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(2)

(3) THE COURT: Yes.

(4) MR. URICK: At this time, the State would call Sharon Watts to the
(5) stand.

(6) SHARON WATTS

(7) a witness produced on call by the Plaintiff, having been duly sworn according to law, was
(8) examined and testified as follows:

(9) CLERK: State your name and address for the record.

(10) MS. WATTS: Sharon Watts, 421 [REDACTED] Maryland
21042.

(11) THE COURT: Turn the microphone down and point it at your mouth,
(12) please.

(13) MS. WATTS: Sure.

(14) THE COURT: Thank you.

(15) MS. WATTS: Is that a little better?

(16) THE COURT: Great.

(17) MS. WATTS: Thank you.

(18) DIRECT EXAMINATION - VOIR DIRE
BY MR. URICK:

(19) Q. Good afternoon, Ms. Watts.

(20) A. Good afternoon.

(21) Q. Where are you employed today?

(22) A. I'm with the Baltimore County Board of Education I'm at Southwest
(23) Academy Middle School.

(24) Q. And back in the school year of 1998/1999 where were you employed?

(25) A. I was the school nurse at Woodlawn High School

(26)

(27)

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(3) Q. And what, if any, professional training do you have?

(4) A. I'm a professional registered nurse. Along with 25 years experience I also
(5) have my masters in education and am -- am a certified guidance counselor in the
(6) State of Maryland. I'm a CPR instructor so my job is educator first aid responder just
(7) various (indiscernible) service certifications. (Indiscernible) 25 years.

(8) Q. Now to become a registered nurse what sort of training did you have to
(9) have?

(10) A. Well I had (indiscernible) program and then two years of that time was
(11) extensive education and practice in surgical nursing and obstetrical nursing and
(12) (indiscernible) nursing and psychiatric nursing and with a few different variations --

(13) MS. GUTIERREZ: Judge I'm gonna object to anything further This
(14) witness has not been proffered as an expert witness in any way

(15) THE COURT: Well I overrule that for purposes of background.

(16) MR. URICK: Your Honor, when we prayed discovery, we told the
(17) defense counsel that we were going offer this witness as a -- for her expertise -- as an
(18) expert witness and we told her what the conclusion would be.

(19) THE COURT: Continue.

(20) BY MR. URICK:

(21) A. Okay. I've had 25 years of active nursing experience My nursing education
(22) was very, very extensive and (indiscernible).

(23) Q. And what, if any, training did you have to have to become a certified
(24) counselor?

(25) A. I had to receive my masters in education and I also had to spend a year in an
(26) institution or a setting where I could assess (indiscernible) counseling.

(27) Q. And since that time, how much employment have you had in those areas?

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(2)

(3) A. I've been full time since that time.

(4) Q. And have you had any continuing education in that time?

(5) A. Yes. All nurses and certified counselors in the State of Maryland have to
(6) have continuing education units and I have at least six a year.

(7) MR. URICK: I would offer this witness for her expertise and training as
(8) a registered nurse and certified guidance counselor

(9) MS. GUTIERREZ: Object for the same reason, Judge

(10) THE COURT: Okay. A voir dire on qualification?

(11) MS. GUTIERREZ: Just a couple.

(12) CROSS EXAMINATION - VOIR DIRE
BY MS GUTIERREZ:

(13) Q. Ms. Watts, you said you've had 25 years of nursing?

(14) A. That's correct.

(15) Q. How long have you worked for the Baltimore County Board of Education?

(16) A. I'm in my 10th year.

(17) Q. Tenth year. So that's -- is that 10 of the 25 years or is that 25 years plus 10
(18) years?

(19) A. No, that's 10 of the 25 years. For 15 years I was a pediatric nurse

(20) Q. Okay. A pediatric nurse where?

(21) A. Various places -- St. Agnes pediatric emergency room I was also at St.
(22) Agnes in-service. I was at Howard County terminal child health in-service.

(23) Q. Okay. But for the last 10 years, you worked for the Baltimore County Board
(24) of Education --

(25) A. That is correct.

(26) Q. -- effectively as a school nurse?

(27)

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(3) A. Actually as a pedic (phonetically) manager. Baltimore County has expanded
(4) their role of school nurses and I started the first clinic -- school based clinic of Baltimore
(5) County nine years ago.

(6) Q. And is there such a clinic at Woodlawn High School?

(7) A. Yes, there is.

(8) Q. And is that what you did?

(9) A. I was the manager of the wellness center. It's called a wellness center

(10) Q. Okay. And did you -- as a certified counselor -- is that part of your
(11) employment at Baltimore County Board of Education

(12) A. That's part of my job description that I counsel students, but that's not my
(13) title. My title was the manager of the Woodlawn wellness center

(14) Q. Of the Woodlawn what?

(15) A. Wellness center.

(16) Q. Okay. And at that wellness center do you get patients there by students
(17) requesting or do you assigned specific students?

(18) A. No. It's by parent request or student request or referral

(19) MS. GUTIERREZ: Okay. Thank you.

(20) THE COURT: Wish to be heard?

(21) MS. GUTIERREZ: No, your Honor.

(22) THE COURT: Okay. Ladies and gentlemen, the witness is qualified as
(23) an expert registered nurse and guidance counselor. As I think we may have explained
(24) before, the rules of evidence don't ordinarily permit witnesses to testify in terms of
(25) opinion. Expert witnesses can, however, give opinion testimony. You. You are to
(26) consider that testimony with all of the other evidence in the case and you're to give it such
(27) weight and importance as you think it deserves. Yes, sir.

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(2) MR. URICK: Thank you.
(3) DIRECT EXAMINATION
(4) BY MR. URICK:
(5) Q. Did you know Hae Lee Min?
(6) A. Yes, I did.
(7) Q. How long had you known her?
(8) A. I knew her more in the last year of my experience at Woodlawn so it was as
(9) a sophomore and then also as a junior.
(10) Q. And did you know the Defendant?
(11) A. Yes, I knew him.
(12) Q. And what, if anything, did you know about them?
(13) A. I knew they were a couple dating. I also knew that they'd had a break up I
(14) knew that they were good students. They were -- I knew Hae Lee was a very good
(15) athlete. I knew Hae Lee to come through the wellness center and see our physician. I
(16) didn't know them on a personal basis -- a very deep basis -- but I knew them as students
(17) I saw them almost daily in the hallway or in the cafeteria. I knew them to be good
(18) students, to be good athletes, and to be a couple
(19) Q. When you would see them in the hallway, was there anything about their
(20) behavior that would draw your attention?
(21) A. Well when they were together, it was a relationship that seemed to be very
(22) close. They were holding hands or they spent their time together when they broke up
(23) When they were no longer a couple, I would see Adnan speaking with Hae Lee. There
(24) was incident that I saw him where they were going to down the hallway past the nurse's
(25) office -- the health suite -- to the cafeteria and -- they were on the right side of the wall --
(26) -- and he went to go behind her, and grab her hand, and then put his hand up against the
(27)

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(2) send them home, or do what we needed to.
(3) Q. Did you have occasion to see the Defendant that day?
(4) A. Yes, I did. The first time, I saw Adnan was in the hallway right outside the
(5) health suite door and he was just standing there. And he really wasn't talking, he wasn't
(6) fuming -- he was just standing there. And I really wasn't concerned about Adnan at that
(7) point because there were a lot of students coming into crisis, and they were crying, and
(8) they were upset, and some were angry, and the atmosphere was very, very charged. And
(9) Adnan was just standing outside of the door. And after about 10 minutes, a teacher came
(10) and said that she was very, very concerned that Adnan wasn't talking, he wasn't moving,
(11) and seemed to be unable to be reached -- I can't remember her exact words -- but that
(12) nobody could reach him. Then this other psychologist from the crisis team came in --
(13) Dwayne -- and was very concerned, too, that he's tried to see Adnan and some other
(14) people had tried to talk to Adnan. Again, he was not responding. So at that time, I went
(15) out in the hall, and Adnan with some friends, and I put my arms around Adnan and said
(16) "Adnan, come with me. We're going to go back in my health suite." I brought Adnan
(17) back in the back room in the examination room and sat him down in a chair. And it was
(18) just at that point, he and I. And I began to talk to Adnan and finally he did then begin to
(19) speak.
(20) Q. When you first saw him, how did he appear?
(21) A. He appeared shocked. His eyes were big. He was mute. He wasn't talking.
(22) He wasn't crying. He was just absolutely stone still.
(23) Q. What is a catatonic state?
(24) A. That's pretty much what I just described. A person being unable to express
(25) any emotion, any activity, and just almost freeze in time. As if a frame has been frozen. A
(26) catatonic state -- that person freezes and doesn't progress or doesn't regress, just stays in
(27)

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(2) wall, and talk to her on this little overpass. But that was something that specifically stood
(3) out in my mind because she had just come in through the wellness center for a physical. I
(4) don't know if that's what you're looking for.
(5) Q. That's fine. Thank you. Now just to focus you -- Hae Lee vanished on about
(6) January 13th. A body was found on February 9th. On February 10th, it was identified as
(7) Hae Lee. And on the 11th, I believe it was -- I'm not exactly certain of the date, but I
(8) think that's accurate -- there was a crisis intervention team that came to Woodlawn High
(9) School.
(10) A. Yes.
(11) Q. Would you tell the ladies and gentlemen of the jury what that was done for?
(12) A. Whenever there is a death or a serious incident in the school, we bring in
(13) extra counsel, we bring in extra psychologist, and I hopefully extra teacher to help mediate
(14) and control the (indiscernible) factor and make sure the students always receive services if
(15) they're upset, or if they need to go home, or they need to seek counseling from the nurse,
(16) or a counselor, or the physiologist. They're available. And on that day, we had heard --
(17) well let me retract. Let me go back. That morning early -- about five o'clock in the
(18) morning -- I was notified by the assistant principal that Hae Lee's body had been found,
(19) and that he anticipated a problem with a lot of the students -- and that the crisis team would
(20) be in that day, and if I could come in early -- about 6:30 or 7 -- to help direct where
(21) things would -- how things would flow. And I met the principal in the library and we
(22) decided that the nurse's office would be the central location. Everybody would flow
(23) through the nurse's office and I would refer them either to the psychologist or to another
(24) counselor, or I could counsel, or I could send them to the school counselors. On that day,
(25) the psychologist and the school counselor and myself and another teacher were in the
(26) health suite waiting for the students that had problems to come and get counseling, or
(27)

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(2) one -- one frame of mind in one position.
(3) Q. Have you had much occasion to counsel people in times of grief?
(4) A. Absolutely. I have to do a lot of that in my job.
(5) Q. Are there any other symptoms of catatonic state besides the ones that you
(6) listed there?
(7) A. It usually is an extended period of time. Catatonic state also usually does not
(8) remedy itself to just brief counseling. It usually needs a psychotherapeutic approach and
(9) sometimes it needs medication or different treatments. It usually doesn't just rectify itself
(10) with a brief counseling one episode.
(11) Q. Was there anything about the Defendant's symptoms that did not conform
(12) with a catatonic state?
(13) A. Absolutely. As soon as I touched Adnan and started to walk him into the
(14) health suite, the look changed. The eyes weren't so big. His posture wasn't so erect. He
(15) walked easily. He didn't need any leading. He walked into the health suite into the back
(16) room and sat of his own volition. There was no intervention on my part, at that point,
(17) except touching him and saying "come on, Adnan, we need to talk." And just with that
(18) alone, his supposedly catatonic appearance changed.
(19) Q. And based on your expertise and training, did you form any opinion at that
(20) time?
(21) A. My opinion was that this was a very contrived emotion -- very, very
(22) rehearsed -- very insincere.
(23) Q. Now did you talk to him that day?
(24) A. Yes, I did.
(25) Q. What, if anything, did he tell you?
(26) A. When he first sat down, I began and I said "Adnan, I know this must be
(27)

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(2) really hard. I know you loved Hae Lee. I know she's gone and that this is very hard on
(3) you." And not quoting, but this was the context, that how could I be sure it was Hae Lee?
(4) I said "well the police have identified the body. I don't know if they've done it through
(5) fingerprinting or what method they did it, but they're certain it was Hae Lee." And his
(6) comment is that all Asians look alike and that the police were stupid. That they had tried
(7) to trace Hae Lee back through a visit to her father in California and her father -- the lady
(8) that lived in California, and that he didn't think it was really Hae Lee. I assured him it was
(9) Hae Lee, and he started to cry. And I started to hug him, and pat him shoulder, and told
(10) him I knew that he loved her, and to think back when -- to a good time. And he said the
(11) night before Hae Lee disappeared she had called him. She had wanted to get back
(12) together with him, that she still loved him, but that he didn't want to get back into that
(13) relationship in that manner -- that they would always be friends. And that was unusual --
(14) that was an unusual comment to me after he had just learning that she had died.
(15) Q. Did you have any further contact with him after that day?
(16) A. After that Adnan began talking to friends, and friends were in and out of the
(17) health suite all day. A group of friends went to another student's house to (indiscernible)
(18) together, or to talk, or to just be together to share their experiences. And I called Adnan's
(19) mother and asked permission for him to go, because I had to receive permission for every
(20) child to leave the school. And when I hung up from the -- from speaking to his mother
(21) and told Adnan that his mother had given permission to let him go, he -- he was fine. He
(22) was laughing, and he was smiling, and he left with his friends. It was a complete change --
(23) -- a complete change. After that time, I saw Adnan two or three times -- maybe -- maybe
(24) a little bit more. Just, you know, he would drop by and say, you know, hi -- how are you.
(25) I though we had established some communication if he would drop by just to say hello.

(26) MR. URICK: Witness for the defense.
(27)

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(2) did he?
(3) A. No, he didn't.
(4) Q. And you did not receive information from the other two teachers who
(5) observed him and thought that you should intervene. They didn't come and tell you that
(6) Adnan said I'm catatonic, I need help.
(7) A. You're right. That is a medical term.
(8) Q. Right. And it's not term that Adnan ever used that day or any other day to
(9) describe himself.
(10) A. No. That's correct.
(11) Q. Is that correct?
(12) A. That's a medical term. That's correct.
(13) Q. And prior to your intervening with Adnan Syed on that day you had gotten
(14) reports from two separate adults, had you not?
(15) A. Yes, I had.
(16) Q. That Adnan needed your attention.
(17) A. Yes.
(18) Q. Is that correct?
(19) A. That's right.
(20) Q. And on the day that you walked in you were, before the students arrived
(21) already prepared for the onslaught of inspected needs of students who would be affected
(22) by this news that the body that had been recovered two days before, in fact, turned out to
(23) be the body of Hae Lee. Is that correct?
(24) A. That's correct.
(25) Q. And you saw Adnan there in the health suite, did you not?
(26) A. I called Adnan into the health suite, he was out in the hallway
(27)

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(2) THE COURT: Cross?
(3) CROSS EXAMINATION
(4) BY MS. GUTIERREZ:
(5) Q. He'd drop by just to say hello to you? From what you observed.
(6) A. Well initially he did.
(7) Q. Was that appropriate?
(8) A. Yes.
(9) Q. Was there anything inappropriate about him dropping by?
(10) A. No -- no.
(11) Q. You. You felt that you had established a level of communication with him,
(12) correct?
(13) A. A relationship where he would have someone to talk to if he needed
(14) someone to --
(15) Q. And he would feel comfortable enough to stop by to seek out your guidance
(16) as a guidance counselor?
(17) A. For support, right.
(18) Q. That was your purpose, wasn't it?
(19) A. Yes.
(20) Q. That's what you had told him on that very --
(21) A. Right.
(22) Q. -- first day that you saw him on the 11th, correct?
(23) A. Right.
(24) Q. Okay. Catatonic was a word of yours, was it not?
(25) A. It might have been --
(26) Q. Well Adnan didn't come into your office and describe himself as catatonic.
(27)

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(2) Q. Okay. But you saw him out in the hallway?
(3) A. I saw him, at some point, out in the hallway when I was looking out --
(4) Q. Okay. Because you told us on your direct --
(5) THE COURT: I really do need you both to talk one at a time. We're
(6) making a recording of it, so please don't talk over each other
(7) Q. What you told us was that you weren't really concerned about Adnan
(8) because there were so many other students who were acting out their grief. Is that
(9) correct?
(10) A. I was giving aid to other students.
(11) Q. Okay. There were a lot of students there that morning, were there not?
(12) Hundreds or less?
(13) A. Less.
(14) Q. Less. But more than 50? Some where between 100 -- between 50 --
(15) A. Less.
(16) Q. Less than 50. More than 20?
(17) A. Probably 20 to 30 is a good estimate.
(18) Q. Okay. And that's a large number of students, particularly if they're all
(19) grieving. Is that correct?
(20) A. I don't consider it a large number when the student population was 1,700 but
(21) it's --
(22) Q. In terms of how many students you -- as the trained nurse and the guidance
(23) counselor -- had to deal with on that day. It was a large number of students, was it not?
(24) A. That's why I wasn't there by myself.
(25) Q. Okay. But you told us on direct that you really weren't concerned about
(26) Adnan at first.
(27)

STATE OF MARYLAND VS ADNAN SYED

CASE # 199103042, 43, 45 & 46 HELD ON- DECEMBER 13, 1999

BSA

XMAX(22)

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(2) A. Not at 7:30 -- 8 o'clock in the morning.

(3) Q. Okay. And it was only after two other adults brought Adnan's condition or
(4) appearance to your attention and suggested that you intervene then did they not?
(5) A. I don't agree with what you said.
(6) Q. So your answer is no?
(7) A. My answer's no.
(8) Q. Okay. Now when those teachers brought Adnan's condition to your
(9) attention, had you addressed him with any measure of counseling prior to then -- that
(10) morning -- on that particular morning? Yes or no?
(11) A. Yes.
(12) Q. Okay. And after those teachers brought his condition to your attention you
(13) did so, did you not?
(14) A. Yes.
(15) Q. Okay. And initially you told us that he was essentially into asking you to
(16) verify what he clearly was expressing that he couldn't be sure that the body identified was
(17) Hae Min Lee's. Wasn't that his initial position?
(18) A. His initial position was he could not believe that it was Hae Lee.
(19) Q. You told us on direct that you said he said "how can he be sure that it
(20) was Hae Min Lee?" Isn't that correct? Yes or no?
(21) A. No.
(22) Q. Is that what he said?
(23) A. He said how did the police know it was Hae Lee not how does Adnan know
(24) it was Hae Lee, how does the police know --
(25) Q. By his question, ma'am, you assumed that he was asserting that he wasn't
(26) sure it was Hae Min Lee, wasn't he?
(27)

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(2) A. Not at 7:30 -- 8 o'clock in the morning.

(3) Q. Okay. And it was only after two other adults brought Adnan's condition or
(4) appearance to your attention and suggested that you intervene then did they not?
(5) A. I don't agree with what you said.
(6) Q. So your answer is no? Please let the lawyer finish her question. One of you
(7) at a time.
(8) MS. GUTIERREZ: You. You answered --
(9) THE COURT: Finish your answer to the last question.
(10) MS. WOODLEY: I like the last question repeated. I lost it in the --
(11) THE COURT: You. You just put another question, please, Ms.
(12) Gutierrez.
(13) MS. GUTIERREZ: I'll put another question.
(14) BY MS. GUTIERREZ:
(15) Q. You told us on direct that the first thing out of Adnan Syed's mouth
(16) was to question how could the police be sure that it was Hae Lee, was it not?
(17) A. Yes, that's correct.
(18) Q. And you've already answered that, by that very question it appeared to you
(19) -- did it not -- that he himself -- Adnan was questioning whether or not it was Hae Min
(20) Lee, did it not?
(21) A. No, it did not.
(22) Q. No. Okay. But you thought that the only question that caused his upset was
(23) related to his question wanting reassurance that the police really knew that the body that
(24) had been identified was of a woman that you knew to be Hae Min Lee?
(25) A. No.
(26) Q. No. Okay. Notwithstanding that he asked you the question about how was
(27)

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(2) the police sure -- now you, ma'am, had just spoken to the police before you spoke to
(3) Adnan or before you spoke to any other student?
(4) A. No, I did not.
(5) Q. And who were some of the students that were right there -- either in or
(6) outside the health suite that morning?
(7) A. His friends -- the friends that --
(8) Q. The friends of Adnan?
(9) A. Yes.
(10) Q. Okay. And who were they?
(11) A. I can't give you their names.
(12) Q. Did you know them then?
(13) A. I knew them as students at Woodlawn High School. I don't know all of
(14) them.
(15) Q. Other than Adnan's friends, were there others?
(16) A. When Adnan was outside of the health suite, there -- he was with his two
(17) male friends.
(18) Q. Were they --
(19) A. All of the other friends were in the health suite with me.
(20) Q. Okay. And is there any single student's name whom you knew?
(21) A. I can't recall the two boys' names by names.
(22) Q. What about the other people, boys or girls, who --
(23) A. Who were inside the health suite?
(24) Q. -- were inside the health suite with you?
(25) A. Absolutely.
(26) Q. Who were they?
(27)

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(2) A. There was Theresa Pusan. There was Debbie Warren. There was Alicia.

(3) Q. Is that Alicia?
(4) A. Something like Alicia.
(5) Q. I'm just asking you to repeat it, ma'am?
(6) A. Well --
(7) MR. URICK: Objection.
(8) Q. What is Alicia?
(9) THE COURT: Overruled.
(10) A. I'm not certain.
(11) Q. Okay. Anyone else?
(12) A. I see 13 to 14 thousand students per school year.
(13) Q. It's hard to remember them all?
(14) A. No. It's not hard to remember the students. I don't remember names.
(15) Q. Okay. Did you write on that day -- the 11th of February, 1999 or any day
(16) thereafter, a report about what took place on the 11th starting with your phone call from
(17) someone alerting you to the fact that her body had been identified?
(18) A. No -- no.
(19) Q. No written report?
(20) A. No.
(21) Q. And you weren't required to do so as part of your job?
(22) A. Right. I'm required not to do so.
(23) Q. Not to write a report. So you took no contemporaneous --
(24) THE COURT: Please don't talk over the witness. Please don't talk over
(25) the witness.
(26) Q. So you took no --
(27)

STATE OF MARYLAND VS ADNAN SYED

CASE # 199103042, 43, 45 & 46 HELD ON- DECEMBER 13, 1999

BSA

XMAX(23)

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(2) THE COURT: Please do not talk over the witness. Thank you.
(3) MS. GUTIERREZ: May I continue?
(4) THE COURT: Yes.
(5) MS. GUTIERREZ: Thank you, Judge.
(6) Q. You did not take contemporaneous notes as you spoke to all these
(7) children whose names you now cannot totally remember?
(8) A. That's correct.
(9) Q. Other than -- were all of these children in the health suite before Adnan Syed
(10) appeared outside of it?
(11) A. I'm sorry. Repeat the question.
(12) Q. Were the children some of whose names you remembered -- Theresa
(13) Debbie, Alicia as you said, or others -- were they already inside the health suite when
(14) Adnan Syed appeared outside the health suite?
(15) A. They were -- had -- no.
(16) Q. No.
(17) A. Those names that I named were not there before Adnan. Other students had
(18) been in and had been referred to different counselors and psychologists. The names that I
(19) gave did not come in until after I had spoken with Adnan.
(20) Q. Okay. So they weren't there, to your knowledge, before you asked Adnan
(21) to come inside the suite?
(22) A. They were not.
(23) Q. Was there a system to set up for students to sign in or out?
(24) A. Yes, there was.
(25) Q. So there was a sign-in sheet?
(26) A. There was a sign-in sheet.
(27)

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(2) Q. So that students got seen by yourself and others brought in, just for that
(3) specific purpose in order that they came?
(4) A. No, not for that specific purpose. Just so that any student who came into the
(5) health suite any day during the school year would be signed in and signed out
(6) Q. And so there was nothing different about that day in regard to that procedure
(7) for signing in?
(8) A. That's correct.
(9) Q. Okay. But on that day, there were adults there brought in for the specific
(10) purpose to deal with this specific crisis?
(11) A. That's correct.
(12) Q. Is that correct? And one of those persons name was Dwight?
(13) A. Dwayne.
(14) Q. Dwayne. And what is Dwayne's last name?
(15) A. I couldn't repeat it. He's --
(16) Q. Is Dwayne a counselor, the psychologist, or the teacher?
(17) A. He's the psychologist.
(18) Q. Okay. That meaning that he has a degree in psychology. Isn't that correct?
(19) A. School psychologists are degreed in many ways. He does not have to have a
(20) degree in psychology to be a school psychologist.
(21) Q. Do you know whether or not he did?
(22) A. I don't know what he did --
(23) Q. You. You called him a psychologist?
(24) MR. URICK: Objection
(25) THE COURT: Sustained.
(26) A. He is a school psychologist.
(27)

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(2) Q. Okay. And are you aware that psychologists -- to call themselves such --
(3) have to be degreed with a degree -- a doctorate degree in psychology in the State of
(4) Maryland?
(5) A. That's incorrect with the Baltimore County Board of Education. The school
(6) system has school psychologists that are not degreed in psychology. My sister-in-law is a
(7) school psychologist. She has a degree --
(8) Q. She wasn't --
(9) MR. URICK: Objection.
(10) THE COURT: Sustained. Again, for purposes of a record in case
(11) somebody wants to read the trial at some point, we're going to need you all to listen and
(12) talk one at a time. Now --
(13) Q. Your --
(14) THE COURT: Go ahead.
(15) Q. Your sister-in-law wasn't there that morning, was she?
(16) A. No, she wasn't.
(17) Q. Not as a psychologist?
(18) A. No.
(19) Q. Or as a non-psychologist?
(20) A. No.
(21) Q. As a counselor?
(22) THE COURT: Sustained as to the relevance. Let's get back to the facts
(23) of this case. Can we, Ms. Gutierrez?
(24) Q. You. You said, ma'am, that you thought there were three others --
(25) hopefully you said an extra teacher, a counselor, and a psychologist -- sent there as part
(26) of the crisis intervention team.
(27)

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(2) A. That's right.
(3) Q. A person by the name of Dwayne -- whose last name you don't know --
(4) was the psychologist. Is that correct?
(5) A. That's correct.
(6) Q. And do you remember the name of the person who was sent there as an
(7) additional counselor to deal with the specific demands of these days?
(8) A. I don't remember her name. She's a school counselor. Now she's been a
(9) school counselor for 20 years, and she's a short African American woman, and her name
(10) eludes me. I'm not good with names.
(11) Q. Okay. That's her first name or her last name?
(12) A. That's correct.
(13) Q. Okay. And the extra teacher -- was that person there that day?
(14) A. That person was not there. That person was on call if we needed that
(15) person.
(16) Q. Okay. And you didn't call for them?
(17) A. No.
(18) Q. Okay. Now as to when Adnan came any where near the health suite --
(19) MR. URICK: Objection.
(20) Q. -- do you remember the time that he showed up?
(21) THE COURT: Overruled.
(22) A. My health suite at Woodlawn High School was entered or exited by two
(23) doors. There's a large window that's covered with a Venetian blind for privacy. Because
(24) of the nature of the counseling, the Venetian blinds were closed. I would not see Adnan in
(25) the hall unless I exited the health suite. And when I exited the health suite to direct
(26) someone over to the counselor, Adnan was already standing there.
(27)

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(3) Q. *And what time of day was that?*
(4) A. *About 8:10 in the morning.*
(5) Q. *And school starts at what time?*
(6) A. *7:45.*
(7) Q. *Okay. And there were other students there at 8:10 in the morning, were there not?*
(8) A. *There were two other students with Adnan and there were 1700 other students in the school hallways.*
(9) Q. *Okay. And you said there were other students but they came later --*
(10) MR. URICK: *Objection.*
(11) Q. *-- that were in the health suite itself?*
(12) THE COURT: *Sustained.*
(13) Q. *Were there other students in the health suite when you walked out a student to go direct to counseling when you first saw Adnan? Yes or no?*
(14) A. *No.*
(15) Q. *Okay. And had there been other students in that health suite?*
(16) A. *Yes, there had.*
(17) Q. *Okay. So prior to -- and before then, you had not see Adnan near the health suite?*
(18) A. *No.*
(19) Q. *Okay. Now that day, on the 11th, you already knew who Adnan was, did you not?*
(20) A. *Yes, I did.*
(21) Q. *And you knew Hae Lee was, did you not?*
(22) A. *Yes, I did.*

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(3) Q. *Lots of students kiss in school, do they not?*
(4) A. *(Shakes head no.) (Indiscernible)*
(5) Q. *Only Hae Lee and Adnan kissed in school?*
(6) A. *No, that's not what I'm saying.*
(7) Q. *Okay. So there was nothing inappropriate in and of itself based on what you observed in school, though you didn't think it appropriate that they kiss and how they acted toward each other?*
(8) A. *That's correct.*
(9) Q. *You. You said you became aware that there was a time when they broke up --*
(10) A. *Yes.*
(11) Q. *And do you remember when that was?*
(12) A. *At the start of last school year -- which would've been the end of August beginning of September -- they were not together in the hallways*
(13) Q. *They were not together, you mean, at the beginning of school?*
(14) A. *In September. In September.*
(15) Q. *Had they been together to your observation in the previous junior year?*
(16) A. *The previous year -- that spring year I had seen them together and the very very beginning of the school year.*
(17) Q. *Meaning September/August of 1997?*
(18) A. *I saw them talking.*
(19) Q. *Or 98?*
(20) A. *In 98, when Hae Lee was a junior and Adnan was a senior their relationship was not visibly demonstrative as boyfriend/girlfriend*
(21) Q. *Okay. So your understanding was that Adnan Syed was a year ahead of Hae*

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(3) Q. *You. You knew that she had been missing?*
(4) A. *Yes, I did.*
(5) Q. *And you knew that, prior to her disappearance that there had been a point where Adnan and Hae Lee were girlfriend and boyfriend?*
(6) A. *That's correct.*
(7) Q. *And you knew that from your own observations, correct?*
(8) A. *That's correct.*
(9) Q. *And you knew that from being told that by other students?*
(10) A. *No, that's not correct.*
(11) Q. *Only from your own observations?*
(12) A. *Yes, that's correct.*
(13) Q. *And from talking to Hae Lee?*
(14) A. *No, not from talking to Hae Lee.*
(15) Q. *And from talking to Adnan?*
(16) A. *No, not from talking to Adnan.*
(17) Q. *So you only had formed your opinion based on what you had observed?*
(18) A. *What I observed.*
(19) Q. *Because they acted like they were girlfriend and boyfriend from what you could see?*
(20) A. *Hand holding, and hugging and kissing -- observable boyfriend/girlfriend behavior.*
(21) Q. *Okay. And there was nothing inappropriate in what you observed that led you to form that conclusion, was there?*
(22) A. *I find it inappropriate to be kissing in school but that's just my personal philosophy. Students kiss in school.*

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(3) Q. *She was a junior while he was a senior.*
(4) A. *I believe that to be so.*
(5) Q. *Based on your own --*
(6) A. *I don't know it as a fact.*
(7) MR. URICK: *Objection.*
(8) THE COURT: *Sustained for the siren. Let's let the siren pass*
(9) Q. *Your answer was based on your own observations. Is that correct?*
(10) A. *What answer?*
(11) Q. *That you believed it but you know how. That Adnan was senior and Hae Lee was a junior. Did you --*
(12) A. *I'm not sure why I thought that. I'm not sure why I thought that*
(13) Q. *Okay. Did you investigate either of these young people?*
(14) MR. URICK: *Objection.*
(15) THE COURT: *Sustained.*
(16) Q. *Did you inquire of any other source once you observed them acting like a girlfriend and boyfriend?*
(17) MR. URICK: *Objection.*
(18) THE COURT: *Sustained.*
(19) Q. *After the beginning of the school year -- now we're talking about the end of August, the early part of September, 1998 -- did you see them together again?*
(20) A. *I saw them together talking a lot in the hall, but I didn't --*
(21) Q. *But not acting like girlfriend and boyfriend?*
(22) MR. URICK: *Objection.*
(23) THE COURT: *Sustained. Will you let her finish her answer. Ms Gutierrez?*

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 (3) MS. GUTIERREZ: She had answered the question, Judge.
 (4) THE COURT: Please let her finish her answer. Had you completed
 (5) your answer, ma'am?
 (6) MS. WOODLEY: No, sir, I hadn't. I --
 (7) THE COURT: Thank you.
 (8) A. I had seen them together, and that was the reference I made where I saw
 (9) Adnan approach Hae Lee outside of the health suite, and grab her and put his arm against
 (10) the wall while he was leaning over talking to her. So I did see them together then
 (11) Q. Okay. And did you see them together ever again acting as like they were
 (12) girlfriend/boyfriend? Yes or no?
 (13) A. No.
 (14) Q. No. And so you were not aware of whether or not they continued to be
 (15) boyfriend and girlfriend after you saw them in the very beginning of the year?
 (16) MR. URICK: Objection.
 (17) THE COURT: Basis?
 (18) MR. URICK: Relevance.
 (19) THE COURT: Overruled.
 (20) A. When I saw Adnan holding another girl's hand, I made the natural
 (21) assumption that Adnan was seeing someone else.
 (22) Q. Because that's how it appeared to you from what you observed?
 (23) A. Yes.
 (24) Q. That's how he appeared to be acting with a girl other than Hae Lee?
 (25) A. Yes.
 (26) MS. GUTIERREZ: Nothing further.
 (27) THE COURT: Any redirect?

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 (3) MR. URICK: Yes, very quickly, your Honor. What is a pathological
 (4) liar?
 (5) MS. GUTIERREZ: Objection.
 (6) THE COURT: Sustained.
 (7) MR. URICK: No further questions.
 (8) THE COURT: You. You may step down.
 (9) MS. MURPHY: Your Honor, may I step outside and get the next
 (10) witness?
 (11) THE COURT: Come up on the witness stand.
 (12) MS. MURPHY: Your Honor, the State calls the next witness, Ms.
 (13) Sharon Talmadge.
 (14) SHARON TALMADGE
 (15) a witness produced on call by the Plaintiff, having been duly sworn according to law, was
 (16) examined and testified as follows:
 (17) CLERK: Please state your name and assignment for the record.
 (18) MS. TALMADGE: Sharon Talmadge. I'm assigned (indiscernible)
 (19) THE COURT: Yes.
 (20) MS. MURPHY: Thank you, your Honor.
 (21) DIRECT EXAMINATION
 (22) BY MS. MURPHY:
 (23) Q. Ms. Talmadge, good afternoon.
 (24) A. Good afternoon.
 (25) Q. Could you briefly describe your duties in the latent print unit for the ladies
 (26) and gentlemen?
 (27) A. I evaluate partial latent print studies recovered from crime scenes to

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 (3) determine their suitability. I compare single, partial latent prints to the prints of suspects
 (4) eliminations, (indiscernible) as evidence. I testify in court. I lecture to various
 (5) organizations in the latent print identification field. I supervise two employees in the latent
 (6) print unit and I also supervise the (indiscernible) room. I respond to crime scenes
 (7) (indiscernible) technical assistance when necessary. I also respond to the medical
 (8) examiner's office to render technical assistance when necessary
 (9) Q. What type of training and experience have you had in this area?
 (10) A. I was trained by the Federal Bureau of Investigation in the identification
 (11) field. I was employed by them for approximately two years. After leaving there, I came
 (12) to the Baltimore Police Department. I received another two week course on classification
 (13) conducted by the FBI and an advanced latent course conducted by the FBI. I've been
 (14) with the Baltimore Police Department -- I started my 29th year last month and during that
 (15) time I've been assigned to the latent print unit of the lab division
 (16) Q. While you've been with the latent print unit, if you can approximate, how
 (17) many times you've been asked to examine latent prints?
 (18) A. Hundreds of thousands of times.
 (19) Q. Ms. Talmadge, have you ever testified as an expert in court -- either district
 (20) court, circuit court, federal court?
 (21) A. Yes. I've testified since 1973 in all of the courts that were mentioned
 (22) MS. MURPHY: Your Honor, at this time, the State would offer Ms
 (23) Talmadge as an expert in the development, examination and identification of both latent
 (24) and inked prints.
 (25) THE COURT: Any voir dire of qualifications?
 (26) MS. GUTIERREZ: No, your Honor.
 (27) THE COURT: Then the witness is qualified as an expert in the

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 (3) development, examination and identification of both latent and inked prints and may testify
 (4) as an expert.
 (5) MS. MURPHY: Thank you, your Honor.
 (6) BY MS. MURPHY:
 (7) Q. Ms. Talmadge, what is an inked print?
 (8) A. An inked print is the reproduction of the ridge detail that stand on your -- on
 (9) your sides of your hands and also on your feet, and it's done by placing a thin film of
 (10) printer's ink over the area that you want to fingerprint or palm print, and then rolling it on
 (11) a contrasting background.
 (12) Q. What is a latent print?
 (13) A. A latent print is a reproduction of the ridge detail that I just mentioned only
 (14) if it's a oil, or perspiration, or a foreign matter and it's placed on an object when you touch
 (15) the object.
 (16) Q. What are the methods used to process prints?
 (17) A. Depending upon the type of surface, there are several different methods that
 (18) are used. The most common method for non-course surfaces -- such as glass or metal --
 (19) would be a graphite palette that's applied with a (indiscernible) brush. If it's on a course
 (20) material -- which would be paper, cardboard, raw wood -- we use a chemical to develop
 (21) the prints that might be on the object. The chemical used most often and in this particular
 (22) case is (indiscernible).
 (23) Q. What factors effect whether or not a print is left on a particular surface?
 (24) A. Well fingerprints and palm prints are very fragile and they're easy to destroy
 (25) Even a technician that's processing it, if it's not done properly, they can destroy the print.
 (26) The condition of the surface -- if it's a very rough surface, chances are you're not going
 (27) to leave or develop a latent print. If you're wearing gloves, you're not going to leave