest measures the ability to solve verbal problems by drawing logical conclusions from the context of a short passage. The student is required to identify essential elements of concepts and draw logical conclusions. This subtest provides advanced measures of complex reasoning processes, using deductive and inductive reasoning.



Additional information about the interpretation of *InView* scores and the use of test results can be found in the *Teacher's Guide to InView* and at CTB's website, www.ctb.com.

InView

Individual Profile Report

THOMAS CROOKS

Grade: 2.2

Purpose

This report presents information about this student's performance on *InView*. It describes achievement in terms of National Percentiles, which compare the student with other students nationally. Together with classroom assessments and classwork, this can be used to identify the student's strengths and needs.

Birthdate: 03/20/93
Special Codes:
ABCDEF GHIJKLMNOPQRSTUVWXYZ

InView Level: 1
Test Date: 11/15/11 Scoring: PATTERN (IRT)

QM: 03 Norms Date: 2007

Class:
School: LINCOLN ES
District: BETHEL PARK SCHOOL D

City/State: BETHEL PARK, PA

CTBID: 11343M908730883-03-00021-000787

CTB
McGraw-Hill
www.ctb.com

Norm-Referenced Scores

	NCR	LP	NPR	National Percentile Scale
Sequences	8	4	20	
Analogies	14	47	70	
Quantitative Reasoning	16	64	74	
Total Nonverbal Score	38	30	53	
Verbal Reasoning-Words	13	40	59	
Verbal Reasoning-Context	18	84	93	
Total Verbal Score	31	67	87	
Total Score	69	43	67	

NPS: Half Percentile by Grade

LP: Local Percentile

NCR: Number Correct

CSI 99 RANGE: (96-103)

Cognitive Skills Index requires student birthdate and Total Score

National Stanine Scale

■ National Percentile by Grade (NPG)

Observations

InView consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score. Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every content area tested. The National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

Displayed above are the National Percentiles for every content area tested. The graph shows this student achieved a National Percentile of 20 in Sequences. This means that this student scored higher than approximately 20 percent of the students in the nation on the Sequences test.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students the same age without regard to grade. The CSI has a mean of 100 and a standard deviation of 16. This means that two-thirds of the students in the national norm group had CSI scores between 84 and 116. The CSI range indicates that if the student had taken the test numerous times, two-thirds of the scores would have fallen within the range shown.

FBI(25-cv-2216)-1593

b6 -3
b7C -3

General Information About *InView*[™]

InView consists of five subtests that measure cognitive ability. The subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning - Words, and Verbal Reasoning - Context. A brief description of each test follows.

Sequences

This subtest measures the ability to comprehend a rule or principle in a pattern or sequence of geometric figures, letters, or numbers. The student is required to analyze patterns in a row of figures, letters, or numbers; infer distinctions between elements that continue and do not continue the pattern; and select the answer that continues or completes the pattern. Items involve recognition of spatial relationships, ordered patterns, progressions, and combinations of parts to form a whole.

Analogies

This subtest measures the ability to identify diverse relationships between picture pairs and infer parallel relationships between incomplete picture pairs. Items present scenes, people, animals, objects, and abstract graphic symbols. The student is required to recognize the nature of the relationship between two pictures, and given a third picture, select an answer that will produce a parallel relationship.

Quantitative Reasoning

This subtest measures the facility for thinking with numbers - the ability to apply quantitative reasoning processes. Innovative item formats focus assessment on quantitative processes, rather than learned mathematics skills. The student is required to identify arithmetic patterns; model complex concepts and relationships; classify according to common attributes; infer relationships among quantitative data, concepts, and processes; apply deductive and inductive mathematical reasoning; and draw logical conclusions.

Verbal Reasoning: Words

This subtest measures the ability to solve verbal problems by reasoning deductively, analyzing category attributes, and identifying relationships and patterns. The student is required to identify essential elements of objects or concepts; classify according to common attributes; infer relationships between separate but related sets of words; and draw logical conclusions from short reading passages.

Verbal Reasoning: Context

This subtest measures the ability to solve verbal problems by drawing logical conclusions from the context of a short passage. The student is required to identify essential elements of concepts and draw logical conclusions. This subtest provides advanced measures of complex reasoning processes, using deductive and inductive reasoning.



Additional information about the interpretation of *InView* scores and the use of test results can be found in the *Teacher's Guide to InView* and at CTB's website, www.ctb.com.

TN3-PA-1-CB11-0408

Individual Diagnostic Report

THOMAS CROOKS

Grader: 1 Test Date: 03/14/11

Birthdate: 09/20/03
Special Codes:

Class:
School: LINCOLN ELEM
District: BETHEL PARK SCHOOL D

City/State: BETHEL PARK, PA

Dear Educator, Parent or Guardian:

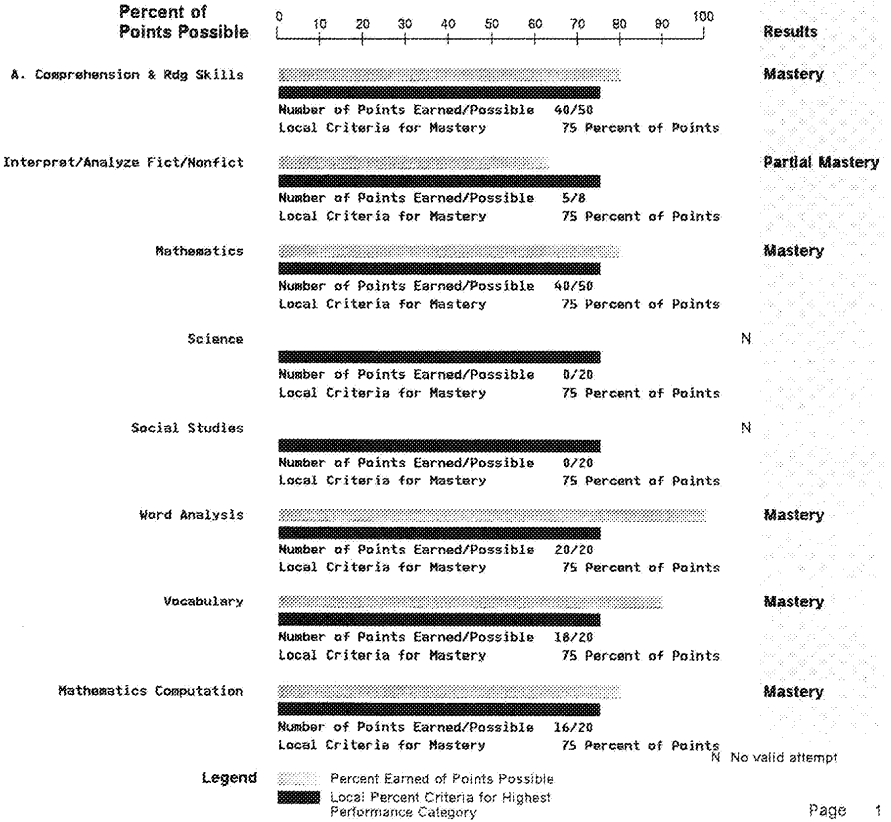
This report provides specific information about your student's performance on the TerraNova assessment recently administered by your school district as it is aligned to the PA Academic Standards in Reading, Writing, and Mathematics. It also reports on Science and Social Studies content if your student took those subtests.

Reporting categories of Mastery, Partial Mastery and Non-Mastery were established for each content area based upon how well each student scored. For each area listed, the lightly shaded bar shows your student's performance based on the percent of items correct in each area.

The darker bar shows the percent of score points your student needed in order to demonstrate acceptable performance in that area. By comparing the two bars, you can see how well your student is meeting content standards and where additional help may be needed.

A detailed outline of the test's content structure your student took appears on the back of this report. By referring to the test structure, you can tell exactly how many points your student earned for each skill measured by the test. This information may suggest specific instructional strategies for your student.

Summary of Results



Test Structure	No. of Points Possible	No. of Points Earned	Percent of Points Earned
A. Comprehension & Rdg Skills	50	40	80
A.1 Understand Fiction	22	18	82
Comprehension Skills	4	4	100
Inferences & Conclusions	4	3	75
Vocabulary, Wd Recognition	7	6	86
A.2 Understand Nonfiction	26	22	79
Comprehension Skills	7	4	57
Inferences & Conclusions	4	3	75
Vocabulary, Wd Recognition	10	10	100
B. Interpret/Analyze Fict/Nonfict	8	5	63
B.1 Components In/Across Texts	4	2	50
B.3 NonFict Concepts/Organization	4	3	75
Mathematics	50	40	80
A. Numbers & Operations	21	18	86
B. Measurement	6	5	83
C. Geometry	7	6	86
D. Algebraic Concepts	4	3	75
E. Data Analysis & Probability	7	5	71
Problem Solving	5	3	60
Science	20	N	N
Science Inquiry	4	N	N
Physical Science	5	N	N
Life Science	6	N	N
Earth and Space Science	4	N	N
Science and Technology	1	N	N
Social Studies	20	N	N

Test Structure (continued)	No. of Points Possible	No. of Points Earned	Percent of Points Earned
Geographic Perspectives	7	N	N
History & Culture	4	N	N
Civics & Government	5	N	N
Economic Perspectives	4	N	N
Word Analysis	20	20	100
Consonants & Vowels	16	16	100
Sight Words	4	4	100
Vocabulary	20	18	90
Word Meaning	13	11	85
Words in Context	7	7	100
Mathematics Computation	20	16	80
Add Whole Numbers	10	8	80
Subtract Whole Numbers	10	8	80

N No valid attempt

b6 -3
b7C -3

TN3-PA-1-CB11-0408

Individual Diagnostic Report

THOMAS CROOKS

Grade: 1

Test Date: 03/14/11

Birthdate: 03/20/03
Special Codes:

Class:
School: LINCOLN ELEM
District: BETHEL PARK SCHOOL D

City/State: BETHEL PARK, PA

COMPLETE BATTERY

Individual Profile
Report

THOMAS CROOKS

Grade: 1.8

Purpose

This report presents information about this student's performance on TerraNova. Page 1 describes achievement in terms of performance on the objectives. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

Birthdate: 09/29/03

Special Codes
ABCDEFGHIJKLMNOPQRST

Form/Level: G-11

Test Date: 03/14/11 Scoring: PATTERN (IRT)

QM: 25

Norms Date: 2007

Class:

School: LINCOLN ELEM

District: BETHEL PARK SCHOOL D

City/State: BETHEL PARK, PA

CTBID: 11102M806730006-03-00036-001015


CTB
McGraw-Hill

Performance on Objectives

Obj. No. Objective Titles	Student Nat. OPI	Diff	Moderate Mastery Range	Objectives Performance Index (OPI)*	Obj. No. Objective Titles	Student Nat. OPI	Diff	Moderate Mastery Range	Objectives Performance Index (OPI)*
				25 50 75 100					25 50 75 100
Reading									
01 Oral Comprehension	82	78	4	64-82					
02 Basic Understanding	91	78	13	47-88					
03 Analyze Text	75	71	4	47-76					
05 Rdg/Wrtg Strategies	75	69	6	42-75					
06 Introduction to Print	87	82	5	70-85					
Vocabulary									
35 Word Meaning	84	68	16	46-73					
37 Words in Context	94	75	19	43-84					
Mathematics									
10 Number & Num Relations	77	69	8	41-74					
11 Computation & Estimation	84	75	9	45-83					
13 Measurement	84	78	6	59-83					
14 Geometry & Spatial Sense	88	80	8	55-87					
15 Data, Stats, & Prob	75	67	8	38-74					
16 Patterns, Funcs, Algebra	87	78	9	45-86					
Math Computation									
43 Add Whole Numbers	88	89	1	69-95					
44 Subtract Whole Numbers	72	73	1	30-85					
Word Analysis									
30 Consonants	99	87	12	72-96					
31 Sight Words	99	90	9	81-97					
32 Vowels	89	59	40	30-82					

b6 -3
b7C -3

National Reference Group Grade 1.8

*OPI is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.

Key	Moderate Mastery Range	
	Low Mastery	
	Moderate Mastery	
	High Mastery	

b6 -3
b7C -3

FBI(25-cv-2216)-1597

COMPLETE BATTERY

Individual Profile Report

THOMAS CROOKS

Grade: 1.6

Purpose

Page 2 of this report presents norm-referenced information as well as descriptions of the kinds of knowledge, skills, and abilities assessed on the *TerraNova* achievement test. In the descriptions, statements describing written responses refer only to the Multiple Assessments edition of the test.

Birthdate: 09/20/03

Special Codes
ABCDEFGHIJKLMNQRST

Form/Level: G-11

Test Date: 03/14/11 Scoring: PATTERN (IRT)

QM: 25 Norms Date: 2007

Class:
School: LINCOLN ELEM
District: BETHEL PARK SCHOOL D

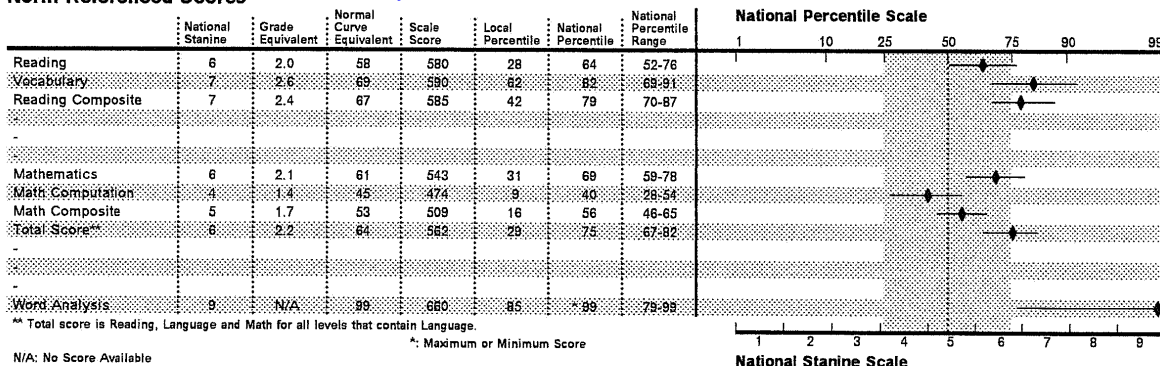
City/State: BETHEL PARK, PA

CTBID: 11102M906730006-03-00036-001016

McGraw-Hill CTB
McGraw-Hill

Page 2

Norm-Referenced Scores Obtained via FOIA by Judicial Watch, Inc.



The following are content area descriptions of the kinds of knowledge, skills, and abilities assessed on the *TerraNova* achievement test.

In Reading...

The student demonstrated some of the following knowledge, skills, and abilities assessed in this content area.

Students use comprehension skills to choose pictures, words, or simple sentences that answer questions about passages. Some passages and questions are read aloud and presented in the context of a family's daily activities. Short passages, both fiction and nonfiction, are read independently by the students and include pictures. Students use word recognition skills, identify passage details, and draw conclusions about basic story elements. Students also recognize sight words and show knowledge of beginning, ending, and vowel sounds. They choose a subject to complete a sentence and choose a sentence that contributes to a brief paragraph's central idea or organization. In the writing section, students use their own words to show an understanding of passages, supply words or punctuation to complete a sentence, and write one or two complete and correctly punctuated sentences.

In Mathematics...

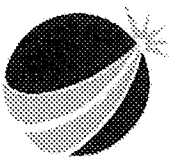
The student demonstrated some of the following knowledge, skills, and abilities assessed in this content area.

Students apply mathematical concepts to solve real-world problems; represent and compare numbers; use addition and subtraction to solve problems; use estimation; compute with money; identify fractional parts; use ordinal numbers; identify number properties; use standard and non-standard units to measure various attributes; estimate measurements to a given unit; use digital and analog clocks to tell time; identify the appropriate measurement tool for a given situation; identify the value of a group of coins; compare coin values; identify/compare/sort 2- and 3-dimensional shapes; recognize symmetrical and congruent figures; use spatial reasoning; construct/read/interpret graphic representations; extend geometric and numeric patterns; use transformations; identify extra information in problem solving; solve problems and communicate solution processes appropriately.

For more information, visit CTB's website, www.ctb.com/TerraNova3.

b6 -3
b7C -3

FBI(25-cv-2216)-1598



STEEL CENTER

for CAREER & TECHNICAL EDUCATION

565 N. LEWIS RUN ROAD
JEFFERSON HILLS, PA 15025
PHONE: 412-469-3200
FAX: 412-469-3209
www.steelcentertech.com

May 4, 2021

Dear Parent(s) or Guardian(s) of Thomas Crooks,

On behalf of Steel Center, I would like to inform you that Thomas has been selected for the "Top of the Shop Award". Each semester the program teachers recognize one student in each program who demonstrates outstanding work performance, attendance, and conduct.

This honor reflects not only Thomas's outstanding achievement but also your continual encouragement and commitment to the importance of education. success also creates a sense of pride for all of us at Steel Center.

A copy of this letter will be sent to Thomas's home school counselor to be placed in his/her permanent record file. It is our sincere hope that these honored students will have continued success.

Sincerely,



Assistant Director-Principal

b6 -3
b7C -3

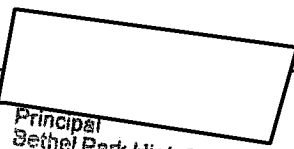
Cc: Bethel Park – Principal
Bethel Park – Counselor

APPLICATION FOR WORK PERMIT

Date of application 1/22/2020
 Certificate/Permit number 131-20
 Date issued 1/23/2020

PDE-4565 (1/13)

A. To be completed by issuing officer

Name of minor <u>Crooks, Thomas</u>		Sex <u>Male</u>	Signature of issuing officer 
Any physical work restrictions		Color of hair <u>brown</u>	
School district - name and address <u>Bethel Park</u> <u>309 Church Road</u> <u>Bethel Park PA 15102</u>		Color of eyes <u>blue</u>	
Place of birth <u>PA</u>			

Date of birth 9/20/03 Evidence of age accepted and filed. Evidence shall be required in the order designated. Cross out all but the one accepted.

Month	Day	Year	a. Transcript of birth certificate	b. Baptismal certificate or transcript	c. Passport
<u>9</u>	<u>20</u>	<u>03</u>	d. Other documentary evidence	e. Affidavit of parent or guardian accompanied by physician's statement of opinion as to the age of the minor	

B. To be completed by parent or guardian, unless minor is a high school graduate (please attach proof of graduation)

Name and address of parent, guardian or legal custodian <u>Bethel Park PA</u> <u>15102</u>	
--	--

Commonwealth of Pennsylvania - Department of Education

*In lieu of a signature under clause (B), the applicant may execute a statement before a notary public or other person authorized to administer oaths attesting to the accuracy of the facts set forth in the application on a form prescribed by the department. The statement shall be attached to the application.

THOMAS CROOKS'S REPORT

Learning Style Inventory™ 2.0 - Powered by Human eSources

Completed Feb 2, 2018

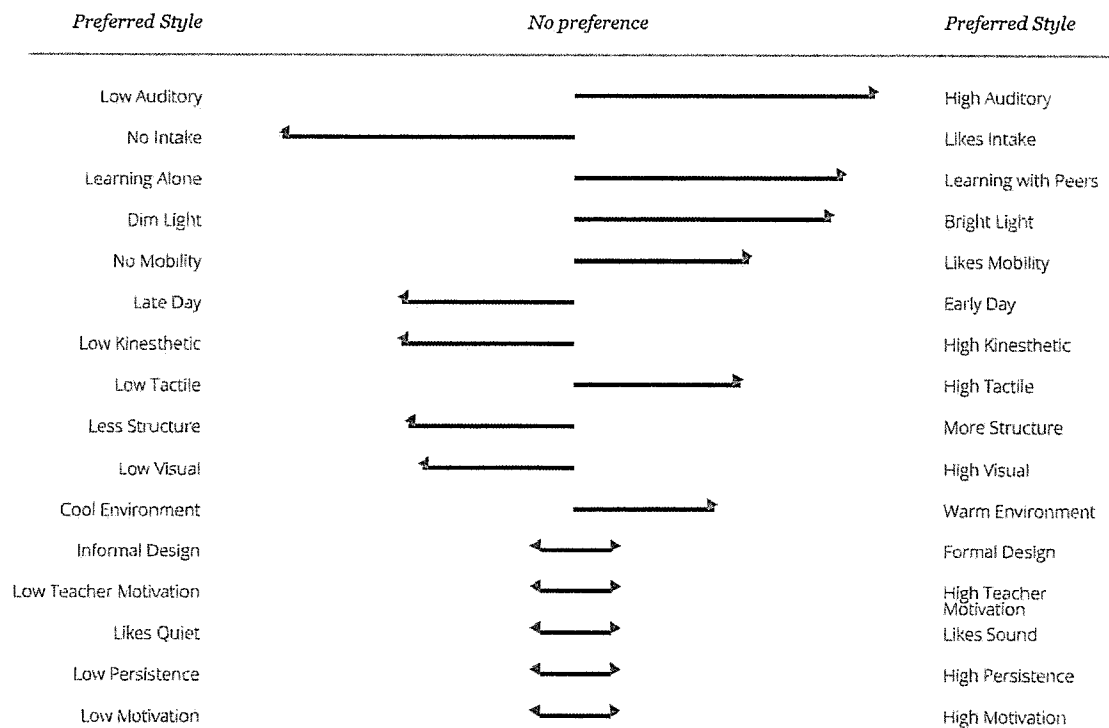
This report will help you understand Thomas's unique style of working and learning.

The report is based on his responses to questions about the kind of environment and methods Thomas prefers when learning and working. Research shows that people have different preferences when it comes to learning and productivity. Once he identifies his preferences, Thomas can be more productive and learn more easily and be happier while learning.

The chart below is a profile of Thomas's preferences based on his responses to the survey. Please remind Thomas that there is nothing good or bad about any of the scores in his profile. They just describe the kind of environment in which he prefers to work and learn.

To interpret his profile, you should review each of the areas to identify what is important to Thomas. For the areas shown in green, Thomas should consider the recommendations printed in his report. Research has shown that if people use this information, they will be happier and more successful in their learning.

Learn more about the learning style preferences covered in this report on our website.



Auditory

Preferred Style | High Auditory

Some people like to learn by listening and talking. Others find listening and talking distracting to their learning.

His results indicate that Thomas likes to learn by listening. He does well learning from lectures, by listening to audio materials and through discussions. He generally understands, comprehends and remembers oral instructions. Listening comprises about 80 percent of his most effective learning.

Here are some auditory learning strategies that Thomas might find useful:

- Before reading, he should skim through the textbook and look at the major headings. As he is reading, he should ask questions or say out loud what he thinks will be important to remember.
- Since he learns by listening, he may not think he needs to take notes. However, note taking is necessary for review and long-term recall. He should write down the key ideas in his notes and leave spaces to fill in the details. As soon as possible after taking notes, he should review them and add important details that he remembers hearing. To review his notes, he should read them aloud.
- To prepare for tests and exams, he should rehearse or say information verbally. For example, while studying math, he should say the equations out loud.
- He should use auditory tools for learning such as lectures, videos, discussions and recordings.
- He should work in a quiet area to avoid distractions.
- He should make it a priority to attend class, participate in discussion, and sit near the front of the room so that he can hear clearly.
- He should ask questions in class.
- He should discuss what he is learning with other students or a friend, or form a study group where he can discuss what he is learning.
- He should use memory devices, rhymes, poems, rhythms or music to remember what he is studying. For example, he can turn facts into musical lyrics to aid in recall.
- He should memorize key concepts by repeating them aloud.
- He should read the textbook and any directions for assignments or tests out loud, if possible. Thomas should try to hear the words or directions in his mind if he cannot read them aloud.
- When learning new or difficult material, he should begin with auditory learning techniques and then reinforce the learning with visual, kinesthetic and tactile learning strategies, according to his preferences.

Intake

Preferred Style | No Intake

Some people work and learn better when they are able to snack, chew or drink something. Other people find that eating or drinking can be distracting when they are trying to be productive.

For the Intake preference, his score indicates that Thomas does not prefer to have food or a beverage while he is learning. Food items are distracting to him and he is more productive when he is not chewing, eating or drinking. If he does need to eat or drink something, he should take a break from his studies and return when he has finished eating or drinking.

Alone/Peer

Preferred Style | Learning with Peers

This preference indicates whether people are more productive learning and working with peers, or whether they do better by learning and working alone. This is a very important preference which can affect future success.

People who prefer to learn and work with peers might be dissatisfied in a job where most of their time is spent working alone. On the other hand, people who prefer learning and working alone may be distracted by having peers around most of the time and would be less efficient and productive.

His results indicate that Thomas likes to learn, study or work with others. He is more productive working with others than by himself. Talking with others about assignments or tasks helps him understand and learn what he needs to accomplish and how better to achieve. Working with others increases his motivation.

If Thomas is in a situation where he must work or study alone:

- He should form a study group or organize a group of his peers to work together on an assignment or project.
- He should try to find a place to study where there are peers around to discuss ideas and requirements.
- He should take care not to be distracted from his studies or projects by too much socialization.
- He should make sure that during his time alone studying, learning or working, he has enough break-time contact with other people to satisfy his need to be with others.
- He should learn more about his personality type so that he can better understand his need to be with peers while learning, studying and working.
- He should understand that even though he will sometimes have to study, learn or work alone, he will be able to get together with others when his tasks or assignments are completed.
- He should think about his future career and choose one that allows him to socialize and work with others.

Light

Preferred Style | Bright Light

The amount of light in a person's learning environment can affect their achievement, depending on their preference. Some people study and learn better in a brightly lit environment, while others achieve more in a dimly lit area.

His results indicate that when Thomas studies or learns new or difficult material, he prefers to do so in a brightly lit area. Bright light helps him see his material better, both visually and in his mind, and helps him to concentrate. An area that is too dim will be distracting for Thomas and will affect his level of achievement.

The following are some tips that may help Thomas accommodate his preference for studying and learning in a brightly lit environment:

- He should be careful to avoid shadows on his work or reading material.
- He should always try to make his learning environment as brightly lit as is comfortable for him by making sure he has enough overhead lighting or lamps and windows available to him.
- If he is in a classroom or other learning environment that is too dimly lit for him, he should try sitting closer to a window with the sun shining over his shoulder.
- He should let his family members and others around him know that he does his best learning and studying in a brightly lit environment.

Mobility

Preferred Style | Likes Mobility

People who have the preference for mobility need to move around, at least every 15 to 20 minutes, while they study or learn. It is difficult for them to sit in one place for a long time. Frequent breaks to move around are important in maintaining their ability to concentrate on the learning material.

Others, who do not have this preference, can easily learn and study while sitting in one place for a long time. Their concentration on the learning material is not affected by being immobile.

For the Mobility Preference, his score indicates that Thomas has no strong preference but is leaning towards needing mobility while studying and learning. If Thomas decides he learns best when he has mobility, then the following may apply:

- He should take a break every 15 or 20 minutes to move around. If this is not possible in class, then he can try shifting positions in his seat periodically.
- He should try moving around to different locations while studying.
- He should move while studying, possibly by studying while on an exercise bike or stair stepper, for example.

- If permitted, he should chew gum in class or while working.
- When choosing an occupation, he should consider one that requires moving around.

Time of Day

Preferred Style | Late Day

Research has proven that the time of day during which a person studies and learns new and difficult material has a direct effect on their learning success.

For the Time of Day preference, his score indicates that Thomas has no strong preference but is leaning towards learning best later in the day. If Thomas decides he learns best in the afternoon or evening, then the following may apply:

- He would learn better if he could schedule his most difficult classes, learning and homework in the afternoon or evening.
- He should do his difficult and creative tasks later and routine tasks earlier in the day.
- He should use his days off (like weekends and vacations) to get a lot of his most difficult studying and homework done in the afternoon or evening.

Kinesthetic

Preferred Style | Low Kinesthetic

Kinesthetic learning is closely related to tactile learning. Kinesthetic learners learn best through body movement and experiencing what they are learning. Kinesthetic learners are generally well coordinated and have a good sense of timing and body movement. They will concentrate better and learn more easily when movement is involved. For other people, body movement is a less important tool for learning.

For the Kinesthetic preference, his score indicates that Thomas has no strong preference but is leaning towards not being a kinesthetic learner. If he does not like to move around when he learns, Thomas should focus on using alternate learning strategies that engage his higher-scoring learning preferences.

Tactile

Preferred Style | High Tactile

Some people learn best when they can touch or have a "hands on" experience with their learning activities. Other people do not need to "touch" what they are learning.

For the Tactile Preference, his score indicates that Thomas has no strong preference but is leaning towards needing "hands on" activities while learning. If Thomas decides he likes to learn by having a "hands on" experience with his learning material, then the following may apply:

- He should try to select courses that allow him to "do" things. For example, he should take courses that involve science experiments, writing, practicing math problems, working with materials, and so on.
- As he is reading, he should mark or highlight the key ideas and review them to enhance recall. Writing a journal or making a summary sheet of key ideas will help him to remember what he has read.
- He should make sure he attends classes and take notes. The physical act of writing will help him to remember the important points.
- To prepare for tests, he should use a mind map, outline or drawing to help him remember.
- He should use real objects to help him learn. For example, if he is studying levers in physics, he should create a simple lever and observe how it functions. If he is studying geography, he should use a globe or map to aid in studying.

- He should keep his desk clear of distracting objects.
- He should use flash cards to review for tests.
- When learning new or difficult material, he should begin with tactile learning strategies and then reinforce his learning with visual, auditory and kinesthetic learning strategies, according to his preferences.

Structure

Preferred Style | Less Structure

Structure is a measure of how much detail Thomas needs when given an assignment. Some people like to have a lot of detail about how the task should be completed. Others like to work out the details on their own. His preference for structure may also be related to his personality type.

For the Structure preference, his score indicates that Thomas has no strong preference but is leaning towards not needing a lot of detail about assignments. If he decides that he does not need a lot of detailed instruction in his learning environment, then the following may apply:

- Even though he prefers less structure and enjoys the freedom to be creative, he should be sure to follow the instructor's guidelines for completing assignments and projects.
- He should be aware that throughout his life there are things he needs to do according to detailed instructions – like preparing tax returns, personal financial management, certain employment tasks, airline security, and so on. By recognizing that these things are very important to him, he can complete them according to the details provided.
- He should learn more about his personality type and how it affects his need for detail.

Visual

Preferred Style | Low Visual

Some people learn best by reading, observing and seeing things. Others learn best by listening and talking.

For the Visual Preference, his score indicates that Thomas has no strong preference but is leaning towards not being a visual learner. If Thomas decides he does not like to learn by reading, observing and seeing, and if his auditory preference is higher than this one, he should follow these suggestions for auditory learners:

- Before reading, he should skim through the textbook and look at the major headings. As he is reading, he should ask questions or say out loud what he thinks will be important to remember.
- Since he learns by listening, he may not think he needs to take notes. However, note taking is necessary for review and long-term recall. He should write down the key ideas in his notes and leave spaces to fill in the details. As soon as possible after taking notes, he should review them and add important details that he remembers hearing. To review his notes, he should read them aloud.
- To prepare for tests and exams, he should rehearse or say information verbally. For example, while studying math, he should say the equations out loud.
- He should use auditory tools for learning such as lectures, videos, discussions and recordings.
- He should work in a quiet area to avoid distractions.
- He should make it a priority to attend class, participate in discussion, and sit near the front of the room so that he can hear clearly.
- He should ask questions in class.
- He should discuss what he is learning with other students or a friend, or form a study group where he can discuss what he is learning.
- He should use memory devices, rhymes, poems, rhythms or music to remember what he is studying. For example, he can turn facts into musical lyrics to aid in recall.
- He should memorize key concepts by repeating them aloud.
- He should read the textbook and any directions for assignments or tests out loud, if possible. Thomas should try to hear the words or directions in his mind if he cannot read them aloud.

- When learning new or difficult material, he should begin with auditory learning techniques and then reinforce the learning with visual, kinesthetic and tactile learning strategies, according to his preferences.

Temperature

Preferred Style | Warm Environment

Research has shown that people study and learn differently in a warm or cool environment. Their achievement will generally increase if their preference for a warm or cool environment is accommodated.

For the Temperature Preference, his score indicates that Thomas has no strong preference but is leaning towards having warmth in his learning environment. If he decides that having warmth in his learning environment is more acceptable to him, then the following may apply:

- He should always have a sweater or jacket with him, even when other people are in short-sleeved shirts.
- He should try sitting near a window in the sunshine or near another source of heat.

Design

Preferred Style | No preference

Extensive studies over the last 30 years have shown that the physical design of the furniture in our learning and studying environment has a direct effect on achievement. The traditional straight-backed chairs and formal desk environment do not always work for some people who prefer a less formal design.

For the Design Preference, his score indicates that Thomas has no strong preference for a more or less formal design.

Teacher Motivation

Preferred Style | No preference

Some people like to study and learn because it pleases their teacher, and they will do things because their teacher asks them to. For people with this preference, it's important for their teacher to give them positive feedback and to praise them when they do well.

Other people do not study or learn in order to please their teacher and do not care whether or not their teacher provides positive feedback. In fact, they generally do not like any kind of feedback from their teacher at all. Teachers may make them feel anxious and they may be afraid of being criticized.

For the Teacher Motivated Preference, his score indicates that Thomas has no strong preference for being teacher motivated.

Sound

Preferred Style | No preference

People use sound in two ways. Some people use sound to absorb noise and provide a background for other sounds. They find silence very distracting and background sounds help them concentrate and focus better. These types of learners usually incorporate sound as part of their

learning and studying environment.

Other people require a quiet environment to study and learn. They find background sound distracting and they have trouble concentrating on the material they need to learn.

Sometimes it is difficult for people who prefer an environment with sound to appreciate other individuals' sound preferences. They may think that if they need background sound to study and learn, everyone does. They should remember to be sensitive to others' learning needs with regard to sound and background noise.

For the Sound preference, his score indicates that Thomas has no strong preference for either having or not having background sound in his learning or studying environment.

Persistence

Preferred Style | No preference

Persistence, as it relates to learning styles, measures a person's inclination to finish tasks and activities. Some people like to complete one task before starting another. Others have many unfinished tasks and activities going on at the same time. Persistence may also indicate whether or not a person procrastinates when completing tasks or activities.

For the Persistence preference, his score indicates that Thomas has no strong preference for finishing or not finishing tasks.

Motivation

Preferred Style | No preference

Motivation is a key element that affects a person's achievement. Thomas should work to discover ways to become self-motivated and accomplish his goals.

For the Motivation Preference, his score indicates that Thomas has no strong preference for being self-motivated or for being less self-motivated while he studies and learns.

The Learning Style Inventory is a trademark of Price Systems Inc., used under license by Human eSources Ltd. in the U.S. and other countries. Copyright © 2003-2024 Human eSources Ltd. All rights reserved.

Brought to you by Naviance Student

SAT Scores $\rightarrow$ 1530

Thomas Crooks - Career Cluster Finder Report

Completed: 8/18/2018

TABLE OF CONTENTS

Summary

PREV

Summary

This report displays National Career Clusters that are a best fit for you based on your interests and personal qualities from when you took assessment. National Career Clusters are a framework that organizes careers into Clusters and Pathways. These often align to academic and majors at schools and post-secondary institutions.

Your Top 3 Cluster Matches

Naviance provides your top scoring matches based on what you entered about your interests, qualities, and subjects.

	SCORE: 9		SCORE: 7		SCORE: 5
Information Technology CLUSTER		Architecture and Construction CLUSTER		Government and Public Administration CLUSTER	
This Career Cluster is focused on the design, development, support and management of hardware, software, and systems services.		This Career Cluster is focused on careers in designing, planning, managing, building and maintaining the built environment.		This Career Cluster is focused on performing government functions including governance, national security, foreign service, taxation, and regulations.	
Why is this a top cluster?		Why is this a top cluster?		Why is this a top cluster?	
 MATCHING ACTIVITIES	4	 MATCHING ACTIVITIES	4	 MATCHING ACTIVITIES	4
 MATCHING QUALITIES	2	 MATCHING QUALITIES	3	 MATCHING QUALITIES	3
 MATCHING SUBJECTS	3	 MATCHING SUBJECTS	0	 MATCHING SUBJECTS	0

Career Cluster Ranking

Here are all the Career Clusters in order of your combined interest, qualities and subject scores.

-  Information Technology
-  Architecture and Construction
-  Government and Public Administration
-  Science, Technology, Engineering and Mathematics
-  Law, Public Safety, Corrections and Security
-  Business Management and Administration
-  Education and Training



Human Services



Manufacturing



Finance



Health Science



Transportation, Distribution and Logistics



Arts, Audio/Video Technology and Communications



Agriculture, Food and Natural Resources



Hospitality and Tourism



Marketing

Your Cluster Interest Profile

These were your activities, qualities and subjects when you last took this assessment. If they have changed, don't worry you can retake (Cluster Finder.

Activities



Read and follow blueprints and/or instructions.

Picture in my mind what a finished product looks like.



Solve technical problems.



Visit and learn from beautiful, historic, or interesting buildings.

Use video and recording technology.



Work with computer programs.

Plan my work and follow instructions without close supervision.

Acquire new information.



Make predictions based on existing facts.



Be involved in politics.

Negotiate, defend, and debate ideas and topics.

Travel and see things that are new to me.

Make decisions based on logic and information.

Work as a member of a team.



Care about people, their needs, and their problems.



Listen to other people's viewpoints.

Think of new ways to do things.



Make friends with different kinds of people.



Work with computers.



Reason clearly and logically to solve complex problems.



Play video games and figure out how they work.

Concentrate for long periods without being distracted.



Debate and win arguments.

Put things together.

Visualize objects in three dimensions from flat drawings.

Find the answers to questions.



Explore new technology.

Pay attention to details and help things be precise.



Design efficient processes.



Anticipate needs and prepare to meet them.

Move things from one place to another.

Qualities

Self-reliant



Creative problem solver

Curious



Good at following directions

Good at visualizing possibilities

Curious about new technology



Practical and logical

Responsible

Friendly



Innovative/Inquisitive



Good listener

Trustworthy



Logical



Works well with others

Slow to anger

Intuitive and logical

See details in the big picture



Good concentration skills



Adventurous



Dependable

Optimistic

Practical

Step-by-step thinker



Persuasive



Inquisitive

Objective



Realistic

Subjects



Art/Graphic design

Computer Applications/Business and Information Technology



Social Studies

Business Law



Government/History

History



Computer Tech/Applications

Graphic Design

Government/History

Computer Applications

Electronics/Computer Networking

Technical Classes/Technology Education

THOMAS CROOKS'S REPORT

Completed Dec 13, 2013

Do What You Are® 2.0 - Powered by Human Resources

(Myers Briggs)

Personality type: **INTP**

He described his profile as: **Very Accurate (85% or more)**

Introverts prefer to:

- focus their attention inward
- consider things fully before responding
- concentrate on one project at a time
- work at a careful but steady pace

Intuitives prefer to:

- focus on "what *could* be" rather than "what *is*"
- work with theories and ideas
- consider novel ideas and new possibilities
- use their imagination

Thinkers prefer to:

- analyze problems logically
- weigh pros and cons, and make decisions objectively
- be tough negotiators
- be motivated by achievement

Perceivers prefer to:

- work in flexible and changing conditions
- respond to problems as they arise
- have fun during their work
- work with fewer rules and procedures

Of the many factors that contribute to a successful education and subsequent career, an understanding of personality type is among the most useful.

While interests and skills change during the course of a person's life, the one thing that does remain constant is an individual's personality type — the innate way in which each person naturally prefers to see the world and make decisions. All individuals are unique, but people of the same type share large similarities in the kinds of academic subjects and careers they find interesting, and the kind of work they find satisfying.

By understanding the role personality type plays, people can gain important insights into their educational, career and relationship needs. And because people of different types often communicate in very different ways, counselors and advisors can learn which strategies work most effectively with each individual student.

Understanding Thomas

People like Thomas are independent, curious and creative. He is very private and needs plenty of time alone to think things through or tinker with the subjects and projects that really interest him. Thomas tends to have a very small cluster of close, trusted friends and rarely initiates social activities. He needs lots of space and doesn't like to be crowded or pressured to participate in social activities that are too hectic or superficial.

He may have a real passion for science or the arts and enjoy learning new things. Inventive and imaginative, he makes quick and insightful connections and enjoys coming up with original solutions to problems. But Thomas gets bored quickly, dislikes repetition, and may struggle to explain his ideas simply and clearly to other people.

Thomas is also a very logical person and is able to remain calm and cool in almost any situation. Because he is bothered by unfairness and inconsistency, and is rarely influenced by other people's opinions, he can speak his mind honestly, if sometimes a bit bluntly. Above all, Thomas strives to meet or exceed his own high standards rather than worry about trying to please others. But even his family and closest friends may not know how much he cares about them, because he rarely shares his most private feelings.

He easily sees both sides of issues, so he may enjoy debating, and he is great at finding the flaws in other people's arguments. Casual and unpredictable, Thomas is highly adaptable and spontaneous. But his relaxed attitude about deadlines and neatness can make him run late or fail to follow through on commitments.

Note: Based on our assessment, Thomas's personality type is "INTP."

To communicate with Thomas most effectively:

- Be friendly and casual. Don't expect Thomas to be talkative.
- Ask him for advice in dealing with complicated issues.
- Be calm, clear and direct about your needs. Be honest and do not avoid discussing problems.
- After asking a question, give him plenty of time to formulate his response.
- Focus on the larger perspective, ideas and possibilities, and don't overwhelm Thomas with too many facts and specifics.

Thomas's Strengths and Blindspots

Everyone has strengths and weaknesses. The key to finding the best path for all people is by using their natural strengths and becoming aware of their natural blindspots.

Thomas's strengths may include:

- Seeing possibilities that don't yet exist
- Looking to the future and having a vision of where he may want to go
- Designing a new program that meets his specific needs
- Analyzing his choices objectively
- Keeping his options open

Thomas's blindspots may include:

- Moving his plans from the "thinking" stage to the "doing" stage
- Establishing realistic and achievable goals
- Appearing overly confident or arrogant to people
- Not following through on important details
- Avoiding making decisions while collecting even more information

Thomas's College Satisfiers

- Ample opportunities for Thomas to develop his creative problem-solving abilities
- Intelligent and open-minded academic advisors or counselors who can understand and communicate with him on his level
- An environment that encourages Thomas's talent for analyzing complex problems and arriving at creative solutions through original thinking
- Curricula that encourages Thomas to work independently or with small groups of students where he can develop one-on-one relationships
- Independence in all areas (learning, living); the opportunity to set and maintain his own high standards and change direction when he considers it necessary

Thomas's Career Satisfiers

- Allow him to use his ability to develop, analyze and critique new ideas
- Let him focus on the process, not just on the product
- Encourage and appreciate his ability to be creative and see possibilities

- Challenge his creativity and ability to deal with complex problems
- Let him work independently and do things his own way
- Let him set and maintain his own high standards
- Let him continue to learn and increase his competence and expertise
- Enable him to work with other competent people

Thomas's Preferred Learning Style

While ALL individuals are unique, people of the same type often learn best in similar ways. The following summarizes what Thomas needs in order to maximize learning:

- Encouragement to question and challenge conventional wisdom
- A focus on the broader perspective and the underlying theory rather than facts and details
- The ability to work independently or in small groups
- Ample opportunity for him to read and reflect before responding
- Learning that continually feeds his intellectual curiosity
- Rewards for his ability to grasp complexities and find creative solutions

Thomas's Interpersonal Negotiating Style

People negotiate with each other all the time, whether it's arranging to borrow the family car, requesting more time to finish a project, or even deciding which restaurant to visit with friends. In school and at work, the ability to negotiate effectively is especially important. Following are some strengths and blindspots that have the potential to influence Thomas's negotiations with others:

Possible Strengths

- Understand complexities and nuances of issues
- Competent and knowledgeable about subjects he's interested in
- Creative problem solver; often gifted at devising innovative options
- Confident in his abilities and often communicates that to others
- Brilliant strategist

Possible Blindspots

- May not communicate clearly; what makes sense to him may be confusing to others
- May be impatient with others who are not as quick or smart as he is
- May have unrealistic expectations of what is achievable within a certain time period
- May not always prepare adequately, and may lack timely follow-through
- May not be as able to respond in the moment because he does his best thinking in private

Dis/What You Are is a registered trademark of Paul D. Tiegner and Barbara Barton, used under license by Human Resources Ltd. in the U.S. and other countries. The Dis/What You Are program is based on the work of Katherine Briggs and Isabel Myers, creators of the Myers-Briggs Type Indicator. Myers-Briggs Type Indicator, Myers Briggs and MBTI are registered trademarks of MBTI Trust, Inc. in the U.S. and other countries. Copyright © 1997-2024 Human Resources Ltd. All rights reserved.

Brought to you by Naviance Student



Bethel Park High School

July 15, 2024

Thomas Crooks (Class of 2022)
Senior Exit Survey

1. Please list your primary email address (not your school email).
tmcrooks7@gmail.com
2. Which of the following options best describes your plans for next year?
2 year college
3. Please provide any additional information about your answer to the previous question:
4. Currently, what is your first-choice game plan after high school?
College: Associate Degree
5. Please list all colleges to which you have applied.
Below is the latest information we have regarding your college applications.

College	Waitlisted	Deferred	Final Decision	Attending	Send Final Transcript	Never Applied
Community College of Allegheny County (PA)			Accepted	attending	requested	

6. What factors impacted your final college decision?
Cost of Attendance
Family Influence
Size of College
 7. What is your expected major?
Engineering science
 8. What Counseling services were useful during your college search/application process?
Counseling staff at BPHS
My family
 9. Please list all scholarships to which you have applied.
Below is the latest information we have regarding your scholarships.
- | Scholarship | Amount Awarded | Not Awarded | Never Applied |
|-------------|----------------|-------------|---------------|
| | | | |
10. What are the things you liked the most about your experience at BPHS?
The amount of available electives.
 11. What are the things you would change to better BPHS?
Improve the internet reliability.
 12. What advice would you give to next year's seniors about the college admission process or post-secondary search?
 13. May we share your contact information with future Hawks that might be interested in the college you are attending?
No
 14. Please provide your contact information below.
tmcrooks7@gmail.com

b6 -3
b7C -3



[Skip to main content](#)

[Naviance Home](#) > [Students](#) > [Student Roster](#) > [Student Folder](#) > [Surveys](#)





Thomas Crooks
2022 (Alumna) ID: 4339

[Account Active](#)
[View as student](#)

Contact Student: crooks.thomas@bphawks.org

b6 -3
b7C -3

Senior Exit Survey

Page 1

Page 2

2022 Graduation Survey

Please make sure you complete this by 5/27/22.

Please list your primary email address (not your school email). *

18/25

lmcrooks7@gmail.com

Which of the following options best describes your plans for next year? *

Please select 1 choice.

- ☐ 4 year college/university
- ☒ 2 year college
- ☐ 2 year college for summer school, 4 year college in fall
- ☐ Coordinated/Co-Enrollment Program (i.e. Blinn Team, CAP, etc)
- ☐ Gap Year
- ☐ Military
- ☐ Full-time employment

What is your first-choice path after high school?

College, Associate Degree

NEXT PAGE ►

CANCEL

SAVE PROGRESS

SUBMIT



[Skip to main content](#)

[Naviance Home](#) > [Students](#) > [Student Roster](#) > [Student Folder](#) > [Surveys](#)





Thomas Crooks

2022 (Alumni) ID: 4339

Account Active

View as student

Contact Student: crooks.thomas@bghawks.org

b6 -3
b7C -3

Senior Exit Survey

Page 1

Page 2

College Updates

Please update the following college application information. Please enter a decision for each application. If a decision is not entered, we will mark it as denied. ONLY REQUEST A FINAL TRANSCRIPT FOR THE SCHOOL YOU WILL BE ATTENDING. We are only able to submit one final transcript per student.

Please list all colleges to which you have applied.

For each college listed below, update your application status, submission details and result if they are not current and correct. You may also add new colleges to your list by clicking submit.

Community College of Allegheny County

☒ Attending

☒ Send Final Transcript

☐ Never Applied

☐ Waitlisted

☐ Deferred

Final Decision

Accepted

Application Type *

Regular Decision

How are you applying? *

Direct to the institution

Are you planning to submit your SAT or ACT to be considered during the admission review process?

Not Answered



What factors impacted your final college decision?

(select all that apply)

- ☐ Academic Quality/Ranking/Prestige/Reputation
- ☐ Academic Major Choice



Improve the internet reliability.

What advice would you give to next year's seniors about the college admission process or post-secondary search?

0/5,00

May we share your contact information with future Hawks that might be interested in the college you are attending? *

☐ Yes

☒ No

Please provide your contact information below.

(email and/or phone number)

33/5,00

tmcrooks7@gmail.com

b6 -3
b7C -3

◀BACK

CANCEL

SAVE PROGRESS

SUBMIT

7/15/2024

Obtained via **Grade Report** Match, Inc.

Thomas Crooks

Bethel Park High School

309 Church Rd

Bethel Park, PA 15102

Principal:

Phone:

b6 -2,3

b7C -2,3

Student Name:	Crooks, Thomas	Building:	Bethel Park High School	School Year:	2022
Student ID:	4339	Homeroom:	408	Reporting Periods:	M4
		Counselor:		Grade:	12

Course	Section	Description	Bldg	Teacher	MP1	MP2	MP3	MP4	EXM	FINAL	CM1	CM2	CM3	Att Cred
	6	English 12	10		95	96	98	95	96	96				1
	1	AP Statistics	10		98	95	96	100	94	97				1
	3	AP Macroeconomics	10				100	100	98	100				0.5
	3	AP U.S. Government & Politics	10		100	100			100	100				0.5
	1	Personal Finance	10		100	98			100	99				0.5
	3	AP Calculus AB	10		96	98	98	100	90	97				1
	1	Programming with PYTHON (CHS)	10		96	95	97	95	96	96				1
	1	Bus Management Virtual CEO	10		96	99			96	97				0.5

b6 -3
b7C -3

Daily Attendance			Credit GPA	
Description	Current	YTD	Current	GPA
Excused Absences	0	1	4.5000	4.8750
Unexcused Absences	0	0	32.0000	4.0470
Excused Tardies	0	0		

Grading Scale: 90-100 = A
80-89 = B
70-79 = C
60-69 = D
0-59 = F

Copyright SunGard Public Sector

FBI(25-cv-2216)-1622

7/15/2024

Obtained via **Grade Report** Watch, Inc.

Thomas Crooks

Bethel Park High School

309 Church Rd

Bethel Park, PA 15102

Principal: [REDACTED]

Phone: [REDACTED]

b6 -2,3

b7C -2,3

Student Name:	Crooks, Thomas	Building:	Bethel Park High School	School Year:	2020
Student ID:	4339	Homeroom:	408	Reporting Periods:	M4
		Counselor:	[REDACTED]	Grade:	10

Course	Section	Description	Bldg	Teacher	MP1	MP2	MP3	MP4	EXN	FINAL	CM1	CM2	CM3	Alt Cred
	21	Physical Education - 10	10	[REDACTED]			100	95	98	98				0.5
	11	Health	10	[REDACTED]	97	94			90	95				0.5
	6	Biology	10	[REDACTED]	98	100	100	95	98	99	7A	5A		1
	3	Algebra II (Honors)	10	[REDACTED]	90	87	90	95	92	91				1
	2	American History II (Honors)	10	[REDACTED]	91	93	92	95	93	93				1
	4	English 10	10	[REDACTED]	86	84	81	95	87	87				1
	1	Computer Technology (52.1201)	10	[REDACTED]	100	98	96	100		99				4.5

b6 -3

b7C -3

Daily Attendance		
Description	Current	YTD
Excused Absences	0	0
Unexcused Absences	0	0
Excused Tardies	0	0

	Credit	GPA
Current	9.0000	4.1050
Cumulative	32.0000	3.8000

Grading Scale: 90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

5A - Actively participates in class

7A - Is a pleasure to have in class

Copyright SunGard Public Sector

FBI(25-cv-2216)-1624

6/22/2017

Obtained via FOIA by Judicial Watch, Inc.

Grade Report

Thomas Crooks

Independence Middle School

Bethel Park, PA 15102

2807 Bethel Church Rd
Bethel Park, PA 15102

Principal: [REDACTED]

Phone: [REDACTED]

b6 -3
b7C -3

Student Name:		Crooks, Thomas			Building:		Independence Middle School				School Year:		2017	
Student ID:		4339			Homeroom:		221				Reporting Periods:		M4	
					Counselor:						Grade:		07	
Course	Section	Description	Bldg	Teacher	MP1	MP2	MP3	MP4	EXAM	Final	CMT1	CMT2	CMT3	
	4	Language Arts	21		92	86	84	96		89	5A			
	1	Social Studies	21		96	97	92	89		93				
	3	Algebra	21		86	78	82	76		80				
	2	Science	21		97	93	90	86	91	91				
	5	Reading	21		87	87	84	92		88				
	2	Spanish 7	21		94	93	77	91		89				
	103	1 Ua Art	21				88			88				
	104	4 Ua Music	21					96		96				
	101	1 Ua Tech Ed	21		90					90				
	102	2 Ua Fam & Cons Sci	21			91				91				
	8	Core Skills Improvement	21		99	95	96	97		97				
17	Physical Education	21		93	90	86	96		91					

b6 -3
b7C -3

6/7/2016

Obtained via FOIA by Judicial Watch, Inc.

Grade Report

Thomas Crooks

Bethel Park, PA 15102

Neil Armstrong Middle School

5800 Murray Ave

Bethel Park, PA 15102

Principal: [REDACTED]

Phone: [REDACTED]

b6 -3
b7C -3

Student Name:		Crooks, Thomas			Building:		Neil Armstrong Middle School				School Year:		2016	
Student ID:		4339			Homeroom:		12				Reporting Periods:		M4	
					Counselor:						Grade:		06	
Course	Section	Description	Bldg	Teacher	MP1	MP2	MP3	MP4	EXAM	FINP	CMT1	CMT2	CMT3	
	109	Language Arts	32		94	95	97	95		95				
	101	Mathematics	32		96	93	84	94		92	0A			
	103	Reading	32		96	91	90	97		94				
	106	Soc. Studies	32		97	95	99	95		96				
	108	Science	32		95	96	94	95		95	7A			
	111	Ua2-Art	32			92				92				
	111	Ua1-Technology	32		100					100				
	111	Ua3-Music	32				96							
	111	Ua4-Health	32						94		94	1A	2A	5A
	14	Phys. Ed.	32		100	100	100	100		100				
302	Intro To Language	32	95	94	97	93		95	5A	7A				

b6 -3
b7C -3

BPHS

Name	Email	Phone	Ext.	Location
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]	[Redacted]	(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]	[Redacted]	(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]	[Redacted]	(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		(10) High School
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]	[Redacted]	(10) High School

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
Department, Athletic 301 Church Road	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: (412) 833-5000		[10] High School

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
Bethel Park, PA, 15102		C:		
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
		C:		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] Unlisted Cell Phone	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] Unlisted Home Email	W: [REDACTED] Unlisted Home Phone C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED]		[10] High School

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] Unlisted Home Email	W: [REDACTED] Unlisted Home Phone C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
		C:		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] Unlisted Home Email	W: [REDACTED] Unlisted Home Phone C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] Unlisted Home Email	W: [REDACTED] Unlisted Home Phone C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED]		[10] High School

b6 -3
b7C -3

b6 -3
b7C -3

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
		C:		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W: [REDACTED]		[10] High School
	H: [REDACTED]	H: [REDACTED]		

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
		C:		
	W: [REDACTED]	W:		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W:	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W:		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W:	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W:		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W:	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W:	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W:		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W:	[REDACTED]	[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		
	W: [REDACTED]	W:		[10] High School
	H: [REDACTED]	H: [REDACTED]		
		C:		

b6 -3
b7C -3

b6 -2,3
b7C -2,3

Name	Email	Phone	Ext.	Location
	W: [REDACTED] H: [REDACTED]	C: [REDACTED] W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[10] High School

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
		C:		

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: [REDACTED] [REDACTED]	W: [REDACTED] [REDACTED] C:	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C:		(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C:	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C:	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C:	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C:	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C:	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C:	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C:		(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C:		(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C:	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C:		(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C:		(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C:		(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C:	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C:		(21) Independence Middle School

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(21) Independence Middle School

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
School, Independence Middle 301 Church Road Bethel Park, PA, 15102	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: (412) 833-5000 C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[21] Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[21] Independence Middle School

b6 -3
b7C -3

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(21) Independence Middle School
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		(21) Independence Middle School

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		(07) Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		(07) Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(07) Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(07) Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(07) Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		(07) Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		(07) Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(07) Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(07) Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(07) Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		(07) Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(07) Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(07) Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	(07) Neil Armstrong

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[07] Neil Armstrong

Obtained via FOIA by Judicial Watch, Inc.

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]		(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]		(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong
	W: [redacted] H: [redacted]	W: [redacted] H: [redacted] C: [redacted]	[redacted]	(07) Neil Armstrong

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[07] Neil Armstrong
	W: [REDACTED] Unlisted Home Email	W: [REDACTED] Unlisted Home Phone C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[07] Neil Armstrong
	W: [REDACTED] Unlisted Home Email	W: [REDACTED] Unlisted Home Phone C: [REDACTED]	[REDACTED]	[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[07] Neil Armstrong
	W: [REDACTED] H: [REDACTED]	W: [REDACTED] H: [REDACTED] C: [REDACTED]		[07] Neil Armstrong
School, Neil Armstrong Middle		W: [REDACTED] H: [REDACTED]		[07] Neil Armstrong
301 Church Road Bethel Park, PA, 15102		H: (412) 833-5000		

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: [Redacted] H: [Redacted]	C: [Redacted] W: [Redacted] H: [Redacted] C: [Redacted]	[Redacted]	[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]	[Redacted]	[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]	[Redacted]	[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]	[Redacted]	[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]	[Redacted]	[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]	[Redacted]	[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]	[Redacted]	[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]	[Redacted]	[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		[07] Neil Armstrong
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		[07] Neil Armstrong

b6 -3
b7C -3

b6 -3
b7C -3

Name	Email	Phone	Ext.	Location
	W: H:	W: H: C:		[07] Neil Armstrong

Obtained via FOIA by Judicial Watch, Inc.

b6 -3
b7C -3

Central Admin

Obtained via FOIA by Judicial Watch, Inc.

Name	Email	Phone	Ext.	Location
	W: [REDACTED]	W: [REDACTED]		(41) Administration
	H: [REDACTED]	H: [REDACTED]		
	C: [REDACTED]	C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]		(41) Administration
	H: [REDACTED]	H: [REDACTED]		
	C: [REDACTED]	C: [REDACTED]		
Department, It 301 Church Road Bethel Park, PA, 15102	W: [REDACTED]	W: [REDACTED]		(41) Administration
	H: [REDACTED]	H: (412) 833-5000		
	C: [REDACTED]	C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]		(41) Administration
	H: [REDACTED]	H: [REDACTED]		
	C: [REDACTED]	C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	(41) Administration
	H: [REDACTED]	H: [REDACTED]		
	C: [REDACTED]	C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]		(41) Administration
	H: [REDACTED]	H: [REDACTED]		
	C: [REDACTED]	C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]		(41) Administration
	H: [REDACTED]	H: [REDACTED]		
	C: [REDACTED]	C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	(41) Administration
	H: [REDACTED]	H: [REDACTED]		
	C: [REDACTED]	C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]		(41) Administration
	H: [REDACTED]	H: [REDACTED]		
	C: [REDACTED]	C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	(41) Administration
	H: [REDACTED]	H: [REDACTED]		
	C: [REDACTED]	C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]		(41) Administration
	H: [REDACTED]	H: [REDACTED]		
	C: [REDACTED]	C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	(41) Administration
	H: [REDACTED]	H: [REDACTED]		
	C: [REDACTED]	C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]		(41) Administration
	H: [REDACTED]	H: [REDACTED]		
	C: [REDACTED]	C: [REDACTED]		
	W: [REDACTED]	W: [REDACTED]	[REDACTED]	(41) Administration
	H: [REDACTED]	H: [REDACTED]		
	C: [REDACTED]	C: [REDACTED]		

b6 -3
b7C -3

b6 -3
b7C -3

Handwritten: 1/10/2017

Name	Email	Phone	Ext.	Location
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		[41] Administration
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		[41] Administration
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]	[Redacted]	[41] Administration
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		[41] Administration
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		[41] Administration
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]	[Redacted]	[41] Administration
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]	[Redacted]	[41] Administration
	W: [Redacted] H: [Redacted]	W: [Redacted] H: [Redacted] C: [Redacted]		[41] Administration

b6 -3
b7C -3

UNCLASSIFIED//~~FOUO~~
FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/17/2024

CHILD VICTIM AND CHILD WITNESS IDENTITY INFORMATION

This document contains information regarding a child victim's or child witness's identity, which may only be disclosed to individuals who have a need-to-know such information by reason of their participation in the associated investigation or proceeding, or if disclosure is necessary to protect the welfare and well-being of the child.

[redacted] (MINOR-PROTECT IDENTITY), associate of Thomas Crooks (Crooks) telephone number [redacted] address [redacted]
[redacted] (protect Identity) and [redacted] telephone number [redacted] address [redacted]
[redacted] were interviewed by Task Force Officers (TFOs) [redacted] and [redacted] This interview occurred 7/16/2024 at [redacted]
[redacted] at the request of [redacted] consented to the interview of [redacted] and was present for the entire interview. After being advised of the identity of the interviewing TFOs and the nature of the interview [redacted] and [redacted] provided the following information.

b6 -1,2
b7C -1,2

[redacted] and [redacted] both work in [redacted] located at [redacted] was not working on 7/11/2024 but dropped off [redacted] at [redacted] for work on 7/11/2024. [redacted] had just gotten his car washed and decided to dry his vehicle in a rear part of the lot near a building under construction. [redacted] observed a male, who he was 99% sure to be Thomas Crooks in the parking lot, pulling signs of a vehicle. [redacted] was not positive on the wording of the signs but believed the topic was "Keep Trump out of office" Crooks did not say anything to [redacted] did not say anything to Crooks.

b6 -2
b7C -2

[redacted] told us an unknown male with Crooks made some verbal reference to "Commies" while sitting in a truck near [redacted] took the word "Commies" to believe the male was talking about communists. [redacted] did not know the identity of Crooks prior to seeing his picture posted

b6 -2
b7C -2

UNCLASSIFIED//~~FOUO~~

Investigation on 07/16/2024 at [redacted] United States (In Person)File # 89B-PG-3947335-302Date drafted 07/17/2024by [redacted]b6 -1,2
b7C -1,2

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

(U//~~FOUO~~) Interview of [REDACTED]

Continuation of FD-302 of [REDACTED], On 07/16/2024, Page 2 of 3

[REDACTED] on television but now is almost positive the male he saw was Crooks. [REDACTED] did not recognize the male with Crooks and has no further information regarding the statements he overheard.

b6 -2
b7C -2

[REDACTED] is familiar with the camera system on the inside and outside of [REDACTED] does not believe there are cameras in the area of the lot where this incident occurred but did say there are cameras inside and outside of [REDACTED] which may have captured video of the incident.

[REDACTED] who was working the event July 11, 2024 described a large party on the rear patio, having about 50 attendees. [REDACTED] was exiting [REDACTED] to take out trash when he encountered Crooks in the parking lot. [REDACTED] observed Crooks and knew him from school. [REDACTED] interacted with Crooks and described his demeanor as energetic and excited when seeing [REDACTED] had a brief interaction with Crooks, who he hadn't seen in a couple of years and continued with his job that night. [REDACTED] did not recognize anyone else from the event, he also did not know the reason for the event or overhear any talk of people attending the event. [REDACTED] could not remember what Crooks was wearing. [REDACTED] is generally unable to see or hear what happens in [REDACTED] from the [REDACTED]

b6 -2,3
b7C -2,3

[REDACTED] provided the names of [REDACTED] and [REDACTED] (unknown exact spellings of names) who could have had contact with Crooks when he [REDACTED]

[REDACTED] met Crooks in his [REDACTED] of High School when he randomly encountered him in the hallway at school in the approximate [REDACTED] [REDACTED] stated he and Crooks shared an interest in the music genre [REDACTED] Over the [REDACTED] [REDACTED] lost contact with Crooks who deleted his snapchat or changed his phone number. [REDACTED] was not close with Crooks but always would remember his "underbite" as a distinct feature.

b6 -2
b7C -2

[REDACTED] described Crooks as quiet/withdrawn. [REDACTED] stated [REDACTED] The bullying involving Crooks was described as verbal and possibly physical although no report to staff/administration or police was ever made. [REDACTED] believes this was out of fear of retaliation. [REDACTED] did not report the [REDACTED]

b6 -2
b7C -2UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1664

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

(U//~~FOUO~~) Interview of [REDACTED]

Continuation of FD-302 of [REDACTED], On 07/16/2024, Page 3 of 3

[REDACTED] described the YouTube channel Demolition Ranch as a site frequented by Crooks. Crooks introduced [REDACTED]. Crooks had an interest in bullet mechanics and capabilities of individual rifles. Crooks would watch videos of rifles being shot into different objects. [REDACTED] described the relationship with Crooks as [REDACTED] never hanging out with him [REDACTED].

b6 -2
b7C -2

On [REDACTED] recalls Crooks giving him a hug and saying "enjoy life". This was the last time [REDACTED] saw Crooks until July 11, 2024.

[REDACTED] described Crooks everyday personality as "head in the clouds" and did not believe Crooks paid much attention [REDACTED].

[REDACTED] did not know of any other friends Crooks had [REDACTED] but knew his other interests included games and anime.

b6 -2
b7C -2

Interview notes will be attached to this communication as a physical 1A Package.

[Note: Interview of [REDACTED] who confirmed a peaceful democratic political event occurred on July 11, 2024, was conducted and will be uploaded in a future communication. End of Note]

b6 -3
b7C -3

*Interview notes will be maintained as a physical 1A.

UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1665

UNCLASSIFIED//~~FOUO~~

Physical 1A/1C Cover Sheet for Serial Export

Created From: 89B-PG-3947335-302

Serial 458

Package: 1A273

Stored FILE

Location:

Summary: (U//~~FOUO~~) Interview notes of the

[REDACTED]

Acquired By:

[REDACTED]

Acquired On: 2024-07-16

Attachment: (U//~~FOUO~~) Interview notes of the

[REDACTED]

b6 -1,2
b7C -1,2

Obtained via FOIA by Judicial Watch, Inc.

FD-302 (Rev. 5-8-10)

UNCLASSIFIED//~~FOUO~~
FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/17/2024

The following information is derived from the 9-12th grade report cards of Thomas Crooks and the contact information for teachers/staff provided by Bethel Park High School [REDACTED]

The information has been combined to simplify understanding of contact info, grade, subject taught and year the teachers were associated with Thomas Crooks.

b6 -2
b7C -2

Teachers of Thomas Crooks in GRADE 12, School Year 2022

[REDACTED]

Class Description: [REDACTED]

[REDACTED]

Phone number [REDACTED]

e-mail [REDACTED]

b6 -3
b7C -3

[REDACTED]

Class Description: [REDACTED]

[REDACTED]

Phone number [REDACTED]

e-mail [REDACTED]

[REDACTED]

UNCLASSIFIED//~~FOUO~~Investigation on 07/16/2024 at [REDACTED] United States (In Person)File # 89B-PG-3947335-302Date drafted 07/17/2024

by [REDACTED]

b6 -1,2
b7C -1,2

Obtained via FOIA by Judicial Watch, Inc.

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

(U//~~FOUO~~) Thomas Crooks Teacher ContactContinuation of FD-302 of information, On 07/16/2024, Page 2 of 8

Class Description: [REDACTED]

[REDACTED]

Phone number [REDACTED]

e-mail [REDACTED]

b6 -3
b7C -3

[REDACTED]

Class Description: [REDACTED]

[REDACTED]

Phone number [REDACTED]

e-mail [REDACTED]

[REDACTED] (retired)

Class Description: [REDACTED]

Retired Teacher, contact address may no longer be valid

Phone number [REDACTED]

b6 -3
b7C -3

[REDACTED]

Class Description: [REDACTED]

[REDACTED]

Phone number (unlisted)

E-mail [REDACTED]

[REDACTED]

Class Description: [REDACTED]

UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1668

Obtained via FOIA by Judicial Watch, Inc.

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

(U//~~FOUO~~) Thomas Crooks Teacher ContactContinuation of FD-302 of information, On 07/16/2024, Page 3 of 8Phone number e-mail

Teachers of Thomas Crooks in GRADE 11, School Year 2021

b6 -3
b7C -3Class Description: phone number e-mail Class Description: phone number e-mail b6 -3
b7C -3Class Description: phone number e-mail UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1669

Obtained via FOIA by Judicial Watch, Inc.

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

(U//~~FOUO~~) Thomas Crooks Teacher ContactContinuation of FD-302 of information, On 07/16/2024, Page 4 of 8

Class Description:

phone number

e-mail

b6 -3
b7C -3

"Staff" No Teacher Info listed

Class Description:Compter Technology

Teachers of Thomas Crooks in GRADE 10, Schol Year 2020

Class Description:

Retired Teacher, contact address may no longer be valid

phone number

Class Description:

phone number

e-mail

b6 -3
b7C -3

Class Description:

UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1670

Obtained via FOIA by Judicial Watch, Inc.

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

(U//~~FOUO~~) Thomas Crooks Teacher Contact

Continuation of FD-302 of information, On 07/16/2024, Page 5 of 8

phone number e-mail b6 -3
b7C -3Class Description: phone number e-mail Class Description: phone number e-mail b6 -3
b7C -3Class Description: phone number e-mail

"Staff" No Teacher Info listed

Class Description: Computer Technology

UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1671

Obtained via FOIA by Judicial Watch, Inc.

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

(U//~~FOUO~~) Thomas Crooks Teacher ContactContinuation of FD-302 of information, On 07/16/2024, Page 6 of 8

Teachers of Thomas Crooks in GRADE 9, School Year 2019

Class Description:

phone number

e-mail

b6 -3
b7C -3

Class Description:

phone number

e-mail

Class Description:

phone number

e-mail

b6 -3
b7C -3

Class Description:

UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1672

Obtained via FOIA by Judicial Watch, Inc.

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

(U//~~FOUO~~) Thomas Crooks Teacher ContactContinuation of FD-302 of information, On 07/16/2024, Page 7 of 8

phone number [REDACTED]

e-mail [REDACTED]

[REDACTED]

Class Description: [REDACTED]

[REDACTED]

phone number [REDACTED]

e-mail [REDACTED]

b6 -3
b7C -3

[REDACTED]

Class Description: [REDACTED]

[REDACTED]

phone number [REDACTED]

e-mail [REDACTED]

[REDACTED]

Class Description: [REDACTED]

[REDACTED]

phone number [REDACTED]

e-mail [REDACTED]

b6 -3
b7C -3

[REDACTED]

Class Description: [REDACTED]

[REDACTED]

UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1673

Obtained via FOIA by Judicial Watch, Inc.

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

(U//~~FOUO~~) Thomas Crooks Teacher Contact
Continuation of FD-302 of information, On 07/16/2024, Page 8 of 8

phone number

e-mail

Class Description:

phone number

e-mail

b6 -3
b7C -3

UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1674

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/17/2024

On Tuesday, July 16, 2024, Special Agent (SA) [REDACTED] telephonically interviewed [REDACTED] Community College of Allegheny County (CCAC), telephone number [REDACTED] email address [REDACTED] address [REDACTED] After being advised the identity of the interviewing agent and the nature of the interview, [REDACTED] provided the following:

b6 -1,2
b7C -1,2

[REDACTED] advised he taught [REDACTED] at CCAC during the Fall of 2023. [REDACTED] advised he checked his records and did have Thomas Crooks (CROOKS) for that course. [REDACTED] advised there was nothing that stood out to him about CROOKS and that CROOKS was a good student.

[REDACTED] advised he never had any interactions with CROOKS outside of the course.

Investigation on 07/16/2024 at Pittsburgh, Pennsylvania, United States (Phone)File # 89B-PG-3947335-302Date drafted 07/17/2024b6 -1
b7C -1by [REDACTED]

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/17/2024

On Tuesday, July 16, 2024, Special Agent (SA) [redacted] telephonically interviewed [redacted] Community College of Allegheny County (CCAC), telephone number [redacted] email address [redacted] address [redacted]. After being advised the identity of the interviewing agent and the nature of the interview, [redacted] provided the following:

[redacted] advised he taught [redacted] at CCAC in the Fall of 2022. [redacted] advised Thomas Crooks (CROOKS) was a student of his for the [redacted] advised the course was taught online and the only communication he had with CROOKS was via email regarding questions about assignments or the class. [redacted] advised CROOKS was a good student and there was nothing that stood out about him.

b6 -1,2
b7C -1,2

[redacted] advised he never had any interactions with CROOKS outside of the course and does not recall meeting him in person.

Investigation on 07/17/2024 at Pittsburgh, Pennsylvania, United States (Phone)File # 89B-PG-3947335-302Date drafted 07/17/2024

by [redacted]

b6 -1
b7C -1

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

On Tuesday, July 16, 2024, Special Agent (SA) [REDACTED] telephonically interviewed [REDACTED] Community College of Allegheny County (CCAC), telephone number [REDACTED] email address [REDACTED] address [REDACTED] After being advised the identity of the interviewing agent and the nature of the interview, [REDACTED] provided the following:

b6 -1,2
b7C -1,2

[REDACTED] advised he is a professor at CCAC and taught [REDACTED] to Thomas Crooks (CROOKS). This course is an [REDACTED] and is taught online.

[REDACTED] advised he did not have any personal interaction with CROOKS other than emails. The emails CROOKS sent to him only discussed assignments and questions about assistance with the course. [REDACTED] advised he checked Blackboard, the online platform that hosts the course, and reviewed the records for CROOKS. CROOKS received good grades and participated in the weekly required discussions minus the first week. The first week discussion was an introductory discussion where the student is supposed to talk about himself.

b6 -2
b7C -2

[REDACTED] advised he never had any interactions with CROOKS outside of the course and never met him in person.

Investigation on 07/16/2024 at Pittsburgh, Pennsylvania, United States (Phone)File # 89B-PG-3947335-302Date drafted 07/16/2024

by [REDACTED]

b6 -1
b7C -1

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

On Tuesday, July 16, 2024, Special Agent (SA) [REDACTED] telephonically interviewed [REDACTED] Community College of Allegheny County (CCAC), telephone number [REDACTED] email address [REDACTED] address [REDACTED]. After being advised the identity of the interviewing agent and the nature of the interview, [REDACTED] provided the following:

b6 -1,2

b7C -1,2

[REDACTED] advised she is a [REDACTED] professor at CCAC. Thomas Crooks (CROOKS) was a student of hers for [REDACTED] in the Fall of 2023 and [REDACTED] in Spring of 2024. [REDACTED] advised these classes were taught in person at the Allegheny campus.

[REDACTED] advised CROOKS was one of the best students in the class. CROOKS received good grades and got along with other students. CROOKS participated as lab partners with other students and worked well with them. CROOKS was respectful and submitted all of his lab reports in a detailed manner. CROOKS usually had the top score on exams out of the entire class. CROOKS was a little quiet but got along with everyone really well.

b6 -2

b7C -2

[REDACTED] advised CROOKS graduated in Spring of 2024. She thought it was odd that CROOKS never talked about going on to a four year school as most students did. The engineering program CROOKS was enrolled in and graduated from was a two year, Associates degree program.

[REDACTED] did not have any other interactions with CROOKS outside of the classroom.

Interview notes are attached to this file as a physical 1A.

Investigation on 07/16/2024 at Pittsburgh, Pennsylvania, United States (Phone)File # 89B-PG-3947335-302Date drafted 07/16/2024by [REDACTED]

b6 -1

b7C -1

UNCLASSIFIED

Physical 1A/1C Cover Sheet for Serial Export

Created From: 89B-PG-3947335-302

Serial 474

Package: 1A201

Stored FILE

Location:

Summary: (U) Interview notes from

Acquired By:

Acquired On: 2024-07-16

Attachment: (U) Interview notes from

b6 -1,2
b7C -1,2

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

On Tuesday, July 16, 2024, Special Agent (SA) [REDACTED] received an email from [REDACTED] Community College of Allegheny County (CCAC), email address [REDACTED] address [REDACTED]. [REDACTED] received an email from [REDACTED] (CCAC) requesting information regarding teaching a student, Thomas Crooks (CROOKS). [REDACTED] provided the following verbatim information via email to SA [REDACTED] and [REDACTED].

I [REDACTED] am aware of the recent tragic event in Butler, PA, and I appreciate that the Community College of Allegheny County (CCAC) has requested help with the FBI's investigation. I can honestly say that I do not recall teaching or have any memory of the individual mentioned as a former CCAC student. With the understanding that CCAC is not mandating me to speak to the FBI, I firmly choose not to do so.

b6 -1,2,3
b7C -1,2,3

A copy of the email from [REDACTED] to [REDACTED] and SA [REDACTED] is attached to this file as a digital 1A.

Investigation on 07/16/2024 at Pittsburgh, Pennsylvania, United States (Email)File # 89B-PG-3947335-302Date drafted 07/16/2024by [REDACTED]b6 -1
b7C -1

From: [REDACTED]
To: [REDACTED]
Cc: [REDACTED] (LS) (FBI)
Subject: [EXTERNAL EMAIL] - CCAC: Requesting your assistance
Date: Tuesday, July 16, 2024 4:51:55 PM
Attachments: image001.png
image002.jpg
image003.png
image004.png
image005.png
image006.png
image007.png
Outlook-1621265103.png

b6 -1,2,3
b7C -1,2,3

Hello [REDACTED] and [REDACTED]

I am aware of the recent tragic event in Butler, PA, and I appreciate that the Community College of Allegheny County (CCAC) has requested help with the FBI's investigation. I can honestly say that I do not recall teaching or have any memory of the individual mentioned as a former CCAC student. With the understanding that CCAC is not mandating me to speak to the FBI, I firmly choose not to do so.

Best regards,

[REDACTED]

b6 -2
b7C -2

[REDACTED]

[REDACTED]

Community College of Allegheny County
808 Ridge Avenue, Pittsburgh, PA 15212-6097

[REDACTED]

[REDACTED]

From: [REDACTED]
Sent: Tuesday, July 16, 2024 2:16 PM
Cc: [REDACTED]
Subject: CCAC: Requesting your assistance

b6 -1,2,3
b7C -1,2,3
b7E -3

Good Afternoon,

Due to the tragic event that occurred this past Saturday in Butler PA, CCAC has been asked and is now cooperating with the FBI investigation. You have been identified as one of the faculty members who may have taught this former CCAC student. [REDACTED]

[redacted] copied on this message, is one of the agents investigating this matter. He or one of his colleagues may be reaching out to you to review and discuss any recollection you may have of this former student. While the college is not requiring you to speak to the FBI, we greatly appreciate your cooperation in this matter.

With sincere appreciation,

[redacted]

b6 -1,3
b7C -1,3

[redacted]

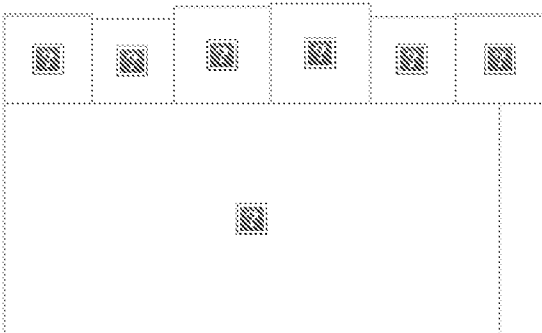
Community College of Allegheny County

808 Ridge Avenue, [redacted]

Pittsburgh, PA 15212

Ph: [redacted]

ccac.edu



CCAC's Mission: The Community College of Allegheny County prepares individuals to succeed in a complex global society by providing affordable access to high quality career and transfer education delivered in a diverse, caring, and innovative learning environment.

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

On Tuesday, July 16, 2024, Special Agent (SA) [REDACTED] telephonically interviewed [REDACTED] Community College of Allegheny County (CCAC), telephone number [REDACTED] email address [REDACTED] address [REDACTED] After being advised the identity of the interviewing agent and the nature of the interview, [REDACTED] provided the following:

b6 -1,2
b7C -1,2

[REDACTED] advised she did not teach [REDACTED] or [REDACTED] advised she had no personal knowledge or information about Thomas Crooks (CROOKS).

Investigation on 07/16/2024 at Pittsburgh, Pennsylvania, United States (Phone)File # 89B-PG-3947335-302Date drafted 07/16/2024b6 -1
b7C -1by [REDACTED]

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

On Tuesday, July 16, 2024, Special Agent (SA) [REDACTED] telephonically interviewed [REDACTED] Community College of Allegheny County (CCAC), telephone number [REDACTED] email address [REDACTED] address [REDACTED] After being advised the identity of the interviewing agent and the nature of the interview, [REDACTED] provided the following:

b6 -1,2
b7C -1,2

[REDACTED] is a teacher at CCAC. Thomas Crooks (CROOKS) was a student of his in Fall 2022. [REDACTED] taught [REDACTED] This course was [REDACTED] and he had no personal contact with CROOKS. [REDACTED] advised nothing about CROOKS stood out to him. [REDACTED] advised he was going to review CROOKS [REDACTED] and the work he did to see if anything stood out. If something was found [REDACTED] advised he would contact SA [REDACTED]

Investigation on 07/16/2024 at Pittsburgh, Pennsylvania, United States (Phone)File # 89B-PG-3947335-302Date drafted 07/16/2024by [REDACTED]b6 -1
b7C -1

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

On Tuesday, July 16, 2024, Special Agent (SA) [redacted] telephonically interviewed [redacted] telephone number [redacted] email address [redacted] address [redacted] [redacted] After being advised the identity of the interviewing agent and the nature of the interview, [redacted] provided the following:

b6 -1,2
b7C -1,2

[redacted] advised she taught an online [redacted] class Fall 2021. [redacted] did not have any emails or any interaction with Thomas Crooks (CROOKS) while he was enrolled in the class.

Investigation on 07/16/2024 at Pittsburgh, Pennsylvania, United States (Phone)File # 89B-PG-3947335-302Date drafted 07/16/2024

by [redacted]

b6 -1
b7C -1

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

On Tuesday, July 16, 2024, Special Agent (SA) [REDACTED] telephonically interviewed [REDACTED] Community College of Allegheny County (CCAC), telephone number [REDACTED] email address [REDACTED] address [REDACTED]. After being advised the identity of the interviewing agent and the nature of the interview, [REDACTED] provided the following:

b6 -1,2
b7C -1,2

[REDACTED] advised he taught [REDACTED] in Fall 2022. This course is an online course [REDACTED]. [REDACTED] advised he had no personal knowledge or information about Thomas Crooks (CROOKS).

Investigation on 07/16/2024 at Pittsburgh, Pennsylvania, United States (Phone)File # 89B-PG-3947335-302Date drafted 07/16/2024by [REDACTED]b6 -1
b7C -1

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

On Tuesday, July 16, 2024, Special Agent (SA) [REDACTED] received an email from [REDACTED], Community College of Allegheny County (CCAC), email [REDACTED] address [REDACTED]

[REDACTED] received an email from [REDACTED] (CCAC) requesting information regarding teaching a student, Thomas Crooks (CROOKS). [REDACTED] provided the following information via email to SA [REDACTED] and [REDACTED]

b6 -1,2,3
b7C -1,2,3

[REDACTED] reviewed his records and discovered CROOKS was in his online [REDACTED] section in the Spring semester of 2023. [REDACTED] searched his CCAC email and the messaging system through the homework/exam site (WebAssign), and CROOKS never contacted him. [REDACTED] advised to his recollection he had no interaction with CROOKS other than assigning homework and exams and CROOKS completing them.

A copy of the email from [REDACTED] to [REDACTED] is attached to this file as a digital 1A.

Investigation on 07/16/2024 at Pittsburgh, Pennsylvania, United States (Email)

File # 89B-PG-3947335-302

Date drafted 07/16/2024

by [REDACTED]

b6 -1
b7C -1

From: [REDACTED]
To: [REDACTED]
Cc: [REDACTED] (LS) (FBI)
Subject: [EXTERNAL EMAIL] - RE: CCAC: Requesting your assistance
Date: Tuesday, July 16, 2024 4:18:12 PM
Attachments: image001.png
image002.jpg
image003.png
image004.png
image005.png
image006.png
image007.png

b6 -1,2,3
b7C -1,2,3

Hi [REDACTED]

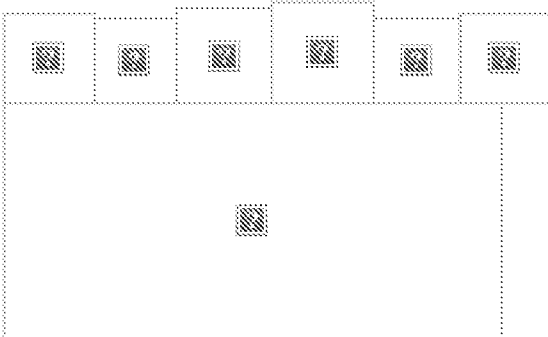
Thank you so much for sharing. They will be in touch if there are further questions.

With appreciation, [REDACTED]

[REDACTED]

Community College of Allegheny County
808 Ridge Avenue, [REDACTED]
Pittsburgh, PA 15212
Ph: [REDACTED]
ccac.edu

b6 -2,3
b7C -2,3



CCAC's Mission: The Community College of Allegheny County prepares individuals to succeed in a complex global society by providing affordable access to high quality career and transfer education delivered in a diverse, caring, and innovative learning environment.

From: [REDACTED]
Sent: Tuesday, July 16, 2024 2:31 PM
To: [REDACTED]

b6 -2,3
b7C -2,3

Cc: [REDACTED]
Subject: RE: CCAC: Requesting your assistance

Hi [REDACTED]

b6 -1,2,3
b7C -1,2,3
b7E -3

Thanks for reaching out. I looked through my records – Thomas was in my online [REDACTED] section in the Spring semester of 2023. I searched my CCAC email and the messaging system through the homework/exam site (WebAssign), and Thomas never contacted me – to the best of my knowledge, I had no interaction with him other than me assigning homework and exams and him completing them. I am happy to pass along his grades or his records on WebAssign if that would be helpful, but I don't think there's anything else I could provide that would be useful.

Let me know if there's anything I can do to help.

[REDACTED]

From: [REDACTED]
Sent: Tuesday, July 16, 2024 2:17 PM
Cc: [REDACTED]
Subject: CCAC: Requesting your assistance

Good Afternoon,

Due to the tragic event that occurred this past Saturday in Butler PA, CCAC has been asked and is now cooperating with the FBI investigation. You have been identified as one of the faculty members who may have taught this former CCAC student. [REDACTED] [REDACTED] copied on this message, is one of the agents investigating this matter. He or one of his colleagues may be reaching out to you to review and discuss any recollection you may have of this former student. While the college is not requiring you to speak to the FBI, we greatly appreciate your cooperation in this matter.

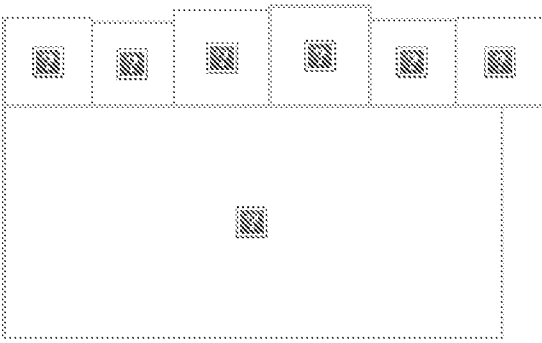
b6 -1,2,3
b7C -1,2,3
b7E -3

With sincere appreciation,

[REDACTED]

[REDACTED]

Community College of Allegheny County
808 Ridge Avenue, [REDACTED]
Pittsburgh, PA 15212
Ph: [REDACTED]
ccac.edu



CCAC's Mission: The Community College of Allegheny County prepares individuals to succeed in a complex global society by providing affordable access to high quality career and transfer education delivered in a diverse, caring, and innovative learning environment.

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

On Tuesday, July 16, 2024, Special Agent (SA) [REDACTED] telephonically interviewed [REDACTED] Community College of Allegheny County (CCAC), telephone number [REDACTED] email address [REDACTED] address [REDACTED] After being advised the identity of the interviewing agent and the nature of the interview, [REDACTED] provided the following:

[REDACTED] advised she did teach Thomas Crooks (CROOKS) [REDACTED] during the summer 2023. This course was an online course and she did not recall any personal interaction with CROOKS. The students took four tests via zoom and she was required to check an ID to see their face matches the student who is taking the exam. This would have been the only time she would have seen CROOKS. [REDACTED] advised she did have office hours that were available to students but she does not recall CROOKS coming to her office over the summer.

b6 -1,2
b7C -1,2

[REDACTED] advised when she saw the picture on the news of CROOKS and heard his name, she thought she recognized the photograph or the name but was not certain.

Investigation on 07/16/2024 at Pittsburgh, Pennsylvania, United States (Phone)File # 89B-PG-3947335-302Date drafted 07/16/2024

by [REDACTED]

b6 -1
b7C -1

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

[redacted] date of birth (DOB) [redacted] was contacted at his residence, [redacted] telephone number [redacted]. After being advised of the identities of the interviewing TFO and Agent and the nature of the interview, [redacted] provided the following information:

b6 -2
b7C -2

[redacted] reported that he was at the Clairton Sportsman's Club on 07/12/24. He acknowledged that THOMAS CROOKS came to the rifle range after [redacted] had arrived. CROOKS asked [redacted] if it was ok if CROOKS could go down range and set up his targets. [redacted] stated that he remembered another person shooting a .22cal rifle on the rifle range at the time CROOKS arrived. That person left shortly after CROOKS arrived. [redacted] walked down to collect their targets together once they were done shooting. [redacted] described the talk as just "small talk" and they did not speak about anything specific. [redacted] described CROOKS as being very polite. After grabbing the targets, [redacted] packed up to leave and CROOKS waved to him. [redacted] believes he left the Club at approximately 3:00-3:15pm. CROOKS was alone at the range once [redacted] left. [redacted] stated that CROOKS was shooting at a range of 100 yards. He also believes CROOKS may have had some targets set up at 50 yards. CROOKS told [redacted] that CROOKS was using a DPMS AR style rifle to shoot the targets. [redacted] identified CROOKS PA driver's license photo as being the same person who was with him on the rifle range on 07/12/24.

b6 -2
b7C -2Investigation on 07/16/2024 at [redacted] United States (In Person)File # 89B-PG-3947335-302Date drafted 07/16/2024by [redacted]b6 -1,2
b7C -1,2

UNCLASSIFIED//~~FOUO~~
FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

On 07/16/2024, [redacted] date of birth (DOB) [redacted] cellular telephone number [redacted] and [redacted] DOB [redacted] cellular telephone number [redacted] who both reside at [redacted] [redacted] were telephonically interviewed by Special Agents [redacted] and [redacted] of the Federal Bureau of Investigation. After being advised of the identities of the interviewing agents they provided the following information:

b6 -1,2
b7C -1,2

[redacted] and [redacted] attended a [redacted] on 6/13/2024 at Keystone Shooting Center, Mars, Pennsylvania. She remembered a young adult white male sitting behind her and [redacted] in the classroom when the class began. She never learned his name nor had any conversation with him. She described him as quiet, but engaged in the class. The male laughed at the jokes told by the instructor. She did not observe anything unusual about the male. The male had a tactical bag which had his range gear, which was on the floor by his seat. She did not observe anyone else with the male. [redacted] assumed he brought his own pistol to the class, since there were two other women in the class who needed to use the pistols belonging to Keystone Shooting Center.

b6 -2
b7C -2

[redacted] remembered the young white male in his early twenties as being quiet during the course. [redacted] did not interact or have any conversations with the male. [redacted] noticed during the live fire training, where the class fired 50 rounds of ammunition at a paper target, the target belonging to the male had a tight group in the center. [redacted] remembered being impressed with the male's shooting ability and thought it was very good for [redacted] did not know the make or model of the firearm, but noticed a tactical sight, maybe a red dot sight, on the male's firearm. [redacted] was not certain, but believed the male's pistol was a 9mm.

b6 -2
b7C -2

Both [redacted] and [redacted] stated they were available for re-contact.

UNCLASSIFIED//~~FOUO~~

Investigation on 07/16/2024 at Pittsburgh, Pennsylvania, United States (Phone)File # 89B-PG-3947335-302Date drafted 07/16/2024by [redacted]b6 -1
b7C -1

[redacted] [redacted]

b6 -2
b7C -2

[redacted] →

[redacted]

[redacted]

DOB: [redacted]

DOB: [redacted]

→ [redacted] on June 2021 (6/13/2021)

[redacted]

b6 -2
b7C -2

- ✓ - remembers young adult; sat behind them.
- quiet, engaged in course (paid attention); laughed at jokes
- appeared he was a novice
- had tactical box/bag → had all his own gear together
- had his own weapon; 2 other ladies needed guns
- came by himself, no one with him

[redacted]

b6 -2
b7C -2

- ✓ - didn't talk to anyone → good target
- good shooter → really impressive for [redacted]
- had a tactical split on gun; does not know make/model
Is maybe a 1911, but not positive
- seemed experienced
- laughing w/ others in class

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

[redacted] date of birth (DOB) [redacted] was interviewed telephonically by Special Agents [redacted] and [redacted]. After being advised of the identity of the interviewing agents and the nature of the interview, [redacted] provided the following information:

b6 -1,2

b7C -1,2

[redacted] confirmed that she attended the [redacted] class at Keystone Shooting Center on June 13, 2024. When asked to describe Thomas CROOKS, [redacted] identified him as having long hair, wore glasses and was quiet. [redacted] further stated that CROOKS was an "odd duck" and "not someone they would want their daughter to spend time with". [redacted] did not speak with CROOKS during the course. She recalled that CROOKS brought his own handgun to the training course and appeared to have everything he needed for the course.

Investigation on 07/16/2024 at Pittsburgh, Pennsylvania, United States (Phone)File # 89B-PG-3947335-302Date drafted 07/16/2024by [redacted]

b6 -1

b7C -1

UNCLASSIFIED

Physical 1A/1C Cover Sheet for Serial Export

Created From: 89B-PG-3947335-302

Serial 504

Package: 1A138

Stored FILE

Location:

Summary: (U) Interview notes

Acquired By: [REDACTED]

Acquired On: 2024-07-16

Attachment: (U) Interview notes of [REDACTED] (on same
sheet as interview of [REDACTED])

b6 -1,2,3
b7C -1,2,3

Obtained via FOIA by Judicial Watch, Inc.

FD-302 (Rev. 5-8-10)

UNCLASSIFIED//~~FOUO~~
FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

On 7/15/2024, [REDACTED] (previously interviewed), cellular telephone number [REDACTED] was interviewed at CLAIRTON SPORTSMEN'S CLUB, 412 Coal Valley Road, Clairton, PA 15025, by Special Agents [REDACTED] and [REDACTED] b6 -1,2,3
[REDACTED] Also present for the interview was [REDACTED] After being b7C -1,2,3
advised of the identities of the interviewing Agents and the nature of the interview, [REDACTED] provided the following information:

After reviewing the CLAIRTON SPORTSMEN'S CLUB security footage from Friday 7/12/2024, [REDACTED] believes the vehicle driven by the unknown individual seen on the rifle range with THOMAS CROOKS had [REDACTED] tag [REDACTED] conducted open-source Internet searches and believes that tag is associated with a [REDACTED] Further, [REDACTED] b6 -2,3
believes the unknown individual to be [REDACTED] telephone number [REDACTED] b7C -2,3
[REDACTED] address [REDACTED]

[Agent Note: While referencing the "Range Off Hours Sign In Log," [REDACTED] pointed at the name [REDACTED] as the unknown individual seen on the rifle range with THOMAS CROOKS. [REDACTED] and [REDACTED] names both appear on the log.]

[REDACTED] provided Special Agent [REDACTED] a flash-drive containing the security footage of THOMAS CROOKS at the CLAIRTON SPORTSMEN'S CLUB on Friday 7/12/2024. [REDACTED] also provide a printout from his open source Internet search as well as his handwritten notes in regard to [REDACTED] b6 -2,3
b7C -2,3

[REDACTED] was provided a FD-597 Receipt for Property for the flash-drive.

UNCLASSIFIED//~~FOUO~~

Investigation on 07/15/2024 at Pittsburgh, Pennsylvania, United States (In Person)File # 89B-PG-3947335-302Date drafted 07/16/2024by [REDACTED]b6 -1
b7C -1

UNCLASSIFIED

Physical 1A/1C Cover Sheet for Serial Export

Created From: 89B-PG-3947335-302

Serial 506

Package: 1A122

Stored Location: FILE

Summary: (U) Flash Drive provided by

Acquired By:

Acquired On: 2024-07-15

Attachment: (U) Flash Drive provided by

b6 -1,2
b7C -1,2

UNITED STATES DEPARTMENT OF JUSTICE
FEDERAL BUREAU OF INVESTIGATION
Receipt for Property

Case ID: _____

On (date) 7/15/2024

item (s) listed below were:

- ☐ Collected/Seized
☒ Received From
☐ Returned To
☐ Released To

(Name) _____

b6 -2
b7C -2

(Street Address) _____

(City) _____

412 Coal Valley Rd
Clinton PA 15025

Description of Item (s): _____

SanDisk Cruiser Blade 4GBb6 -1
b7C -1

Received By: _____

Received From: _____

Printed Name/Title: _____

Printed Name/Title: _____

b6 -1,2
b7C -1,2Special Agent

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

[redacted] date of birth (DOB) [redacted] was interviewed telephonically by Special Agents [redacted] and [redacted]. After being advised of the identity of the interviewing agents and the nature of the interview, [redacted] provided the following information:

[redacted] confirmed that she attend the [redacted] class at Keystone Shooting Center on June 13, 2024. When asked to describe Thomas CROOKS, [redacted] identified him as having long hair parted on the side, pale, and was quiet. [redacted] recalls speaking with her [redacted] who also attended the [redacted] class, about CROOKS. They both felt CROOKS stood out because of his strange appearance. [redacted] did not speak with CROOKS during the course. She recalled that CROOKS brought his own handgun to the training course and believed he carried a bag with him to the course. She did not observe how proficient he was at shooting.

b6 -2,3
b7C -2,3Investigation on 07/16/2024 at Pittsburgh, Pennsylvania, United States (Phone)File # 89B-PG-3947335-302Date drafted 07/16/2024

by [redacted]

b6 -1
b7C -1

UNCLASSIFIED

Physical 1A/1C Cover Sheet for Serial Export

Created From: 89B-PG-3947335-302

Serial 510

Package: 1A105

Stored FILE

Location:

Summary: (U) Interview notes of [REDACTED]

Acquired By: [REDACTED]

Acquired On: 2024-07-16

Attachment: (U) Interview notes of [REDACTED] (on
same sheet as interview of [REDACTED])

b6 -1,2,3
b7C -1,2,3

[REDACTED]
Obtained via FOIA by Judicial Watch, Inc.
- 1 of 1 -

FD-302 (Rev. 5-8-10)

UNCLASSIFIED//~~FOUO~~
FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

On 07/15/2024, [REDACTED] of Allegheny County Department of Emergency Services provided the Federal Bureau of Investigation (FBI) the 911 call recording made by [REDACTED] Thomas Matthew Crooks, [REDACTED]
[REDACTED]

b6 -2,3
b7C -2,3

The Allegheny Country Department Emergency service most likely disconnected when our call taker departed the hand off of the call. Bethel Park Police is what we call a ringdown. Meaning we (ACES) receive all calls to Allegheny 9-1-1. So once the location is confirmed as a ringdown, the call taker transfers the call to that ringdown. We stay on the call just to confirm the transfer.

Bethal Park Police Department, provided there 911 call recording.

The 911 call recordings for both departments is attached to the 1A section of this communication.

UNCLASSIFIED//~~FOUO~~

Investigation on 07/15/2024 at Pittsburgh, Pennsylvania, United States (Email)File # 89B-PG-3947335-302Date drafted 07/15/2024

by [REDACTED]

b6 -1
b7C -1

This document contains neither recommendations nor conclusions of the FBI. It is the property of the FBI and is loaned to your agency; it and its contents are not to be distributed outside your agency.

FBI(25-cv-2216)-1704

FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

[redacted] date of birth (DOB) [redacted] was interviewed at [redacted] After being advised of the identity of the interviewing TFOs [redacted] and [redacted] [redacted] and the nature of the interview, [redacted] provided the following information:

b6 -1,2
b7C -1,2

[redacted] met TFOs [redacted] and [redacted] at the front door of the [redacted] [redacted] had an unidentified female friend with her. TFOs [redacted] and [redacted] identified themselves and asked [redacted] if they could speak to her in private. [redacted] escorted TFOs [redacted] and [redacted] to her apartment. [redacted] asked for identification again, which the TFOs provided. [redacted] was asked if she knew anything about what why investigators were at her apartment. [redacted] responded that she did not. [redacted] was asked if she knew what was going on and she stated that she has no television so she does not know what is going on. [redacted] was asked if she has spoken to [redacted] recently and she said that she did not. Investigators advised [redacted] that former President Donald Trump had held a rally in Butler, PA. [redacted] was advised that a person fired a weapon at former President Trump and that person was shot and killed. [redacted] was advised that that person was [redacted] Thomas Crooks. [redacted] began questioning the identity of the TFOs and why they were there. TFO [redacted] instructed [redacted] to call her [redacted] immediately to verify the incident. [redacted] made contact with [redacted] on speaker phone and [redacted] advised her that there was a situation and that they would let her know anything that they could. [redacted] advised [redacted] to speak with the investigators and answer their questions. The phone call was concluded and [redacted] agreed to speak with investigators.

b6 -1,2
b7C -1,2

[redacted] advised that she had previously lived [redacted] [redacted] said that [redacted] told investigators that [redacted] Thomas works as a dietician aide at a nursing home on Highland Road in Bethel Park. She believed it was called Manor Care Nursing. [redacted] went on to describe [redacted] Thomas as the "nicest person", and a "sweet kid". She said that Thomas was to go to Robert Morris University soon. When asked [redacted] said that she did not believe that [redacted]

b6 -2,3
b7C -2,3

Investigation on 07/14/2024 at [redacted] United States (In Person)

File # 89B-PG-3947335-302

Date drafted 07/15/2024

by [redacted]

b6 -1,2
b7C -1,2

89B-PG-3947335-302

Continuation of FD-302 of (U) Interview of [REDACTED], On 07/14/2024, Page 2 of 3

[REDACTED] had any weapons. She said that he did not know if he had any friends, and she said that she did not believe that he had any explosives. [REDACTED] said that she did not know if Thomas had gone to the former President Trump rally in Butler. She said that she did not know if there were any guns in the house at [REDACTED]. When asked [REDACTED] said that she did not know if Thomas had any issues with the United States Government. When asked [REDACTED] said that she was unaware if Thomas had any anger towards former President Trump, and she was unaware if Thomas had an anger towards President Biden.

b6 -2,3
b7C -2,3

[REDACTED] told investigators that [REDACTED] Thomas was a former student of Bethel Park High School. She did not know if he had been in any clubs and she said that she did not know any of his friends. When asked if Thomas had any hobbies she responded that he was smart. She advised that he had received an associates degree recently from Community College of Allegheny County in Engineering, and that he was to continue is education at Robert Morris University. [REDACTED] said that Thomas did not have a girlfriend to her knowledge.

b6 -2
b7C -2

[REDACTED] said that Thomas owned a new Hyundai Elantra that was gray in color. She told investigators that [REDACTED]

b6 -2,3
b7C -2,3

[REDACTED] stated [REDACTED] Thomas [REDACTED] could not give any description of [REDACTED]. She went on to describe that Thomas kept to himself and that he did not have any mental health issues.

[REDACTED] was unaware if [REDACTED] [REDACTED] described Thomas as a "gamer" and a "nerd kid". [REDACTED] said that Thomas did have an interest in government history but did not know if he followed current politics. [REDACTED] was unaware if Thomas had any social media accounts or what he would do/follow on his computer.

b6 -2,3
b7C -2,3

[REDACTED] told investigators that her and Thomas did not talk a lot. She said that they would typically talk about what they were doing for [REDACTED]. [REDACTED] said that her and Thomas would typically talk to each other on [REDACTED]. [REDACTED] said that the last time she talked to Thomas was [REDACTED].

b6 -2,3
b7C -2,3

The interview was concluded.

89B-PG-3947335-302

Continuation of FD-302 of (U) Interview of [REDACTED], On 07/14/2024, Page 3 of 3

(1) ISSAM

[REDACTED]
[REDACTED] [REDACTED]
ON [REDACTED] - [REDACTED]

WORKS AT NURSING HOME
DIETARY AID. HIGHTLAND RD
(1 YR) MANOR CARE
NURSING

NICEST PERSON sweet kid
go to RML

WEAPONS ⊖

FRIENDS - UNK

EXPLOSIVE - ⊖

Did not ^{know} go to TRUMP Rally

DONT KNOW IF GUNS [REDACTED]

ISSUES w/ govt - DOESNT KNOW

ANGER TOWARD TRUMP - ⊖

BIDEN ⊖

b6 -2
b7C -2

b6 -2
b7C -2

(2)

Bethel Park H.S. STUDENT.

- NO KNOWN CLUBS

- NO KNOWN FRIENDS

HOBBY - SMART

- CCAC - ASSOCIATE

GO TO RMC

NO GIRLFRIEND

NEW HYUNDAI ELANTRA
GRAY.



IN



KEEP TO SELF ☹

MENTAL HEALTH ☹

b6 -2,3
b7C -2,3

(3)

RIFLE / HAND GUN. ?

GAMER - NERD KID,
INTEREST IN GOV'T

SOCIAL MEDIA - UNK

DO NOT TALK ALOT

UNCLASSIFIED//~~FOUO~~
FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

On July 14, 2024, FBI Special Agent (SA) [REDACTED] and SA [REDACTED] arrived at Bethel Park Nursing and Rehab (BPNR) facility located at 60 Highland Road in Bethel Park, Pennsylvania (PA) to speak with employees/work associates of THOMAS CROOKS (CROOKS).

b6 -1,2
b7C -1,2

[REDACTED] telephone number [REDACTED] was interviewed by investigators. Also present for the interview were [REDACTED] and [REDACTED]. After being advised of the identity of the interviewing agents and the nature of the interview, the following information was provided:

[REDACTED] serves as [REDACTED] is the [REDACTED] for BPNR. [REDACTED] and [REDACTED] all report to [REDACTED] telephone number [REDACTED] who is the [REDACTED] of BPNR. [REDACTED] and [REDACTED] were familiar with CROOKS through the course of his duties as a dietary aide at the BPNR. CROOKS was a full-time employee at BPNR, who generally worked day shift between the hours of 6AM-2PM. Although they did not interact with him much, CROOKS was described as a good employee who was very quiet. He always picked up extra shifts if the staff needed additional help. There were no disciplinary reports or complaints pertaining to CROOKS. [REDACTED] and [REDACTED] never heard him speak of politics or political candidates. The last time CROOKS was seen working at BPNR was on Friday, July 12, 2024. CROOKS never had a work locker assigned to him. CROOKS' [REDACTED] [REDACTED] To [REDACTED] knowledge, CROOKS was hired as an employee with BPNR approximately a year ago. At the end of the interview, [REDACTED] provided agents with a copy of CROOK's employment personnel file for agents.

b6 -2,3
b7C -2,3

[Note: file will be added as a 1A to the captioned investigation.]

UNCLASSIFIED//~~FOUO~~

Investigation on 07/14/2024 at Bethel Park, Pennsylvania, United States (In Person)File # 89B-PG-3947335-302Date drafted 07/14/2024by [REDACTED]b6 -1
b7C -1

07/14/2024

[redacted]

- chief of [redacted]

- copy of employee

1A

[redacted]

- 1 year - security
- July 2023 - hired
- good, very quiet, hard to know
- doing

- no complaints/incidents
- no political comments

-

[redacted]

[redacted]

←

[redacted]

[redacted]

- let report to work - Friday - full-time
1400 - 2pm

- [redacted]

- did not use [redacted] lockers

- pick-up [redacted] shifts

- [redacted]

- [redacted]

- [redacted]

[redacted]

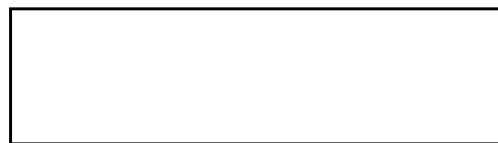
- [redacted]

- [redacted]

b6 -1,2
b7C -1,2

b6 -3
b7C -3

b6 -2
b7C -2



Genesis



Genesis



b6 -2
b7C -2

Obtained via FOIA by Judicial Watch, Inc.

FOOD SERVICE DEPARTMENT

	30-Jun	1-Jul	2-Jul	3-Jul	4-Jul	5-Jul	6-Jul		7-Jul	8-Jul	9-Jul	10-Jul	11-Jul	12-Jul	13-Jul
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Name:															
	X	530	530	X	530	530	X		X	530	530	x	530	530	x
	12P	X	12p	12P	12P	12P	X		12P	X	12P	12P	12P	12P	V
	630A	12P	X	630A	X	630A	12P		630a	12P	X	630A	X	630	12
	630A		630A	630A			v		V		630A	630A			630A
	X	530	530	x	530	530	X		x	530	530	x	530	530	x
		12P	12P	12P			12P		Prep	12p	12p	12p			12
Tom C	X	630A	12P	6A	6A	12P	6A			6A	12P	12P	6A	12P	6A
	6a	6a	6a				6a		6a	6a	6a				6a
	545A	X	X	545A	12P	X	545		545a	X	X	545	12	12	545
	12P	12P	X	12P	12P	12P	X		V	v	v	v	v	v	V
	3P		3P				3P		3p		3P	3P			
	12P	X	X	12P	12P	12P	12p		12P	12P	X	X	12	12	12P
				830	-							830	10		
		3P				630A				3P				630A	
OPEN PT Aide															

b6 -3
b7C -3b6 -2
b7C -2

FBI(25-cv-2216)-1714

FOOD SERVICE DEPARTMENT

	14-Jul	15-Jul	16-Jul	17-Jul	18-Jul	19-Jul	20-Jul		21-Jul	22-Jul	23-Jul	24-Jul	25-Jul	26-Jul	27-Jul
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Name:															
	X	530	530	530	530	530	X		X	530	530	545	530	530	x
	V	X	V	V	V	v	X		12P	X	12P	12P	12P	12P	X
	12	12P	X	630A	X	630A	12P		630a	12P	X	V	X	V	V
	630A		630A	630A			630a		630a		630A	630A			630A
	X	530	530	530	530	530	X		X	530	530	545	530	530	x
		12P	12P	12P			V		V	V	v	V			V
Tom C	6A	630A	12P	X	6A	6A	6A			6A	12P	6A	6A	6A	6p
	6a	6a	6a				6a		6a	6a	6a				6a
	545A	X	X	12P	12P	12P	545		545a	X	X	12P	12	12	545
	12P	12P	X	12P	12P	12P	12p		12P	12P	X	12P	X	12P	12P
	V		3P		3P		3P		3p		3P	3P			
	12P	X	X	12P	12P	12P	12p		12P	12P	X	X	12	12	12P
				830	10							830	10		
		3P				3p				3P				12P	
OPEN PT Aide															

b6 -3
b7C -3b6 -2
b7C -2

FBI(25-cv-2216)-1715

07/28/2023

Thomas Crooks

Bethel Park, Pennsylvania 15120

b6 -3
b7C -3

Dear Thomas,

It is a sincere pleasure to offer and have you accept the position of Dietary Aide at Bethel Park Nursing & Rehab-805, "the Company" effective 08/01/2023. In this capacity you will report to [REDACTED] Your hourly starting base rate will be USD \$14.56.

This offer is strictly conditional and contingent upon proof of being fully COVID-19 vaccinated, or having an approved exemption, the successful results of a drug screening for states that require pre-employment drug screening, criminal background check, reference check and tuberculosis screening and, if applicable, other requirements relating to state and federal regulations and licensure requirements. If you need an accommodation to be exempted from the COVID-19 vaccination requirement for medical and religious based reasons, you will be required to provide valid documentation, which will be reviewed and considered. If required, you will be contacted to schedule your drug screening at the center or a testing site. You should schedule your testing within 2 business days of your acceptance of this offer or we may consider you ineligible for hire. You will be required to consent to these screenings and checks, and we will be in contact with you as we complete these pre-employment requirements.

As a part of your onboarding process, you will be directed to our On-track System (Welcoming Site). This site will provide you with information to get you started at the Company. You will also be able to review information on your benefits, learn when these benefits become effective and enroll in your benefit selections. The Company constantly reviews its benefit plans to ensure that they are competitive and therefore, the listed benefits are subject to change.

It is necessary under the Immigration Reform and Control Act of 1986 that you provide documentation proving U.S. citizenship or authorization to work in the U.S. within three (3) business days of your start date.

Please note that the purpose of this correspondence is to clarify the terms of your offer and this letter does not constitute a contract of employment. Your employment will be at will and the Company reserves the right to change terms of employment at its sole discretion. Moreover, both you and the Company are free to terminate your employment at any time.

Thomas, as part of the Company, we are confident that you will dedicate yourself to achieving our mission: we improve the lives we touch through the delivery of high quality health care and every day compassion and also find working at the Company to be a rewarding experience from both a professional and personal perspective.

Should you have any questions regarding this offer, please contact me directly. Once again, I am pleased to offer you this position and look forward to you joining the Company.

Sincerely,

[REDACTED]

b6 -3
b7C -3

Personal Information

Genesis HealthCare, Inc. and all affiliated entities (collectively, "Genesis") provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, gender, gender expression, gender identity, sexual orientation, national origin, age, actual or perceived disability, marital status, pregnancy, genetic information, amnesty, military status or status as a covered veteran in accordance with applicable federal, state, and local laws. Genesis takes affirmative action to employ and advance in employment qualified minorities, women, individuals with disabilities and covered veterans. These policies are fully supported by the leadership team.

If you require any reasonable accommodation under the Americans with Disabilities Act (ADA) in completing the online application, interviewing, completing any pre-employment testing or otherwise participating in the employee selection process, please contact (877)456-6726. This phone number is for ADA related accommodation requests only, not for routine employment inquiries.

* = Required

** = Conditionally Required

To move forward in the application process, click on the arrow at the bottom of the page.

Contact Information

Title
Legal First Name Thomas
Please enter your legal first name, as it appears on your social security card.
Do you have a middle name?
Legal Middle Name **
Please enter your legal middle name, as it appears on your social security card.
Legal Last Name Crooks
Please enter your legal last name, as it appears on your social security card.
Email Address tmcrooks7@gmail.com
Primary Phone
(no dashes: e.g. 5555555555)
Phone Type Cell Phone
Secondary Phone
(no dashes: e.g. 5555555555)
Secondary Phone Type

b6 -3
b7C -3

Current Address

Street Address
City Bethel Park
Country United States
State or Province ** Pennsylvania
Required if Country is in the U.S.A.
Zip 15120
County ** Allegheny
Required if the Country is in the U.S.A.

Education History

Education

Please review/add your education. Start with highest degree first.

To add additional education, click the "Add Education" button below. The "Remove Last Education" will delete all entries for the last education that you have entered.

* = Required

** = Conditionally Required

Education 1
Degree Level
Name of School Bethel Park High
City Bethel Park
Country United States
State or Province ** Pennsylvania
Major or Field of Study diploma
Diploma, Degree or Certification received diploma
Attend Start Date
Attend End Date
Graduation Date 06/01/2022

Employment History

Please list all jobs over the last 10 years beginning with the most recent job first.

To add additional employers, click the Add Employer button below. The Remove Last Employer will delete all entries for the last employer that you have entered.

* = Required

** = Conditionally Required

I have prior work experience:

Obtained via FOIA by Judicial Watch, Inc.

Employer 1

Employer's Name **

Required if you have previous work experience

Street Address 60 highland rd
City Bethel Park

Country ** United States

Select U.S.A - United States of America to populate a list of States

State or Province ** Pennsylvania

You must select the State if you have included information in this section.

Zip 15102

Supervisor Name [Redacted]

Supervisor Title Manager

Supervisor Phone [Redacted]
(no dashes: e.g. 5555555555)

Supervisor Email

May we contact this employer?

From

To or Present

If you are currently employed by this employer, leave this date blank

Job Title

Reason for Leaving

Have you provided 10 years of employment experience:

YES - Click the right arrow below to proceed with the application NO - Click the "Add Employer" or "Add New" button above to enter additional employment history.

eSignature

Please Read Carefully

I hereby certify that all statements made in the attached resume and this application are true and correct to the best of my knowledge and belief. I authorize past employers, schools, persons and organizations having relevant information or knowledge to provide a verification or employment reference. I specifically waive any required additional written notifications.

Legal First Name Thomas

Legal Last Name Crooks

ELECTRONIC SIGNATURE: Please type your name as it is listed above:

I testify that this statement is true to the best of my knowledge:

Thomas Crooks
Accepted

You will be given the opportunity to review your application form on the next page. If all of your information is correct please click the forward arrow at the bottom of that page to continue in the application process. There are additional forms to complete.

References

Please provide 3 references. At least 2 must be professional/educational references not related to you or living with you.

To add additional references, click the Add Reference button below. The Remove Last Reference will delete the last reference that you have entered.

Reference 1

First Name [Redacted]
Last Name [Redacted]
Phone [Redacted]
Email [Redacted]
Current Job Title
Current Employer
Relationship Manager

Reference 2

First Name [Redacted]
Last Name [Redacted]
Phone [Redacted]
Email [Redacted]
Current Job Title
Current Employer
Relationship Manager

b6 -3
b7C -3

b6 -3
b7C -3

GENESIS HEALTHCARE
Obtained via FOIA by Judicial Watch, Inc.
JOB DESCRIPTION: CENTERS

Thomas
Cooks

POSITION TITLE: Dietary Aide (AD01)

OCCUPATIONAL EXPOSURE: Category II

DEPARTMENT: Food and Nutrition Services

REPORTS TO: Food Service Director and/or Assistant Food Service Director/Chef Manager

GRADE: 5

FLSA: Nonexempt

POSITION SUMMARY: The Dining Aide performs a variety of food service functions in maintaining clean and sanitary conditions of food service areas, equipment and dining locations. Provides service of meals and snacks to residents/patients, guests and employees. Assists with some aspects of food preparation.

RESPONSIBILITIES/ACCOUNTABILITIES:

1. Puts customer service first. Ensures that residents/patients and families receive the highest quality of service in an attentive and responsive atmosphere which recognizes the individuals' needs and rights. Maintains resident/patient confidentiality
2. Maintains clean, organized and sanitary work areas. Performs after-use and scheduled cleaning of surfaces and equipment in accordance with established policies and cleaning procedures;
3. Performs warewashing functions including scraping, washing and storing dishes, pots and utensils; monitors warewashing temperatures and sanitizer solutions and assures appropriate temperatures and levels;
4. Operates equipment in a safe manner, reports malfunctioning equipment to supervisor;
5. Routinely removes and properly disposes trash from work areas;
6. Assists with basic preparation and portioning of foods and beverages as assigned;
7. Supports the meal distribution process including basic meal assembly, plate/tray delivery and plate/tray collection in all dining locations;
8. Sets-up, cleans-up and properly stores food, supplies and dishware needed for meal service in the kitchen and all dining locations;
9. Prepares resident/patient food requests, snacks and nourishments as assigned;

Job Description: Ctrs-Food & Nutr Svs
Serial Number: Z5088
Effective Date:
Revision Date: 12/12/16
Page: 1 of 5

GENESIS HEALTHCARE
Obtained via FOIA by Judicial Watch, Inc.
JOB DESCRIPTION: CENTERS

POSITION TITLE: Dietary Aide (AD01)

10. Stocks foods and supplies in all storage locations assuring areas are neat, orderly and stock is rotated to maintain freshness;
11. Adheres to Food and Nutrition Services policies and procedures;
12. Concerns his/herself with the safety of all residents/patients in order to minimize the potential for fire and accidents. Also, ensures that the center adheres to the legal, safety, health, fire and sanitation codes by being familiar with his/her role in carrying out the center's fire, safety and disaster plans and by being familiar with current MSDS;
13. Performs other tasks as assigned by supervisor.

COMPLIANCE:

1. Complies with applicable legal requirements, standards, policies and procedures including but not limited to those within the Compliance and Ethics Program, Standard/Code of Conduct, Federal False Claims Act and HIPAA.
2. Participates in required orientation and training programs.
3. Promptly reports concerns and suspected incidences of non-compliance to supervisor, Compliance Liaison or to the Compliance Officer via the Integrity Hotline.
4. Cooperates with monitoring and audit functions and investigations.
5. Participates, as requested, in quality assurance and process improvement activities.

SPECIFIC EDUCATIONAL/VOCATIONAL REQUIREMENTS:

1. This position requires that the employee is able to read, write, speak and understand the spoken English language to ensure the safety and wellbeing of our patients and visitors at the work site when responding to their medical and physical needs.
2. High school diploma or equivalent preferred.
3. Must provide verification of TST (tuberculin skin test) as required by state law and in accordance with Company policy. TSTs will be administered at the work site if required.

Job Description: Ctrs-Food & Nutr Svs
Serial Number: Z5088
Effective Date:
Revision Date: 12/12/16
Page: 2 of 5

GENESIS HEALTHCARE
OBTAINED VIA FOIA BY PUBLIC RECORDS, LLC
JOB DESCRIPTION: CENTERS

POSITION TITLE: Dietary Aide (AD01)

ESSENTIAL JOB FUNCTIONS:

(1) Physical Demands:

(Answer yes or no)

Reaching (overhead)	<u>yes</u>
Handling	<u>yes</u>
Fingering	<u>yes</u>
Feeling	<u>yes</u>
Talking or Hearing	<u>yes</u>
Seeing	<u>yes</u>

(Answer: 0-33% - Rarely/ 34-66% - Occasionally/67-100% - Frequently)

Standing	<u>67-100%</u>
Walking	<u>67-100%</u>
Sitting	<u>0-33%</u>

(Specify Amount of Weight in Pounds: Sedentary [10 lbs]; Light [20 lbs]; Medium [30-50 lbs]; Heavy [100 lbs]; Very Heavy [>100 lbs])

Pulling	<u>40</u>
Lifting	<u>40</u>
Carrying	<u>40</u>
Pushing	<u>40</u>

Job Description: Ctrs-Food & Nutr Svs
Serial Number: Z5088
Effective Date:
Revision Date: 12/12/16
Page: 3 of 5

GENESIS HEALTHCARE
Obtained with FOIA by Judicial Watch, Inc.
JOB DESCRIPTION: CENTERS

POSITION TITLE: Dietary Aide (AD01)

(Answer yes or no)

Climbing (stairs)	<u>yes</u>
Balancing	<u>yes</u>
Stooping	<u>yes</u>
Kneeling	<u>yes</u>
Crouching	<u>yes</u>
Crawling	<u>yes</u>
Twisting	<u>yes</u>

(2) Location of Job Activities: <i>(Answer in %)</i>	Outside	<u>0%</u>
	Inside	<u>100%</u>

(3) **Environmental Conditions:**

(Answer yes or no)

Extreme heat with or without temperature changes	<u>yes</u>
Extreme cold with or without temperature changes	<u>yes</u>
Wet or humid	<u>yes</u>
Noise and/or vibrations	<u>yes</u>
Hazards (chemical, mechanical, radiant energy)	<u>yes</u>
Explosives, burns, electrical, other	<u>yes</u>
Atmospheric conditions -	
Fumes, poor ventilation, mists, dust, odors, gas	<u>yes</u>
Unprotected heights	<u>no</u>
Moving machinery	<u>yes</u>
Operating automotive equipment	<u>no</u>
Operating foot controls	<u>no</u>
Uneven ground	<u>no</u>
Protective clothing (list)	<u>yes</u>
(uniform, hair net or hat, rubber soled shoes)	

(4) **Work Situations:**

(Answer yes or no)

Measurable or verifiable criteria	<u>yes</u>
Dealing with people	<u>yes</u>
Repetitive and continuous	<u>yes</u>
Performing under stress	<u>yes</u>
Set limits, tolerance or standards	<u>no</u>
Problem solving	<u>yes</u>

Job Description:	Ctrs-Food & Nutr Svs
Serial Number:	Z5088
Effective Date:	
Revision Date:	12/12/16
Page:	4 of 5

GENESIS HEALTHCARE
JOB DESCRIPTION: CENTERS

POSITION TITLE: Dietary Aide (AD01)

Comparing

yes

Taking instructions

yes

JOB SKILLS:

1. Working knowledge of the methods and techniques of handling and serving food.
2. Working knowledge of sanitation practices relating to safe food handling and cleaning activities.
3. Working knowledge of regulations pertaining to department and center.
4. Ability to accurately follow meal tickets, menus and related systems.
5. Ability to positively interact with residents/patients.

PERFORMS RELATED DUTIES:

1. Interacts with customers, families, visitors, center and Genesis subsidiary personnel.
2. Carries out other tasks as requested in situations where hands-on intervention/participation may be required.

If you are under 18 years of age, there may be some essential functions of the job which you are restricted from performing due to regulatory requirements. Please advise your supervisor if you are under 18.

I understand this job description and its requirements; I understand that this is not an exclusive list of the job functions and that I am expected to complete all duties as assigned; I understand the job functions may be altered by management without notice; I understand that this job description in no way constitutes an employment agreement and that I am an at-will employee.

I certify that I am able to perform the essential functions of this position with or without reasonable accommodation.

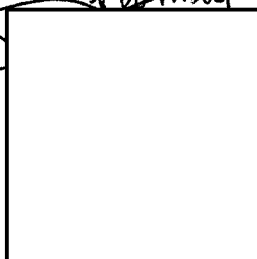
Employee Signature:

Thomas Cook

Date:

8-20-23

Supervisor Signature:



Date:

8/29/23

b6 -3
b7C -3

Job Description: Ctrs-Food & Nutr Svs
Serial Number: Z5088
Effective Date:
Revision Date: 12/12/16
Page: 5 of 5



Welcoming Program Mandatory Safety Training

Mandatory Safety Training

Please check each box below to indicate you have completed this training and fully understand the Genesis Safety Training Materials.

Remove this page from your packet and hand to your presenter!

- ☒ Control of Hazardous Energy – "Lock-out/Tag-out"
- ☒ Electrical Safety
- ☒ Fire Safety & the Use of Fire Extinguishers
- ☒ Hazard Communication
- ☒ Access to Exposure & Medical Records
- ☒ Infection Prevention and Control Program
- ☒ Bloodborne Pathogens
- ☒ Occupational Exposure to Tuberculosis
- ☒ Personal Protective Equipment
- ☒ Musculoskeletal Disorder
- ☒ Prevention Workplace Violence
- ☒ Elopement Precautions

Signature

Thomas Crooks

Date

Print Name

Thomas Crooks

Name: Tom Crooks

Employee ID #:

Genesis

Employee to initial each training section below to signify completion:

- Customer Excellence TC
- Quality Assurance Performance Improvement(QAPI) TC
- Employee Handbook TC
- HR Policy and Procedure TC
- Discrimination and Harassment in the Workplace
- Including State Specific Training (if applicable) TC
- Effective Communication TC
- Compliance & Ethics Training/Code of Conduct TC
- New Hire Logistics TC
- Safety Training and Tour TC
- Respiratory Protection Training TC
- Active Shooter in Long Term Care TC
- Emergency Preparedness TC
- Trauma Informed Care TC
- Abuse Prohibition TC
- Resident Rights TC
- CORE Dementia Training (Modules 1-3 Hand-in-Hand Education) TC

Thomas Crooks 8/19/2023

Employee Signature/Date

Department Manager Signature/Date

Ce

tative Signature/Date

b6 -3
b7C -3

All signatures have been obtained:

New Employee:

- Turn the completed form into your center team leader

Center Team Leader:

- Use Completion date on document to record Welcoming Program Completion in GenSERV.
- Retain form in employee's personnel file

CLINICAL COMPETENCY VALIDATION

Hand Hygiene

Name: Thomas Crooks

Center & Unit: _____

Validation Reason:

☒ Orientation☐ Annual review☐ Periodic review☒ Identified need☐ New program, device, or procedure

CRITICAL ELEMENTS:

	Not Met	Met
1. Verbalizes when hand hygiene should be completed:		
a. Washing with soap and water when hands are visibly soiled.		
b. Washing with soap and water after exposure to known or suspected Clostridium difficile or infectious diarrhea (i.e. Norovirus).		✓
c. Washing with soap and water before eating or after using the restroom.		✓
d. Use of alcohol based hand rub for routine decontamination in clinical situations.		✓
Hand Washing:		
2. Turns on water at sink.		
3. Wet hands and wrists thoroughly.		✓
4. Applies cleanser or soap to hands.		✓
5. Lathers all surfaces of fingers and hands, including above the wrists, producing friction for at least (twenty) 20 seconds.*		✓
6. Cleans fingernails by rubbing fingertips against palms of the opposite hand.		✓
7. Rinses all surfaces of hands, wrists, and fingers keeping hands lower than the elbows and the fingertips down.		✓
8. Uses clean, dry paper towel to dry all surfaces of hands, wrists, and fingers.		✓
9. Uses clean, dry paper towel, to turn off faucet, without contaminating hands.		✓
10. Does not touch the inside of the sink at any time.		✓
11. Disposes of used paper towel(s) in wastebasket immediately after shutting off faucet.		✓
Alcohol Based Hand Rub (ABHR) from a Dispenser:		
12. Verbalizes when alcohol based rub can be utilized.		
13. Applies product to palm of one hand, rubs hands together, covering all surfaces of the hands and fingers until product is dry.		✓
14. Follows manufacturer's instructions for amount and application of product.		✓
Alcohol Based Hand Rub (ABHR) from a Pocket or Clip-on Individual Container		
15. Pulls pocket ABHR out of pocket and dispenses adequate gel or foam into one hand.		
16. Places bottle back into pocket with other hand before performing hand rub.		✓
17. Performs hand rub (see #13), thoroughly coating all surfaces of both hands.		✓
18. Goes directly to patient without touching anything else—or re-entering hands into pockets.		✓

RESULTS (check appropriate item, sign, & date):

☒ Passed☐ Needs educationDate: 2/9/22Validated by:

Education provided by: _____

on _____

(date)

Re-validated by: _____

b6 -3
b7C -3

COMMENTS (Explain type & content of education or training needed/provided in response to education, or other pertinent info.):

Obtained via FOIA by Judicial Watch, Inc.

I have successfully completed this competency validation.

Signature:

Thomas Charles

Date:

8/9/23

CLINICAL COMPETENCY VALIDATION

Putting On (Donning) Personal Protective Equipment (PPE) / Taking Off (Doffing) PPE

Name: Thomas Crooks

Center & Unit: _____

Validation Reason:

- ☒ Orientation ☐ Annual review ☐ Periodic review ☐ Outbreak prevention/containment
☒ Identified need ☐ New program, device, or procedure

CRITICAL ELEMENTS:

	Not Met	Met
PUTTING ON PPE		
Gowning		
1. Performs hand hygiene before donning PPE.		✓
2. Gathers gown; chooses appropriate size.		✓
3. Picks up gown.		✓
4. Holds gown out in front and allows gown to open.		✓
5. Does not shake the gown or allow it to touch the floor.		✓
6. Slips arms into the sleeves.		✓
7. Pulls gown on, per manufacturer's directions.		✓
8. Ties the neck ties into a bow so they can be easily untied later.		✓
9. Pulls gown until it completely covers clothing. Ties the back ties in a bow so they can be easily untied or broken later. Ties all ties on the gown, as appropriate.		✓
10. Uses gowns only once and then removes and discards*.		✓
Masking or Respirator		
1. Places and holds the mask over the nose, mouth, and chin.		✓
2. Secures bands behind ears or secure the straps on crown of head (top strap) and base of neck (bottom strap).		✓
3. Fits the flexible nose piece over nose bridge with both hands, without bending/tenting the nose piece. Does not pinch the nose piece.		✓
4. Adjusts to fit snugly around face and below chin with no gaps.		✓
5. If respirator is used, seal checks the respirator each time it is put on.		✓
Goggles or Face Shield		
1. Positions goggles and/or face shield over face and/or eyes.		✓
2. Secures to head using attached ear pieces and/or head band.		✓
3. Adjusts to fit comfortably and ensures goggles/face shield does not affect the fit/seal of the face mask/respirator.		✓
Gloving		
1. If right-handed, slides one glove on left hand (reverse if left-handed).		✓
2. With gloved hand, slides other hand into second glove.		✓
3. Interlaces fingers to smooth folds and creates a comfortable fit.		✓
4. Carefully looks for tears or holes. Replaces glove if necessary.		✓
5. Pulls the cuff of the gloves over the cuff of the sleeves of the gown.		✓
6. Acknowledges Safety Considerations: Keeps hands away from face and front of gown, limits surfaces touched, changes gloves when torn or heavily contaminated, performs hand hygiene after removing gloves. Changes gloves between each patient contact.		✓

TAKING OFF (DOFFING) PPE – EXAMPLE 1

Removing Gloves—OUTSIDE OF GLOVES ARE CONTAMINATED! Removes gloves and gown just before exiting patient/resident room.

1. Using one gloved hand, grasps the outside of the opposite glove, palm area and peels off the first glove.
2. Holds the removed glove in the gloved hand and slides fingers of ungloved hand under remaining glove at the wrist and peels off second glove over the first glove. The glove is turned inside out.
3. Discards gloves in a waste container.
4. If hands get contaminated during glove removal, immediately performs hand hygiene.

Removing Gown—GOWN FRONT AND SLEEVES ARE CONTAMINATED! Removes gloves and gown just before exiting patient/resident room.

1. Unfastens gown ties with ungloved hands, taking care that sleeves do not contact the body when reaching for the ties.
2. Slips hands underneath the gown at the neck and shoulders, peeling away from shoulders, touching inside of gown only.
NOTE: If removing a 3-arm hole gown, reaches behind right shoulder and peels the gown over right shoulder, right arm, and across body. Allows gown to fall off shoulders and reaching behind, slips fingers of one hand under the cuff of the opposite arm and pulls the hand into the sleeve grasping the gown from the inside. Repeats for the opposite arm.
3. Slips fingers of one hand under the cuff of the opposite arm and pulls the hand into the sleeve, grasping the gown from the inside.
4. Reaches across and pushes the sleeve off the opposite arm.
5. Folds the gown towards the inside and folds or rolls into a bundle so only the "clean" part of the gown is visible.
6. Discards gown in a waste container, or if a washable gown, places in plastic bag, seals/ties the bag, and places in a laundry receptacle.
7. If hands get contaminated during gown removal, immediately performs hand hygiene.

Removing Goggles or Face Shield—OUTSIDE OF GOGGLES OR FACE SHIELD IS/ARE CONTAMINATED!

1. If removing goggles/face shield, removes outside of patient/resident room or patient/resident care area.
2. Removes goggles or face shield from the back by lifting the "clean" ear or head pieces away from the face. Does not touch the front of the goggles/face shield.
3. If goggles or face shield are reusable, places them in designated location for cleaning/disinfecting prior to next use.
4. If goggles or face shield is not reusable, discards in a waste container.
5. If hands get contaminated during goggle or face shield removal, immediately performs hand hygiene.

Removing Face Mask or Respirator—FRONT OF MASK/RESPIRATOR IS CONTAMINATED! DO NOT TOUCH!

1. If removing a face mask or respirator, removes outside of patient/resident room or patient/resident care area.
2. Grasps the bottom ties or the elastic bands of the mask/respirator and lift overhead, then grasps the bands/ties at the top and lifts over face, removing without touching the front of the mask/respirator.

If removing a face mask or respirator with ear loops, bending forward slightly, reaches behind one ear and grasps the back of the elastic strap then peels away from ear. With the opposite hand, reaches behind the ear grasping the back of the elastic strap and peels away from the ear and the face holding onto this elastic strap.
2. Discards mask in a waste container.*
3. If hands get contaminated during mask/respirator removal, immediately performs hand hygiene.

Hand Hygiene

1. Performs hand hygiene using soap and water or alcohol based hand rub (ABHR) immediately after removing all PPE.
2. Performs hand hygiene between steps if hands become contaminated and immediately after removing all PPE.
3. Performs hand hygiene before donning a reuse face mask, respirator, goggles, or face shield.

TAKING OFF (DOFFING) PPE—EXAMPLE 2*

Removing Gown and Gloves—GOWN FRONT AND SLEEVES AND OUTSIDE OF GLOVES ARE CONTAMINATED!

1. Grasps the gown in the front and pulls away from the body so that the ties at the neck and back break, touching the outside of the gown only with the gloved hands.
2. While removing the gown from the shoulders/neck, begins folding or rolling the gown inside-out into a bundle.
3. While removing the gown, peels off gloves from both hands touching only the inside of the gloves and gown with bare hands.
4. Once removed, places the gown and gloves into a waste container.
5. If hands get contaminated during removal of gown and gloves, immediately performs hand hygiene.

Removing Goggles or Face Shield—OUTSIDE OF GOGGLES OR FACE SHIELD IS/ARE CONTAMINATED!

1. Removes goggles or face shield from the back by lifting the "clean" ear or head pieces away from the face.
2. If goggles or face shield are reusable, places them in designated receptacle for subsequent reprocessing.
3. If goggles or face shield are not reusable, discards in a waste container.
4. If hands get contaminated during goggle or face shield removal, immediately performs hand hygiene.

Removing Mask or Respirator—FRONT OF MASK/RESPIRATOR IS CONTAMINATED! DO NOT TOUCH!

1. Grasps the bottom ties or the elastic bands of the mask/respirator and lifts overhead, then grasps the bands/ties at the top and lifts over face, removing without touching the front of the mask/respirator.
2. Discards in a waste container.
3. If hands get contaminated during mask/respirator removal, immediately performs hand hygiene.

Hand Hygiene

1. Performs hand hygiene using soap and water or alcohol based hand rub (ABHR) immediately after removing PPE.
2. Performs hand hygiene between steps if hands become contaminated and immediately after removing all PPE.

*If re-use or extended use practices are in place (e.g. COVID-19), follows that guidance.

☒ Passed

☐ Needs education

Date: 2/11/23

Validated

Education provided by: _____

on _____

(date)

Re-validated by: _____

COMMENTS (Explain type & content of education or training needed/provided, response to education, or other pertinent info.):

I have successfully completed this competency validation.

Signature: Thomas Drake

Date: 8/4/23

Welcoming Program Mandatory Safety Training

Safety Assessment
(Show us what you know!)

Signature

Thomas Crooks

8/9/23

Date

Print Name

Thomas Crooks

Instructions: Circle or fill in the correct answer.

Control of Hazardous Energy "Lock-out/Tag-out"

1. Energy source is any source of:
A. Electrical energy
B. Mechanical or chemical energy
C. Thermal energy
☒ D. All of the above
2. If equipment is locked or tagged out:
☒ A. Employees must not attempt to start the equipment
B. Maintenance staff must be called
C. It must not be used for one month
D. All of the above
3. The only authorized employees to perform lock-out/tag-out in a nursing center are:
☒ A. The Center Executive Director and Center Nurse Executive
B. Maintenance employees
C. Security staff
D. All of the above
4. True/False ☒ False The only authorized employee in a nursing center is the Center Executive Director.
5. True/False ☒ True An affected employee is one whose job requires them to be in the area or to use a machine or equipment receiving service under lock-out/tag-out.

Electrical Safety

1. An electrical shock can kill you:
☒ A. True
B. False

Welcoming Program Mandatory Safety Training

2. Insulation around wires:
 - A. Is designed to make them look better when they are used in a home
 - B. Will always protect you
 - ☒ C. Is color-coded
 - ☐ D. Protects you from direct contact with electric current
3. One example of grounding is:
 - A. Keeping an electrical cord on the floor
 - B. Keeping electrical cords away from water
 - ☒ C. 3-pronged plugs
 - D. None of the above
4. ☒ True ☐ False The most serious electrical hazard is shock.
5. ☒ True ☐ False Insulation can still protect you even if it is frayed.
6. ☒ True ☐ False Cords that heat up when in use should be replaced.
7. ☒ True ☐ False Allowing use of personal electrical appliances is a risk-free way to assist the patient to feel at home.

Fire Safety and the Use of Fire Extinguishers

1. Every healthcare environment should have:
 - A. A fire extinguisher in every room
 - ☒ B. A complete evacuation plan
 - C. A fire marshal on staff
 - D. All of the above
2. Many fires in nursing centers start because of:
 - ☒ A. Inadequate routine checks of electrical equipment
 - B. Candles that are left burning in patient's rooms
 - C. Doors that are left open
 - D. Smoking in bathrooms
3. Always remember to:
 - A. Keep paper, linen and clothing away from items that produce heat
 - B. Keep corridors and stairways clear at all times
 - C. Turn off TV's when patients are sleeping
 - ☒ D. A and B
4. The word RACE can help you to remember to:
 - A. Remove, Ask, Confine, Extinguish
 - B. Reach, Access, Close, Exit or Extinguish
 - ☒ C. Rescue, Alarm, Confine, Extinguish or Evacuate
 - D. None of the above



Welcoming Program Mandatory Safety Training

True/False

5. ☒ Many fires in nursing centers start because of inadequate routine checks of electrical equipment.
6. ☒ All exit doors should be kept open so people can get out quickly.
7. ☒ If you see a small fire, try to put it out and then call and report it.

Hazard Communication

1. All hazardous chemicals are grouped into two types of hazards:
 - A. Chemical and toxic hazards
 - B. Health and chemical hazards
 - C. Liquid hazards and solid hazards
 - ☒ D. Physical hazards and health hazards
2. Toxic
 - A. Chemicals are health hazards
 - B. Means poisonous
 - C. Chemicals may have acute or immediate effects
 - ☒ D. All of the above
3. Employees who fill spray bottles filled with a chemical taken from another container, must:
 - A. Get approval from their supervisor before taking the chemicals
 - B. Properly label the container
 - ☒ C. Complete an MSDS first
 - D. None of the above

Access to Exposure and Medical Records

1. Medical Records have information about:
 - A. The diseases my patients have
 - ☒ B. Medical tests, examinations, diagnoses, and treatments I have had
 - C. Exposure that other employees have had
 - D. None of the above
2. Whenever an employee or designated representative requests a copy of a record, GHC will assure:
 - A. A copy of the record is provided without cost to the employee or representative;
 - B. The necessary mechanical copying facilities are made available without cost; or the record is loaned to the employee or representative for a reasonable time to enable a copy to be made.
 - C. Personal identifiers will be removed if record requested is not for that specific employee
 - ☒ D. All of the above

Welcoming Program Mandatory Safety Training

Bloodborne Pathogens

1. Bloodborne diseases include:
 - A. Hepatitis B Virus
 - B. Hepatitis C Virus
 - C. HIV
 - ☒ D. All of the above
2. The Hepatitis B Vaccine is:
 - A. Recommended for people who have been exposed to Hepatitis B Virus
 - B. Effective protection for many bloodborne pathogens
 - C. Is offered at no cost to employees with potential occupational exposure
 - ☒ D. Both A and C
3. Personal Protective Equipment (PPE) includes:
 - A. Gloves and masks
 - B. Mouthpieces, resuscitation bags, and protective eye wear
 - C. Mask, gowns, aprons, lab coats
 - ☒ D. All of the above
4. If I get injured by a sharp that may be contaminated, I must:
 - A. Immediately wash exposed skin with soap and water
 - B. Flush exposed membranes with water
 - C. Report the incident to your supervisor as soon as possible
 - ☒ D. All of the above

True/False

5. ☒ Standard Precautions are safeguards designed to protect you.
6. ☒ Personal Protective Equipment will protect you only if it is worn properly.
7. ☒ Assisting to feed a HIV-positive patient is one way to transmit the disease.

Occupational Exposure to Tuberculosis

1. TB is spread by tiny germs that:
 - A. Cling to clothing
 - ☒ B. Float in the air
 - C. Can stick to a drinking glass
 - D. None of the above
2. The primary way you can get TB infection is:
 - ☒ A. By breathing in TB germs that an infected person coughs into the air
 - B. By touching the skin of an infected person
 - C. By using the same cup- as an infected person
 - D. None of the above

Welcoming Program Mandatory Safety Training

3. A skin test or IRGA test:
- A. Must be done every 3 months
 - B. Will cure TB infection
 - ☒ C. Is performed to tell if you have TB infection
 - D. Will tell if you touched a person with TB infection

True/ False

4. ☒ Sharing a drinking glass will put you at risk of getting TB infection.
5. ☒ TB germs can live in your body without making you sick.
6. ☒ A skin test is one way to tell if you have TB infections.
7. ☒ If you have HIV infection, you don't have to worry about TB infection.

Personal Protective Equipment

1. If PPE needs to be repaired or replaced it is the employee's responsibility to inform their supervisor.
- ☒ A. True
 - B. False
2. If an employee wears prescription eyeglasses he/she does not need to wear protective eye wear.
- A. True
 - ☒ B. False
3. Personal protective equipment is provided to you to reduce the likelihood of hazard exposures.
- ☒ A. True
 - B. False

True/False

4. ☒ PPE is a test to see if you have been exposed to TB.
5. ☒ Supervisors have to make sure that their employees have the correct PPE.

Workplace Violence

1. True/False ☒ Only workplace violence incidents involving injury are to be reported to your supervisor.
2. If an active shooter incident occurs in your center, name the four "Outs" designed to improve your chances of not being a victim:
- | | |
|---------------------|-------------------------|
| A. <u>Get</u> Out; | C. <u>Keep</u> Out; and |
| B. <u>Hide</u> Out; | D. <u>Take</u> Out; |



Welcoming Program Mandatory Safety Training

Resident Elopement

True/False

1. ☒ Elopement occurs when a resident leaves the premises without authorization and the proper supervision to do so.
2. When an elopement occurs, you should:
 - A. Alert all staff of missing resident with a plain language announcement.
 - B. Start in-house search room to room and all areas of the Center
 - C. Search outside building perimeter and grounds.
 - ☒ D. All of the above

Obtained via FOIA by Judicial Watch, Inc.

CERTIFICATE OF COMPLETION

Presented to

THOMAS CROOKS

For the completion of

**CMS Hand in Hand: Understanding the World of Dementia:
The Person and the Disease - Module 1**

Completed On

07/31/2023

Obtained via FOIA by Judicial Watch, Inc.

CERTIFICATE OF COMPLETION

Presented to

THOMAS CROOKS

For the completion of
CMS Hand in Hand: Being with a Person with Dementia:
Listening and Speaking - Module 2

Completed On

07/31/2023

CERTIFICATE OF COMPLETION

Presented to

THOMAS CROOKS

For the completion of

**CMS Hand in Hand: Being with a Person with Dementia:
Actions and Reactions - Module 3**

Completed On

07/31/2023

Obtained via FOIA by Judicial Watch, Inc.

CERTIFICATE OF COMPLETION

Presented to

THOMAS CROOKS

For the completion of
Respiratory Protection - Training on the use of Respirators

Completed On
07/31/2023

Obtained via FOIA by Judicial Watch, Inc.

CERTIFICATE OF COMPLETION

Presented to

THOMAS CROOKS

For the completion of

GHC Emergency Preparedness Plan

Completed On

07/31/2023

Obtained via FOIA by Judicial Watch, Inc.

CERTIFICATE OF COMPLETION

Presented to

THOMAS CROOKS

For the completion of
Elopement

Completed On
07/31/2023

Obtained via FOIA by Judicial Watch, Inc.

CERTIFICATE OF COMPLETION

Presented to

THOMAS CROOKS

For the completion of
Elopement

Completed On

07/31/2023

Obtained via FOIA by Judicial Watch, Inc.

CERTIFICATE OF COMPLETION

Presented to

THOMAS CROOKS

For the completion of
Effective Communication Skills

Completed On

07/31/2023

Obtained via FOIA by Judicial Watch, Inc.

CERTIFICATE OF COMPLETION

Presented to

THOMAS CROOKS

For the completion of
Active Shooter in Long Term Care

Completed On

07/31/2023

CERTIFICATE OF COMPLETION

Presented to

THOMAS CROOKS

For the completion of
2022/2023 Discrimination and Harassment

Completed On

07/31/2023

Obtained via FOIA by Judicial Watch, Inc.

CERTIFICATE OF COMPLETION

Presented to

A rectangular box with a black border, used to redact the name of the recipient.

For the completion of
2022/2023 Code of Conduct - All Staff

b6 -3
b7C -3

Completed On
07/31/2023

Genesis HealthCare

MANUAL TITLE:	Human Resources Policies and Procedures
POLICY TITLE:	HR303 Attendance, Absenteeism, and Tardiness
APPLICATION:	Entire Company
EFFECTIVE DATE:	06/01/02
REVIEW DATE:	07/01/22
REVISION DATE:	07/01/22
PAGE:	4 of 4

POLICY

Genesis and its affiliates (collectively "Company") employees are expected to report for work as scheduled. Sick employees are encouraged to remain home. Employees exhibiting symptoms such as fever (equal to or greater than 100°F), chills, cough, shortness of breath, unexpected fatigue or body aches, sore throat, nausea, vomiting, or diarrhea should not report to work.

For purposes of Progressive Discipline, instances of absenteeism "Group B" violations will be treated as separate from unsatisfactory performance/misconduct warnings "Group A" violations and/or serious infractions "Group C" violations. Refer to the "List of Conduct and Performance Standards Table" in the Employee Handbook and *Individual Performance Improvement Process* policy for further clarification.

Absences occurring in conjunction with California specific time off requirements will not be considered for disciplinary purposes pursuant to state law, as long as employees comply with the *Time Off Requirements: California Specific* policy.

PURPOSE

To establish a consistent standard for attendance that considers the Company's need to provide services with as little disruption as possible.

SCOPE

Applies to all employees unless collective bargaining agreement expressly covers discipline.

DEFINITIONS

Excessive absenteeism: Excessive absenteeism is defined as follows:

- First Counseling - Three (3) occurrences within a rolling 12-month period.
- Second Counseling - Four (4) occurrences within a rolling 12-month period.
- Final Counseling - Five (5) occurrences within a rolling 12-month period.
- Termination - Six (6) occurrences within a rolling 12-month period.

Occurrence: A continuous period of absence from work.

Absence: Failure to work one or more consecutive scheduled shifts for any reason (illness, personal or family problems, car trouble, etc.) is considered one occurrence. For example, an absence of three consecutive scheduled shifts is considered one occurrence. The following will not be considered as an occurrence.

- Scheduled Absence: The employee has requested time off in advance, and the employee's supervisor has approved the request in writing (examples: bereavement leave, military leave, medical leave, personal leave, vacation, etc.).

Genesis HealthCare

MANUAL TITLE:	Human Resources Policies and Procedures
POLICY TITLE:	HR303 Attendance, Absenteeism, and Tardiness
APPLICATION:	Entire Company
EFFECTIVE DATE:	06/01/02
REVIEW DATE:	07/01/22
REVISION DATE:	07/01/22
PAGE:	4 of 4

- 1.1 If the supervisor is not available, the employee must speak with the manager on duty at the time the call is made or follow other location specific procedure (e.g., call to specific phone line).
- 1.2 The employee must provide reason(s) why they will not be able to report to work, as well as when they expect to return to duty.
- 1.3 If an alternate notice period has been established as a set standard by the department supervisor that is in excess of the standard two hours advance notice, the employee must abide by that notice period.
- 1.4 Supervisors are responsible for ensuring absentee records are recorded accurately and confidentially.
2. Supervisors are responsible for establishing employee reporting/call-in procedures for all scheduled and unplanned absences. If an alternate notice period is necessary in excess of the two hours standard, the supervisor is responsible for establishing the advanced notice standard and communicating and enforcing the standard consistently.
3. If an employee is absent more than three consecutive shifts, the employee must provide to their department supervisor, prior to the start of the employee's next scheduled shift, a signed and dated physician's statement certifying that the employee is medically and physically able to return to work and perform their assigned duties.
(NOTE: The original copy of this certification must be filed in the employee's medical/confidential record.)
 - 3.1 The supervisor should notify the location Human Resources Leader or the Leave Department to ensure employee is properly notified of their rights and responsibilities.
4. An employee may not be issued multiple progressive disciplinary levels for absenteeism and/or rule violations that had not been previously addressed.
 - 4.1 For example, for an employee who has eight absences within a rolling 12 months but was not given the first counseling previously, the appropriate level of discipline would be a first counseling and not a second counseling.
 - 4.2 All occurrences should be documented on the *Individual Performance Improvement Plan* form.
5. An employee is considered to have a "clean slate" only if there are 12 months of a clean attendance record starting from the date of the last event of the most recent discipline.
 - 5.1 For example, if there was a first counseling that occurred from an event on 01/01/2013, the employee would need to have a clean attendance record from

Two Step Mantoux (TB) Test Result

(Page 1 of 1)

Employee Name: Thomas Crooks Date: 7/27/23

History of prior reaction to Two Step Mantoux Test: Yes: _____ No: /

If yes, was the Screening for Signs and Symptoms of Tuberculosis completed: Yes: _____ No: N/A

If positive, date of last chest x-ray: _____

I hereby authorize ProMedica Senior Care to administer the tuberculin Mantoux test and release ProMedica Senior Care and its personnel of all liability in connection therewith, and acknowledge above information to be correct

Signature: Thomas Crooks Date: 7/27/23

ADMINISTRATION

INTERPRETATION (Read in 48-72 Hours)

STEP 1

Name of Test Used: Tuberculin PPD

Route: Intracutaneous

Dosage: 5 tuberculin units (0.1cc)

Date: 7/27/23

Time: 2:01 PM

Site: LFR

Manufacturer: PPD

Date: 7/29/23

Time: 1 PM

Area of Induration: 0 mm (measure in millimeters)

Significant-induration 10mm. or more

☒ Non-significant-induration less than 10 mm.

b6 -3
b7C -3

TUBERCULIN SKIN TEST

Subcutaneous Administration

ADMINISTRATION

INTERPRETATION (Read in 48-72 Hours)

STEP 2

Name of Test Used: Tuberculin PPD

Route: Intracutaneous

Dosage: 5 tuberculin units (0.1cc)

Date: 8.4.2023

Time: 6 AM

Site: RFA

Manufacturer: PPD

Expiration Date: 11/24

Lot # U24034

Date: 8/6/2023

Time: 9 AM

Area of Induration: - (measure in millimeters)

☒ Significant-induration 10mm. or more

☒ Non-significant-induration less than 10 mm.

b6 -3
b7C -3

Administered By: [Redacted]

Read By: (S) [Redacted]

Date: 02/08, 02/11, 10/2021
HR-PE-0013 (IHM HC3064)

©2021 ProMedica Health System, Inc., or its affiliates

PRIVILEGED WORK DOCUMENT

Confidential: This document has been prepared by, or at the direction of, the Quality Assurance and Performance Improvement Committee for its review and evaluation. It is entitled to the protection of the peer review, medical review, quality assurance, or other similar privileges provided by state and federal law. This document is not to be disclosed, copied or distributed without prior consultation with the legal department.

FBI(25-cv-2216)-1750

(CONFIDENTIAL) EMPLOYEE'S MEDICAL HISTORY
(For Post-Offer Use Only)

NAME: Thomas Crooks AGE 16 WT. 164 HT. 73
LOCATION: Bethel Park B/P 116/68 T 97 P 73 R 20

(TO BE COMPLETED BY EMPLOYEE)

1. When was the last time you were sick?
Date: / / Illness:
2. Are you taking any medication now or under treatment for any disorder? Please list medications.
3. Have you ever had:

<u>YES</u>	<u>NO</u>	
<u> </u>	<u> </u>	Blackouts, dizzy spells or severe headaches?
<u> </u>	<u> </u>	Convulsions?
<u> </u>	<u> </u>	Any Chronic Illness?
<u> </u>	<u> </u>	Persistent cough or fever?
<u> </u>	<u> </u>	Recent weight loss?
<u> </u>	<u> </u>	Jaundice or liver disease?
<u> </u>	<u> </u>	Diabetes or sugar in urine?
<u> </u>	<u> </u>	Arthritis or Joint disease?
<u> </u>	<u> </u>	Skin disorders? (lesions, open wounds, etc.)
<u> </u>	<u> </u>	Disorder of vision or hearing?
<u> </u>	<u> </u>	Heart or lung disease?
<u> </u>	<u> </u>	High blood pressure?
<u> </u>	<u> </u>	Alcohol or other drug problems?
<u> </u>	<u> </u>	Allergies? If yes, list <u> </u>
4. Have you ever received any Hepatitis B vaccinations?
Yes No Dates:
5. Have you ever had a back injury or other serious physical injury? If yes, please give details of such injury and current status including physician's statement.

I certify that the above statements are true and correct. If it is later found that the information is untrue, incomplete or misrepresented, I understand and agree that HCR ManorCare is relieved of all commitments, financial or otherwise, pertinent to employment, and that I am subject to immediate discharge without recourse.

EMPLOYEE'S SIGNATURE

DATE / /

(TO BE COMPLETED BY PHYSICIAN)

This is to certify that the employee is free from signs and symptoms of communicable diseases in the communicable state, including TB, measles, mumps, rubella (MMR), and Varicella (chicken pox) and has no medical conditions/restrictions, which will prevent the employee from performing the essential function of the job. If the employee has restrictions that may require accommodation please note them in the comments section below. This is also to certify that the Hepatitis B vaccination series is indicated and there are no medical contraindications to the receipt of the Hepatitis B vaccine series. If there are medical contraindications, note these in comments section below.

Comments:

b6 -3
b7C -3

4.3.12
DATE

EMPLOYMENT REFERENCES

(Checked by Telephone)

Applicant's Name:

Thomas Cooks

Date: _____

Applicant's Position:

Dietary Assistant

Company Name: <u>Sodexo</u>	Person Contacted: [Redacted]	Company Name: <u>Sodexo</u>	Person Contacted: [Redacted]	Company Name:	Person Contacted:				
Position: <u>Diet. Asst</u>	Date Contacted: <u>9/1/23</u>	Position: <u>Dietician</u>	Date Contacted: <u>9/1/23</u>	Position:	Date Contacted:				
Dates Employed:		Dates Employed:		Dates Employed:					
Excellent	Good	Average	Poor	Excellent	Good	Average	Poor		
Integrity	☒	☐	☐	☐	Integrity	☐	☐	☐	
Neatness	☒	☐	☐	☐	Neatness	☐	☐	☐	
Conscientious	☒	☐	☐	☐	Conscientious	☐	☐	☐	
Intelligence	☒	☐	☐	☐	Intelligence	☐	☐	☐	
Skill in Position	☒	☐	☐	☐	Skill in Position	☐	☐	☐	
Cooperation	☒	☐	☐	☐	Cooperation	☐	☐	☐	
Absenteeism	☒	Average	☐	High	Absenteeism	☐	Average	☐	High
Reason for Separation: <u>Still employed</u>				Reason for Separation: <u>Still employed</u>					
Would you recommend Applicant?		Would you re-employ?		Would you recommend Applicant?		Would you re-employ?			

b6 -3
b7C -3

HR-PE-0014

© 2008 HCR ManorCare

Page 1

Rev. 02/08

b6 -3
b7C -3

FBI(25-cv-2216)-1752

Pennsylvania State Police

1800 Elmerton Avenue
Harrisburg, Pennsylvania 17110

Response for Criminal Record Check

VERTICAL SCREEN INCORPORATED
251 VETERANS WAY
WARMINSTER PA 18974

TELEPHONE (800) 379-4416

TO WHOM IT MAY CONCERN:

THE PENNSYLVANIA STATE POLICE DOES HEREBY CERTIFY THAT:

Name: Crooks, Thomas
Date of Birth: 09/20/2003
Social Security #: xxx-xx-0143
Sex: Unknown
Race: Unknown
Date of Request: 07/28/2023 02:17 PM
Purpose of Request: EMPLOYMENT

Maiden Name
and/or Alias (1)
(2)

(3)
(4)
(5)

*** HAS NO CRIMINAL RECORD IN PENNSYLVANIA BASED ON A CHECK BASED ON THE ABOVE IDENTIFIERS - REFER TO CONTROL #R29462411 ***

THE RESPONSE IS BASED ON A COMPARISON OF DATA PROVIDED BY THE REQUESTOR AGAINST INFORMATION CONTAINED IN THE FILES OF THE PENNSYLVANIA STATE POLICE CENTRAL REPOSITORY ONLY. PLEASE CONFIRM IDENTIFIERS PROVIDED. POSITIVE IDENTIFICATION CANNOT BE MADE WITHOUT FINGERPRINTS THE PENNSYLVANIA STATE POLICE RESPONSE DOES NOT PRECLUDE THE EXISTENCE OF CRIMINAL RECORDS, WHICH MIGHT BE CONTAINED IN THE REPOSITORIES OF OTHER LOCAL, STATE, OR FEDERAL CRIMINAL JUSTICE AGENCIES. THE INFORMATION ON THIS CERTIFICATION FORM CAN BE VALIDATED BY ACCESSING THE PENNSYLVANIA ACCESS TO CRIMINAL HISTORY (PATCH) RECORD CHECK STATUS SCREEN (<https://epatch.pa.gov/RcStatusSearch>) AND SUBMITTING A STATUS CHECK REQUEST THAT CONTAINS THE FOLLOWING - SUBJECT'S NAME (EXACTLY AS INITIALLY ENTERED), CONTROL NUMBER AND DATE OF REQUEST. PATCH WILL FIND AND DISPLAY THE CORRESPONDING RECORD CHECK REQUEST. DETAILS ON THE REQUEST CAN BE VIEWED BY CLICKING ON THE CONTROL NUMBER. YOU WILL BE ABLE TO VERIFY IF THIS REQUEST WAS SENT OUT AS A NO RECORD OR RECORD RESPONSE BY THE PENNSYLVANIA STATE POLICE. QUESTIONS CONCERNING THIS CRIMINAL RECORD CHECK SHOULD BE DIRECTED TO THE PATCH HELP LINE TOLL FREE AT 1-888-QUERY-PA (1-888-783-7972).

Certified by:

 [Redacted]

Lt. [Redacted]

DISSEMINATED ON:
07/28/2023 02:17 PM

b6 -6
b7C -6

Genesis



ATTESTATION OF GOOD MORAL CHARACTER

To be signed by applicants who have accepted a conditional offer of employment and will begin work on a provisional basis after preliminary background check is received through Certiphi, and pending the outcome of State or Federal fingerprint background results. A copy of this signed attestation must be kept in the conditional hire's personnel file.

Name of Provisional Hire (print name): Thomas Crooks

Has accepted Provisional Employment with (location name): Bethel Park

☒ I hereby attest I am of good moral character and I have not been convicted or found guilty of, or entered a plea of nolo contendere or guilty to, any misdemeanor or felony offense.

☒ I hereby attest I am not disqualified from participation in Medicaid or Medicare programs and have not been sanctioned by any federal or state agency.

☒ I hereby acknowledge my license/certification is in good standing with no pending or prior investigations.

Disclosures (if none state "none")

Thomas Crooks
Signature of Provisional Hire

This person is personally known to me or produced the following identification _____
on this 11 day of July 2012 (month/year).

[Redacted]

With

With

[Redacted]

H.R.
Title

b6 -3
b7C -3

Rev. 1/17/2017

Genesis



Term of Residency Attestation for the State of Pennsylvania

To be completed by employees working in the Commonwealth of Pennsylvania

Any applicant or employee of a long term care facility in Pennsylvania who has lived in Pennsylvania for less than 2 consecutive years (or any applicant/employee who currently resides out of state) is required to complete a FBI Criminal History Check.

Please check ONE of the following:

☒ (a) Currently, I live in PA and HAVE lived in PA for at least 2 consecutive years prior to applying at Genesis HealthCare LLC, Genesis Rehabilitation Services or one of its affiliates.

☐ (b) Currently, I live in PA, however I HAVE NOT lived in PA for at least 2 consecutive years prior to applying at Genesis HealthCare LLC, Genesis Rehabilitation Services or one of its affiliates.

☐ (c) Currently, I DO NOT live in PA.

If you checked (b) or (c) above, you will need to complete an FBI Criminal History Check. If you have not already received the necessary documents to complete this background check, please contact Kelly Sharp, Human Resources Business Partner, at (610) 925-4548.

By signing below, you acknowledge that the information provided on this document is accurate, and agree to complete an FBI Criminal History Check, if applicable. In addition, you attest that you have not been convicted of a Prohibitive Offense contained in OAPSA (Older Adults Protective Services Act) Act 169 of 1996. Please refer to the following page of this document for a list of Prohibited Offenses.

Thomas Crooks
Print Name

Thomas Crooks
Signature

7/28/23
Date

Certiphi Case Number: _____

Created 1/17/17

FBI(25-cv-2216)-1755

Authorization & Release

BACKGROUND CHECK AUTHORIZATION DOCUMENT

I authorize Genesis Administrative Services LLC, including but not limited to the facility that I may work at or for, and their subsidiaries, parents, successors and affiliates ("the Company") to order my consumer report (background check). I understand that, as allowed by law, the Company may rely on this authorization to order additional background reports, where permitted by law, without asking me for my authorization again (1) during my employment, and (2) from any consumer reporting agency ("CRA").

I also authorize, to the extent otherwise allowed by law, all of the following to disclose to the CRA and its agents all information about or concerning me to the limits otherwise allowed by law, including but not limited to: my past or present employers; learning institutions, including colleges and universities; law enforcement and all other federal, state and local agencies; federal, state and local courts; the military; credit bureaus; testing facilities; motor vehicle records agencies; and any other person, organization, or agency with any information about or concerning me. To the extent otherwise allowed by law, the information that can be disclosed to the CRA and its agents includes, but is not limited to, information concerning my employment and earnings history, education, credit history, motor vehicle history, criminal history, military service, professional credentials and licenses, and drug and alcohol test results.

Additional information about your rights has been provided to you, in separate documents, in the Required Notices section. Please review the Required Notices section **BEFORE** you sign below.

STATE NOTICES REGARDING BACKGROUND CHECKS DOCUMENT

If you live or work for Genesis Administrative Services LLC, and their facilities, subsidiaries, parents, successors and affiliates ("the Company") in any of the states listed below, please note the following:

If you live or work for the Company in California, Minnesota, Oklahoma, or Arkansas: Select Yes if you would like a free copy of background check report:

No

CALIFORNIA: You have a right to view the file that the CRA has with your information, and order a copy of the file, upon submitting proper identification (such as a valid driver's license, Social Security account number, military identification card or credit card) and paying actual copying costs, by coming to their offices, during normal business hours and on reasonable notice. You also have a right to submit a written request, to include proper identification, for a copy of your file to be sent by certified mail or for a telephonic file summary. The CRA will provide trained personnel to explain to you the information furnished and can answer questions about information in your file including any coded information. If you come to their offices in person, another person can join you, so long as that person can show proper identification. More specific information is set out below.

The CRA, Certiphi Screening, Inc., will prepare the background report for the Company. The CRA is located at P.O. Box 541, Southampton, PA 18966, and can be reached at Telephone (800) 260-1680. www.certiphi.com. The privacy policies for the CRA can be found at its Web site: www.certiphi.com (link at bottom of page entitled, "Legal/Privacy").

In addition to the CRA identified above, Frasco, Inc./Frasco Profiles may also prepare a background report for the Company. Frasco is located at 215 W. Alameda Avenue, Burbank, CA 91502, and can be reached at Telephone (800) 820-9029, ext. 260 or at www.frascoprofiles.com. The privacy policies for Frasco can be found at its Web site: www.frascoprofiles.com (link at bottom of page entitled, "Privacy Statement").

Pursuant to California Labor Code Section 1024.5 and California Civil Code 1785.20.5, the reason(s) we are requesting a credit report regarding you is/are: (1) A position for which the information contained in the report is required by law to be disclosed or obtained and/or (2) you are in a managerial position.

MASSACHUSETTS: If you contact the Company's Human Resources department, you have the right to know whether the Company ordered an investigative consumer report about you. You also have the right to ask the CRA for a copy of any such report.

MINNESOTA: You have the right in most circumstances to submit a written request to the CRA for a complete and accurate disclosure of the nature and scope of any consumer report the Company ordered about you. The CRA must provide you with this disclosure within five business days after its receipt of your request or the report was requested by the Company, whichever date is later.

NEW JERSEY: You have the right to submit a request to the CRA for a copy of any investigative consumer report the Company ordered about you.

NEW YORK: If you contact the Company's Human Resources department, you have the right to know whether the Company ordered a consumer report or investigative consumer report about you. Shown above is the CRA's address and telephone number. You have the right to contact the CRA to inspect or receive a copy of any such report. A copy of Article 23-A of the Correction Law is provided below.

WASHINGTON STATE: If you submit a written request to the Company's Human Resources department, you have the right to a complete and accurate disclosure of the nature and scope of any investigative consumer report the Company ordered about you. You are entitled to this disclosure within five business days after the date your request is received or we ordered the report, whichever is later. You also have the right to request a written summary of your rights under the Washington Fair Credit Reporting Act.

Signature

Legal First Name Thomas

Legal Last Name Crooks

ELECTRONIC SIGNATURE: Please type your name as it is listed above:

I testify that this statement is true to the best of my knowledge:

Please provide signature using your mouse, stylus or touchscreen:



I authorize my Electronic Signature .

Thomas Crooks
Accepted

Corp1019

This information is being collected for the sole purpose of conducting a required background check should you be offered employment with Genesis HealthCare or one of its affiliates. The information collected here will NOT be made available to hiring managers or recruiters. If you are unsure about a particular circumstance, please disclose the information. This information is not an absolute bar to employment, but will be considered when making employment eligibility determinations.

Background Verification

Social Security Number - - - - -0143

Date of Birth - - / - - / - -

Help Text: Enter (MM/DD/YYYY format) or select from calendar the correct
Month, Day and Year of your birth.

I understand that as a condition of employment (as permitted by law), I must consent to take a pre-employment physical examination and a drug test, administered by a licensed laboratory designated by the Company, after I receive a conditional offer of employment. I may also be required (as permitted by law) to undergo physician examination or drug testing during my employment. I understand it is the policy of Genesis HealthCare and its subsidiaries to comply with the Drug-Free Workplace Act of 1988.

I understand that my employment is at will, and that either party is free to terminate the employment relationship at any time without cause. I understand that I will be required to follow the personnel policies and rules of the Company and that infractions may lead to dismissal. I also understand that my employment may be terminated for any misstatement or omission of fact on this application form. If employed, I will be required to complete an Employment Verification Form I-9 and, within three days of employment, show satisfactory evidence of identity and eligibility for employment in the USA. I understand that I will not be required at any time to submit to a lie detector test for any reason.

Signature

Legal First Name Thomas

Legal Last Name Crooks

ELECTRONIC SIGNATURE: Please type your name as it is listed above:

I testify that this statement is true to the best of my knowledge: Thomas Crooks
Accepted

Previous Addresses

Addresses Within The Past Seven Years

Present Address
Address 2
City Bethel Park
Country United States
State Pennsylvania
Zip/Postal Code 15120

b6 -3
b7C -3

Previous Address 1
Previous Street Address

Previous Address 2

Previous Address City

Previous Address Country

Previous Address State

Previous Address Zip Code

Previous Address County

From

To

Other Names Known By Alias

Enter only other NAMES used, including maiden names and nicknames (if no other names exist, leave blank)

Other Name Used 1

First Name thomas

Middle Name M

Last Name Crooks

A Summary of Your Rights Under the Fair Credit Reporting Act

Para información en español, visite www.consumerfinance.gov/learnmore o escribe a la Consumer Financial Protection Bureau, 1700 G Street N.W., Washington, DC 20552.

A Summary of Your Rights Under the Fair Credit Reporting Act

The federal Fair Credit Reporting Act (FCRA) promotes the accuracy, fairness, and privacy of information in the files of consumer reporting agencies. There are many types of consumer reporting agencies, including credit bureaus and specialty agencies (such as agencies that sell information about check writing histories, medical records, and rental history records). Here is a summary of your major rights under FCRA. For more information, including information about additional rights, go to www.consumerfinance.gov/learnmore or write to: Consumer Financial Protection Bureau, 1700 G Street N.W., Washington, DC 20552.

- **You must be told if information in your file has been used against you.** Anyone who uses a credit report or another type of consumer report to deny your application for credit, insurance, or employment -- or to take another adverse action against you -- must tell you, and must give you the name, address, and phone number of the agency that provided the information.
- **You have the right to know what is in your file.** You may request and obtain all the information about you in the files of a consumer reporting agency (your "file disclosure"). You will be required to provide proper identification, which may include your Social Security number. In many cases, the disclosure will be free. You are entitled to a free file disclosure if:
 - a person has taken adverse action against you because of information in your credit report;
 - you are the victim of identity theft and place a fraud alert in your file;
 - your file contains inaccurate information as a result of fraud;
 - you are on public assistance;
 - you are unemployed but expect to apply for employment within 60 days.

In addition, all consumers are entitled to one free disclosure every 12 months upon request from each nationwide credit bureau and from nationwide specialty consumer reporting agencies. See www.consumerfinance.gov/learnmore for additional information.

- **You have the right to ask for a credit score.** Credit scores are numerical summaries of your credit-worthiness based on information from credit bureaus. You may request a credit score from consumer reporting agencies that create scores or distribute scores used in residential real property loans, but you will have to pay for it. In some mortgage transactions, you will receive credit score information for free from the mortgage lender.

You have the right to dispute incomplete or inaccurate information. If you identify information in your file that is incomplete or inaccurate, and report it to the consumer reporting agency, the agency must investigate unless your dispute is frivolous. See consumerfinance.gov/learnmore for an explanation of dispute procedures.

- **Consumer reporting agencies must correct or delete inaccurate, incomplete, or unverifiable information.** Inaccurate, incomplete, or unverifiable information must be removed or corrected, usually within 30 days. However, a consumer reporting agency may continue to report information it has verified as accurate.
- **Consumer reporting agencies may not report outdated negative information.** In most cases, a consumer reporting agency may not report negative information that is more than seven years old, or bankruptcies that are more than 10 years old.
- **Access to your file is limited.** A consumer reporting agency may provide information about you only to people with a valid need -- usually to consider an application with a creditor, insurer, employer, landlord, or other business. The FCRA specifies those with a valid need for access.
- **You must give your consent for reports to be provided to employers.** A consumer reporting agency may not give out information about you to your employer, or a potential employer, without your written consent given to the employer. Written consent generally is not required in the trucking industry. For more information, go to consumerfinance.gov/learnmore.
- **You may limit "prescreened" offers of credit and insurance you get based on information in your credit report.** Unsolicited "prescreened" offers for credit and insurance must include a toll-free phone number you can call if you choose to remove your name and address from the lists these offers are based on. You may opt out with the nationwide credit bureaus at 1-888-5-OPTOUT (1-888-567-8688).
- The following FCRA right applies with respect to nationwide consumer reporting agencies:

Consumers Have the Right To Obtain a Security Freeze

You have a right to place a "security freeze" on your credit report, which will prohibit a consumer reporting agency from releasing information in your credit report without your express authorization. The security freeze is designed to prevent credit, loans, and services from being approved in your name without your consent. However, you should be aware that using a security freeze to take control over who gets access to the personal and financial information in your credit report may delay, interfere with, or prohibit the timely approval of any subsequent request or application you make regarding a new loan, credit, mortgage, or any other account involving the extension of credit.

As an alternative to a security freeze, you have the right to place an initial or extended fraud alert on your credit file at no cost. An initial fraud alert is a 1-year alert that is placed on a consumer's credit file. Upon seeing a fraud alert display on a consumer's credit file, a business is required to take steps to verify the consumer's identity before extending new credit. If you are a victim of identity theft, you are entitled to an extended fraud alert, which is a fraud alert lasting 7 years.

A security freeze does not apply to a person or entity, or its affiliates, or collection agencies acting on behalf of the person or entity, with which you have an existing account that requests information in your credit report for the purposes of reviewing or collecting the account. Reviewing the account includes activities related to account maintenance, monitoring, credit line increases, and account upgrades and enhancements.

- **You may seek damages from violators.** If a consumer reporting agency, or, in some cases, a user of consumer reports or a furnisher of information to a consumer reporting agency violates the FCRA, you may be able to sue in state or federal court.
- **Identity theft victims and active duty military personnel have additional rights.** For more information, visit consumerfinance.gov/learnmore.

States may enforce the FCRA, and many states have their own consumer reporting laws. In some cases, you may have more rights under state law. For more information, contact your state or local consumer protection agency or your state Attorney General. For information about your federal rights, contact:

TYPE OF BUSINESS:	CONTACT:
1.a. Banks, savings associations, and credit unions with total assets of over \$10 billion and their affiliates b. Such affiliates that are not banks, savings associations, or credit unions also should list, in addition to the CFPB:	a. Consumer Financial Protection Bureau 1700 G Street, N.W. Washington, DC 20552 b. Federal Trade Commission Consumer Response Center 600 Pennsylvania Avenue, N.W. Washington, DC 20580 (877) 382-4357
2. To the extent not included in item 1 above: a. National banks, federal savings associations, and federal branches and federal agencies of foreign banks b. State member banks, branches and agencies of foreign banks (other than federal branches, federal agencies, and Insured State Branches of Foreign Banks), commercial lending companies owned or controlled by foreign banks, and organizations operating under section 25 or 25A of the Federal Reserve Act. c. Nonmember Insured Banks, Insured State Branches of Foreign Banks, and insured state savings associations d. Federal Credit Unions	a. Office of the Comptroller of the Currency Customer Assistance Group 1301 McKinney Street, Suite 3450 Houston, TX 77010-9050 b. Federal Reserve Consumer Help Center P.O. Box 1200 Minneapolis, MN 55480 c. FDIC Consumer Response Center 1100 Walnut Street, Box #11 Kansas City, MO 64106 d. National Credit Union Administration Office of Consumer Financial Protection (OCFP) Division of Consumer Compliance Policy and Outreach 1775 Duke Street Alexandria, VA 22314
3. Air carriers	Asst. General Counsel for Aviation Enforcement & Proceedings Aviation Consumer Protection Division Department of Transportation 1200 New Jersey Avenue, S.E. Washington, DC 20590 Office of Proceedings, Surface Transportation Board

4. Creditors Subject to the Surface Transportation Board	Department of Transportation 395 E Street, S.W. Washington, DC 20423
5. Creditors Subject to the Packers and Stockyards Act, 1921	Nearest Packers and Stockyards Administration area supervisor
6. Small Business Investment Companies	Associate Deputy Administrator for Capital Access United States Small Business Administration 409 Third Street, S.W., Suite 8200 Washington, DC 20416
7. Brokers and Dealers	Securities and Exchange Commission 100 F Street, N.E. Washington, DC 20549
8. Federal Land Banks, Federal Land Bank Associations, Federal Intermediate Credit Banks, and Production Credit Associations	Farm Credit Administration 1501 Farm Credit Drive McLean, VA 22102-5090
9. Retailers, Finance Companies, and All Other Creditors Not Listed Above	Federal Trade Commission Consumer Response Center 600 Pennsylvania Avenue, N.W. Washington, DC 20580 (877) 382-4357

rev1019

Please enter your initials .

TC

Required Notices Acknowledgement

REQUIRED NOTICES ACKNOWLEDGEMENT

By signing below, you acknowledge that you have received and reviewed each of the foregoing notices provided in the Required Notices section.

Signature

Thomas Crooks
Accepted

Date

Jul 28, 2023 02:05 pm

AUTHORIZATION TO PERMIT SODEXO
TO RELEASE MY CRIMINAL BACKGROUND CHECK REPORT

Bethel P. am employed/have applied for employment with Sodexo at its account located at Bethel. I have been informed by Sodexo that Bethel has requested a copy of my criminal background check report. I hereby authorize Sodexo to provide the requested report to Bethel P. and release Sodexo from any liability arising out of or relating to this disclosure.

Signature: X Thomas Crooke Date: X 7/28/23

UNCLASSIFIED//~~FOUO~~
FEDERAL BUREAU OF INVESTIGATION

Date of entry 07/16/2024

[redacted] cell phone number: [redacted] home phone number: [redacted]
[redacted] home address: [redacted]
and [redacted] cell phone number: [redacted] home phone number: [redacted]
[redacted] home address: [redacted] were interviewed on [redacted] in the vicinity of their home address. Also present for the interview was ATF Special Agents (SA), SA [redacted] and SA [redacted]. After being advised of the identities of the interviewing Agents, and the nature of the interview, [redacted] and [redacted] provided the following information:

b6 -2,5
b7C -2,5

[redacted] and [redacted] have [redacted]
[redacted]

[redacted] was employed by [redacted] in their [redacted] worked from home. [redacted]
[redacted]
[redacted] her place of employment, where she [redacted]
[redacted]

b6 -2
b7C -2

Thomas drove a grey 2022 Hyundai Elantra, which is registered in Thomas' name. Thomas' cell phone number is: [redacted]. The cell phone is a Samsung device on a pre-paid plan. Thomas "always" had his phone with him. Thomas left the home address today wearing a grey shirt and dark color shorts. Thomas has long hair.

b6 -3
b7C -3

Thomas had long hair to his shoulders and has a thin build. Thomas had no previous injuries, was not on any medications, and did not use any illegal drugs. Thomas' primary care physician was [redacted] of the [redacted]
[redacted]

b6 -3
b7C -3

Thomas resided with [redacted] at their home address: [redacted]
[redacted] Bethel Park, Pennsylvania (PA) 15102. [redacted] resided in a [redacted]
[redacted] located at [redacted]
[redacted] cell phone number is: [redacted]

UNCLASSIFIED//~~FOUO~~

Investigation on 07/13/2024 at [redacted] United States (In Person)File # 89B-PG-3947335-302Date drafted 07/14/2024by [redacted]b6 -1,2
b7C -1,2

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

(U//~~FOUO~~) Interview of [REDACTED]

Continuation of FD-302 of [REDACTED], On 07/13/2024, Page 2 of 6

A "normal day" for the [REDACTED] consisted of [REDACTED] waking up around approximately 4:00AM. [REDACTED] Thomas would [REDACTED] Thomas' morning shift started at 6:30AM. Thomas would [REDACTED] [REDACTED] for his 6:30AM shift.

b6 -2
b7C -2

[REDACTED] last communicated with Thomas at 1:45PM on 07/13/2024. Thomas had his .223 caliber DPMS Panther Arms Rifle, and stated he was going to travel to the Clairton Sportsmen's Club Range. [REDACTED] purchased the DPMS Panther Arms Rifle at a Gander Mountain Store years ago, and then sold the DPMS Panther Arms Rifle to Thomas for \$500. Thomas' DPMS Panther Arms Rifle had both iron sights and an optic. Thomas previously purchased a cheap rangefinder. Thomas does not have access to [REDACTED] Thomas used a Caldwell lead "sled", or shooting rest.

b6 -2
b7C -2

[REDACTED] introduced Thomas to shooting. Thomas goes to the Clairton Sportsmen's Club Range where he primarily shoots the DPMS Panther Arms Rifle and a Shotgun. Thomas traditionally spends approximately two hours maximum at the Clairton Sportsmen's Club Range. The Clairton Sportsmen's Club Range is open from 9:00AM to Dusk. Thomas purchased the shotgun at a flea market. Thomas shot both the DPMS Panther Arms Rifle and the Shotgun equally.

Thomas had started taking basic pistol classes at the Keystone Shooting Center, located in Mars, PA. Thomas had taken approximately two or three classes. Thomas' last class was on 06/22/2024. Thomas previously traveled to the Keystone Shooting Center [REDACTED]

b6 -2
b7C -2

Thomas purchased .223 caliber and 12 gauge shotgun ammunition. Thomas purchased ammunition on a website "ammoseek". Thomas used his debit card to make these purchases. Thomas' debit card is through Dollar Bank, and is likely a Mastercard. Thomas purchased a box of rifle ammunition a few days ago. Thomas puts old coins inside the ammunition cans.

While at the Clairton Sportsmen's Club Range, Thomas typically used the rifle range at the Clairton Sportsmen's Club. The Clairton Sportsmen's Club had a 50 yard, 100 yard, and 200 yard ranges. [REDACTED] once sent [REDACTED] a photograph of Thomas' 50 yard line "grouping" while shooting the DPMS Panther Arms Rifle, which [REDACTED] described as tight. Thomas was interested in participating in Clairton Sportsmen's Club's 200 yard club. Thomas expressed interest in action shooting.

b6 -2
b7C -2

At approximately 7:00PM, [REDACTED] started to contemplate contacting

UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1763

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

(U//~~FOUO~~) Interview of [REDACTED]

Continuation of FD-302 of [REDACTED], On 07/13/2024, Page 3 of 6

local law enforcement to [REDACTED] At approximately 9:00PM,
[REDACTED] used the home phone number to first contact the [REDACTED]
[REDACTED]
[REDACTED]

used the home phone to contact local law enforcement in the event [REDACTED]
[REDACTED] Thomas had not
returned multiple texts or phone calls made from [REDACTED]

b6 -2
b7C -2

Thomas expressed interest in 3D printing. Thomas graduated from the Community College of Allegheny County (CCAC) with an Associates Degree in Engineering. Thomas was poised to start taking Engineering classes at Robert Morris University (RMU) in the fall. Thomas made little boats and "dragon eggs" using his 3D printer. Thomas expressed interest in operating drones; However, he never purchased or owned one. Thomas once created a home security camera using a raspberry pi. The home security camera's field of view included the driveway of the home residence.

Thomas was a "big history buff", and could list all presidents from memory. Thomas found joy in discussing historical facts such as the "New Deal". Thomas was "very smart". [REDACTED] would discuss politics in a general sense. [REDACTED] discussed the most recent presidential debate. Everyone discussed how much of a "shock that was" when Former President of the United States Donald Trump was elected. Thomas had a very nonchalant attitude when it came to discussing politics. Thomas spoke positively and negatively about all candidates. What makes Thomas "tic" was his enjoyment in being "the smartest person in the room".

b6 -2
b7C -2

The Bethel Park High School gave Thomas a laptop to use. One night, Thomas [REDACTED] that he had torn the laptop apart. Thomas then successfully put the laptop back together. Thomas custom built two large gaming computers. After building the gaming computer, Thomas purposely downloaded so much malware on the gaming computers that it essentially "bricked" them. Both of the gaming computers were currently inoperable and located in boxes in the basement.

b6 -2
b7C -2

Thomas was never observed using, manufacturing, or handling black powder, explosives, or fireworks. Thomas was never observed using or handling wires or wiring. [REDACTED]
[REDACTED]

b6 -2
b7C -2

[REDACTED] was knowledgeable and previously reloaded his own ammunition.

UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1764

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

(U//~~FOUO~~) Interview of [REDACTED]

Continuation of FD-302 of [REDACTED], On 07/13/2024, Page 4 of 6

Thomas was a "generally quiet kid" and "never talked about having friends" in person. Thomas did not have any known friends. Thomas never spent time with any a friend or associate at the [REDACTED]

[REDACTED] and Thomas routinely would travel to the Eat'n Park on Library Road. While eating, [REDACTED] would point out a waitress Thomas' age, encouraging him to ask the waitress on a date. [REDACTED] would then state he could obtain the waitress' telephone number for Thomas. In all instances, Thomas would never show interest in any girls, and would never agree to [REDACTED] attempt to assist. [REDACTED] attempted to [REDACTED]

b6 -2
b7C -2

[REDACTED] do not have any social media. [REDACTED] did not know if Thomas had any social media accounts.

Thomas took a hunter's safety class, but never went hunting.

Thomas worked for Genesis in the food service industry. Thomas worked at the same location for approximately the last three to four years. Thomas works part time, approximately 37.5 hours per week while on break from College classes, significantly less while taking College classes. Thomas was considered a 1099 employee. Thomas never spoke negatively about any co-workers. Thomas did not have any side jobs. Thomas routinely assisted with an elderly neighbor with her household chores.

[REDACTED] recounted a situation approximately 2 years ago where a partially identified co-worker drove Thomas home. Thomas stated the co-worker's name was [REDACTED] and he was a [REDACTED] at Thomas' place of employment. [REDACTED] was a [REDACTED]

[REDACTED] approximately [REDACTED] and [REDACTED] had a [REDACTED] [REDACTED] and [REDACTED] drove a [REDACTED]

b6 -2,3
b7C -2,3

[REDACTED] recounted this situation because Thomas "doesn't really take rides from people before getting his driver's license" and [REDACTED] stared at [REDACTED] for a prolonged period of time when [REDACTED] dropped Thomas off. [REDACTED] would be able to recognize [REDACTED] again if shown a photograph.

While enrolled at Bethel Park High School, Thomas had associates who he got along with, but never admitted to having people he considered friends. Thomas was bullied in High School, but it was never considered excessive, a chronic issue, or outside of normal High School behaviors. Thomas would "shut down" if in the presence of a large group of people or an authority figure. Thomas expressed an interest in working on either nuclear submarines or airplanes in the U.S. Armed Forces. However, unlike [REDACTED] Thomas was

b6 -2
b7C -2UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1765

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

(U//~~FOUO~~) Interview of [REDACTED] and

Continuation of FD-302 of [REDACTED], On 07/13/2024, Page 5 of 6

never "dead set" on enlisting. [REDACTED] was a [REDACTED]

School always came easy to Thomas. Thomas was in honors classes.

b6 -2
b7C -2

[REDACTED] described the following items that Thomas would normally have on his person: 1) Clairton Sportsmen's Club Identification Card, 2) Rifle Bag, 3) Driver's License, 4) Work Identification, 5) AAA Card, 6) Debit Card, and 7) Aetna Health Insurance Card.

Thomas does not receive any other government benefits.

Thomas had a "normal" relationship with [REDACTED]

[REDACTED] Thomas would not confide in

[REDACTED] if Thomas was experiencing troubles or having a bad day.

b6 -2,3
b7C -2,3

Thomas speaks with other individuals while at the Clairton Sportsmen's Club Range.

[REDACTED] started to receive unsolicited telephone calls from News and Media Outlets approximately five minutes after getting off the phone

[REDACTED] A representative from CNN called [REDACTED] first, and mentioned Thomas by name, and that he was the active shooter. This didn't make sense to [REDACTED] Shortly thereafter, a representative from NBC

Universal called [REDACTED] asking for [REDACTED] stated to interviewing Agents "I can't see [REDACTED] doing that" and "He never talked radical". [REDACTED] stated Thomas would not be able to travel to Butler, PA without the assistance of Google Maps. Thomas had never spent any amount of time in Butler, PA.

b6 -2,3
b7C -2,3

[REDACTED]

Thomas ordered tools online. Thomas kept these tools in his dresser. Thomas had a hammer and torque wrench, which he used to make modifications to his DPMS Panther Arms Rifle. Thomas doesn't go to Home Depot independently.

b6 -2
b7C -2

Thomas [REDACTED]

[AGENT NOTE: At this point of the interview, interviewing Agents showed [REDACTED] two photographs, both of which are digitally attached to this record.] After being shown the two photographs, [REDACTED] provided the following information: [REDACTED] positively identified the individual in

b6 -2
b7C -2UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1766

UNCLASSIFIED//~~FOUO~~

89B-PG-3947335-302

(U//~~FOUO~~) Interview of

Continuation of FD-302 of , On 07/13/2024 , Page 6 of 6

the two photographs as Thomas.

[AGENT NOTE: At this point of the interview,

b6 -2
b7C -2

which will be serialized under separate cover.]

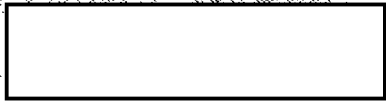
UNCLASSIFIED//~~FOUO~~

FBI(25-cv-2216)-1767

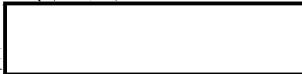
2022 Hyundai Elantra 7/13-14/24
Sub number GB
Registered to run - gray BL



Thomas Madala



Thomas resides



own apt

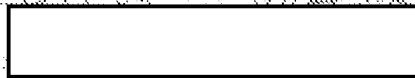
Lost contact 1:45p had rifle
go to range DPM's Partner 223
bought & gave me yrs ago
West Mission

Sold to him \$500

introduced Nathan to shooting

goes to range DPM's - Shooter

11:00 hp to



Berber Park

Clanton Sports Club

2 hrs at most at range

9am - Dusk debating 7pm

b6 -2,3
b7C -2,3

b6 -2
b7C -2

person reported to texts/calls

into 3D printing - engraver - mayer

college student @ RAN at Fall

made little boats / dragon eggs

No black powder / explosive / fireworks

[redacted] did not mention

giving any info that never talked

about having friends - 17 persons

No known friends

[redacted] not on social media

[redacted] cell 4/13

expressed interest in dogs, never

had one

made camera on robbery pie

over jewelry

Never seen together / was

223. 12 gauge purchases ammo

he bought Shotgun originally @ flea

market

Gives both the same

ammo seen website purchase ammo

Clanton SC - rifle range 50/100/LE
200 yds

trucks - optic on DPMs

has range finder - cheap

b6 -2
b7C -2

doesn't have access to books
 Caldwell lead sled
 went to hunters Sat. - Never
 went hunting
 doesn't know if has an secret med.

[REDACTED]

[REDACTED]

b6 -3
 b7C -3

prepped for
 worked in lead server
 Genesis - worked for
 3/4 yrs - great w/ coworkers
 high school - associates co. along
 never admitted any friends
 Pays for ammo w/ debit card
 sometimes uses cash
 dollar bank / Mastercard
 CSP ID card - rifle bag
 Drives Lexus - ID for work
 2 yrs ago - coworker - [REDACTED]

[REDACTED]

[REDACTED]

b6 -2,3
 b7C -2,3

[REDACTED]

[REDACTED]

was a [REDACTED]

older model early [REDACTED] buyer at Genesis

[REDACTED] has long hair for shoulderless

[REDACTED] doesn't really take ride from ppl

before get DE

Spursung 3mst pnc - sub
 always has it w/ him
 50 yrd shot group - pretty tight
 interested in LR Club - 200 yrd club
 doesn't know outcome of
 interest in action shooting
 want shot down in big groups/activity
 a high level killed about 100 to
 work in nuclear subs / explosives
 New head set on. (unclear)

[redacted] - wanted: [redacted] [redacted]
 Bethel Park HS

work ID On possession
 DL

Debit Card

AAA Card

Health insurance - Active

No other Govt benefits

Is between 7 Semesters currently

Visiting up by 5th grade - sub

[redacted]

Morning or afternoon shot

team - start at 630

past time - 37.5 hrs

Squad -

b6 -2
 b7C -2

b6 -3
 b7C -3

just finished CCAC

Engineering + Science

he was a big history buff

could tell all presidents

historical facts - new deal

very smart

into that type of politics - talk

about presidential debate

Trump got elected - speech that was

had a very particular affected

goal - to rule about all candidates

he's 100% at work

no side jobs

go to eat n park

never showed interest in girls

[REDACTED]

been called - not a crime issue

was in honors - school com very

been taking classes at Ulysses

basic handwriting course

2/3 classes passed

been at Ulysses w/ [REDACTED]

last month - June 22 last class

draw from books

b6 -2
b7C -2

b6 -2
b7C -2

don't think he did take course

no sub injuries / indications

Bryan Dackman - 5th grade

[REDACTED]

b6 -2
b7C -2

Initial of clinical information

Issue authorizations

being the smartest person in the

room - went makes sub the

given laptop in HHS - case

but kept open / put in Dell system

uses laptop

doesn't use gaming computer

previously downloaded Malware

[REDACTED]

Isabella

[REDACTED]

cell

relationship with [REDACTED] - no contact

[REDACTED]

b6 -2,3
b7C -2,3

[REDACTED]

travels to friends at [REDACTED] range

[REDACTED]

only person [REDACTED] [REDACTED]

[REDACTED]

b6 -3
b7C -3

b6 -2,3
b7C -2,3

b6 -2
b7C -2

b6 -2
b7C -2

News outlets called [redacted]
[redacted] - CNN
mentioned [redacted] name, active shooter
didn't make sense
NBC News called asking for
[redacted]
After called dispatcher
News wanted to know if [redacted]
[redacted]
he never talked to [redacted]
I'll wait until I talk to LE before
I talk to you (news)
CNN / NBC
that's when I googled it - didn't know
in area
Dispatcher called [redacted] before
News outlets called
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]
gray shirt
dark color shorts
long hair

Ordered tools online



hammer, torque wrench
made mods to rifle



doesn't go to Navy Depot
he just got a box of rifle ammo
a few chairs used



doesn't go to Navy Depot

b6 -2
b7C -2



Driver Name	THOMAS MATTHEW CROOKS	License Number (OLN)	33993246
Driver Address	 BETHEL PARK, PA 15102	DOB	09/20/2003
Issue Date	10/27/2022	Expiration Date	09/21/2030
Gender	MALE	Height	5 FT 10 IN
Eye Color	(BL) BLUE	Photo Date	10/27/2022 10:55:00 AM
Duplicate Count	0	License Class	(C) SINGLE/COMB < 26,001
Endorsements		Restrictions	(1) CORRECTIVE LENSES
Comm. Restrictions		Veteran Status	NOT DECLARED

b6 -3
b7C -3

All information requests may be monitored and are recorded and solely provided for use by authorized JNET users. The information is provided in response to the JNET user's request and is to be used exclusively by requestor in the performance and is to be used exclusively by requestor in the performance of criminal justice responsibilities only.
Information received from this system may not be disseminated beyond law enforcement and criminal justice agencies. Although the information may continue to be valid over a period of time, it should be considered complete and accurate only on the date of response.
Access to PennDOT information through JNET on personal devices is strictly prohibited. Access may only be made using an agency owned and managed device. Using personally owned devices to access PennDOT information is strictly prohibited and constitutes misuse of the system, and your access to PennDOT information through JNET may be suspended, revoked, or terminated immediately and without notice for violating access or acceptable use policies.