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Timothy W. Pitzgerald SPOKANE COUNTY ČLERK

Superior Court of Washington, County of Spokane

In re: Surina Dissolution

Petitioner:

Sirinya Polari (Surina)

And Respondent:

Aaron Surina

No. 17-3-01817-0

Motion for Order for:

Amended Final orders

(MT)

Motion for Order for: Amended Final Orders

1. Relief Requested

- My name is: Aaron Surina I am a pro se litigant and ask the court:
- Amend and correct signed orders through directing the drafting of corrected final orders to reflect the court's ruling on November 27, 2019 without any handwriting, legible, with clarity of court's intention on the matters.
- Please continue the 50/50 parenting plan and support orders as the permanent orders
 which have been a big part in the healing of the parties and their children. The first week
 of the year rotates based on Christmas.

2. Statement of Issues

I ask the court to decide the following issues (specify):

 The orders submitted after hours on December 20, 2019 were not drafted with the court's final rulings given orally in November of 2019. They were rushed and signed without a hearing between the final ruling and orders submitted by opposing counsel on December 20, 2019.

- The parties currently have 50/50 parenting plan which is set to revert to a parenting plan
 that caused many issues and would disrupt the obligations of both parents and the
 children's education and healing without conflict
- Children's need for increased efforts to assist in elementary educational assistance by both parties.
- The children are currently denied communication with anybody including refusing to facilitate communication with local friends and cousins / family members.

3. Statement of Facts/Ground

These facts support my request (list supporting facts):

- Children are used to the fair 50/50 parenting plan and reverting to the past plans would really disrupt their growth and healing process.
- The respondent was laid off due to the industry being replaced by phone calls over the internet and is seeking to retrain through education programs available.
- Children are scoring below average in Public School.
- This schedule has seen the least amount of conflict other than the denial of contact with friends and family which is very hard for both boys to process.
- The 50/50 plan has enabled the two boys to re-establish develop relationships with old friends from school, get involved with sports, learning new activities, volunteering and giving back to their communities and more.
- Dad has no issues with his responsibilities and obligations for the children. The children are active in sports and are not allowed to participate in any activities with their mother.

4. Evidence Relied Upon

I ask the court to consider declarations and other documents that support this request:

- National Center for Missing and Exploited Children's legal team drafted attached affidavit (EX A)
- Report card (EX B)
- Unemployment document (EX C)
- Photos (EX D)

5. Legal Authority

I have the right to ask for these orders according to the law (describe the legal authority that supports your request):

The court's intentions and the final ruling of case 17-3-01817-0 which was given orally in person on November 27, 2019.

The current parenting plan and support schedule which was tested during the summer of 2020 and has been almost entirely absent of any and all conflict.

RCW 26.16.125 Equal rights of parents

42 USC 1301(d) Formal Objection Letter regarding abandonment

6. A Proposed Order needs to be drafted and is **not** attached to this Motion.

Person making this motion fills out below

I declare under penalty of perjury under the laws of the state of Washington that the facts I have provided on this form are true.

□ I have attached (number of):

LO_pages.

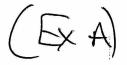
Signed at Spokane, WA

Date: 8/20/2020

Aaron Surina
Person making this protion signs here
I agree to accept legal papers for this case at (check one):

□ the following address (this does not have to be your home address):

PO box 30123, Spokane, WA 99223 - (707) 200-4372





AFFIDAVIT OF PRESTON A. FINDLAY

COMMONWEALTHOF	VIRGINIA)	
24)	SS
CÎTY OF ALEXANDRÎA)	

NOW COMES THE AFFIANT, PRESTON A. FINDLAY, having been duly sworn according to law, deposes and states the following:

- 1. I am currently employed as Counsel for the Missing Children Division of the National Center for Missing and Exploited Children (NCMEC) and have been employed by NCMEC since April 2009.
- 2. NCMEC is a private, nonprofit corporation, incorporated under the laws of the District of Columbia. NCMEC is not an agency or instrumentality of the United States government and neither NCMEC nor its employees are agents of the United States government.
- 3. NCMEC, through a grant from the U.S. Department of Justice, handles cases of missing children, including those abducted by a parent or family member.
- 4. NCMEC has entered into a Cooperative Agreement with the Administrator of the Office of Juvenile Justice and Delinquency Prevention to perform certain tasks specified by Congress in the Missing Children's Assistance Act, 34 U.S.C. § 11291 et seq., including that of providing "technical assistance and training to families, law enforcement agencies, State and local governments, elements of the criminal justice system, nongovernmental agencies, local educational agencies, and the general public in the prevention, investigation, prosecution, and treatment of cases involving missing and exploited children." 34 U.S.C. § 11293(b). Information contained in this document is provided under the above technical-assistance provisions of the Missing Children's Assistance Act. NCMEC does not provide legal advice. NCMEC does not represent or endorse any party. This information in no way constitutes legal advice.
- 5. NCMEC and the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention in cooperation with the American Bar Association (ABA) Center on Children and the Law produce a publication titled <u>Family Abduction</u>, <u>Prevention and Response</u>, Sixth Ed., copyright 2009. The Chapter titled <u>Preventing Abductions</u> enumerates steps parents can take to safeguard their children from abduction, and includes the following prevention tips:
 - A. Obtain a custody/visitation determination that clearly specifies the rights of each parent with respect to the child. Avoid using vague language, such as "reasonable visitation," and avoid joint custody orders in parental abduction and family violence cases. Specify residential arrangements. Consider supervised visitation, bonds and other guarantees, prohibitions on unauthorized pick-up of the child, restrictions on interstate and/or international removal of the child (i.e.: surrender passports, prohibit passport applications, notify foreign consulate of passport restrictions). Authorize law enforcement assistance to recover the abducted child.

- B. Be certain that the custody determination clearly states the basis for the court's jurisdiction and the manner in which notice and opportunity to be heard were given to the parties.
- C. When considering which prevention provisions to include in the custody determination, evaluate the risk of abduction, the obstacles you may encounter trying to recover your child, and the potential harm the child is likely to suffer if abducted. More restrictive preventive measures will be needed when the risk of abduction is high, obstacles to recovering the child would be difficult to overcome, and abduction is likely to be harmful to the child.
- D. Consider "red flag" indicators of abduction risk (below). There may be an increased likelihood of an abduction if a parent has:
 - a. Previously abducted the child;
 - b. Threatened to abduct the child;
 - c. No strong ties to the child's home state;
 - d. Friends or family living out of state or in another country;
 - e. A strong support network;
 - f. No job, is able to work anywhere, or is financially independent—in other words is not tied to the area for financial reasons;
 - g. Engaged in planning activities such as quitting a job; selling a home; terminating a lease; closing a bank account or liquidating other assets; hiding or destroying documents; applying for a passport, birth certificates, school or medical records; or undergoing plastic surgery;
 - h. A history of marital instability, lack of cooperation with the other parent, domestic violence or child abuse; or
 - i. A criminal record.
- E. Six personality profiles of abductors (below) may indicate an increased likelihood of an abduction:
 - Profile 1: Parents who have threatened to abduct or have abducted previously.
 - Profile 2: Parents who are suspicious or distrustful because of their belief that abuse has occurred and who have social support for their belief.
 - Profile 3: Parents who are paranoid delusional.
 - Profile 4: Parents who are severely sociopathic.

- Profile 5: Parents who have strong ties to another country and are ending a mixed-culture marriage.
- Profile 6: Parents who feel disenfranchised from the legal system (e.g., those who are poor, a minority, or victims of abuse) and have family and social support in another community.

[For additional information see the following OJJDP Reports: Early Identification of Risk Factors for Parental Abduction (NCJ 185026), available at: http://www.ncjrs.gov/html/ojjdp/2001_3_1/contents.html and Family Abductors: Descriptive Profiles and Preventive Interventions (NCJ 182788), available at: http://www.ncjrs.gov/html/ojjdp/jjbul2001_1_2/contents.html].

- F. When a court has decided to allow a child to visit or relocate to another country, it is recommended that the U.S. court require that the party seeking to remove the child ensure that the U.S. order is registered/domesticated (where possible) in the court of the country to which the child will travel. In order to prevent violations, it is recommended that the domesticated order be put in place *prior* to the child's travel to the foreign country.
- 6. The third National Incidence Study of Missing, Abducted, Runaway and Thrownaway Children (NISMART 3), prepared by the Office of Juvenile Justice and Delinquency Prevention, estimated more than 200,000 family abduction cases occurred in the United States during the studied year 2013. [Report including National Estimates available at: https://www.ojjdp.gov/pubs/250089.pdf].
- 7. In 2019, NCMEC assisted with more than 29,000 newly reported cases of missing children. Four (4) percent of those cases involved a family abduction. [Annual and cumulative NCMEC statistics available at: https://www.missingkids.org/keyfacts].
- 8. The Hague Convention on the Civil Aspects of International Child Abduction (the "Hague Convention") provides a civil remedy for signatory countries to seek the return of internationally abducted children to their home country for custody proceedings.
- 9. NCMEC's missing child case database contains cases of international family abduction. NCMEC records each missing child as an individual case.
- 10. Thailand acceded to the Hague Convention on the Civil Aspects of International Child Abduction in August of 2002. The Hague Convention entered into force between the U.S. and Thailand on April 1, 2016.
- 11. NCMEC's database reflects that there is currently one (1) active (unresolved) case involving a child taken from the U.S. to Thailand. In this case we have been seeking the return of the child for longer than one (1) year.
- 12. NCMEC's database reflects that, out of all of our closed cases involving children taken from the U.S. to Thailand, fifteen percent (14%) of the children were never recovered.

- 13. NCMEC's database reflects that in fifty percent (50%) of our closed cases involving children taken from the U.S to Thailand, the children were returned or allowed access to the left-behind parent solely because of voluntary action on the part of the taking parent.
- 14. NCMEC relies on public information available from the U.S. Department of State's website, among other resources, to assess country-specific risks that could exacerbate an international family abduction, including the International Parental Child Abduction Country Specific Information Sheet (Information Sheet), the U.S. Department of State's annual Report on Compliance with the Hague Convention on the Civil Aspects of International Child Abduction (Compliance Report), and any applicable Travel Advisories.
- 15. The U.S. Department of State's Information Sheet on Thailand notes that the "The TCA [Thai Central Authority] does not represent left-behind parents in court or assign a private attorney to represent left-behind parents. The role of the TCA is administrative and neutral. Left-behind parents should consider retaining an attorney to file the Hague application with the Central Juvenile and Family Court." Other general information relevant to child abduction issues in Thailand is also included. [Full Information Sheet available at:

https://travel.state.gov/content/travel/en/International-Parental-Child-Abduction/International-Parental-Child-Abduction-Country-Information/Thailand.html].

16. I declare under penalty of perjury that the foregoing is true and correct to the best of my information and belief.

Preston a Findley	04/14/2020	
Preston A. Findlay	DATE	# 1000 p
Counsel, Missing Childre	n Division	
The National Center for N	lissing and Exploited Children (NCMEC)	
333 John Carlyle Street, A	lexandria, VA 22314	
•		2 6
NOTARIZED		
City of Alexandria		
Commonwealth of Virgin	ia	
	04/14/2020	
The foregoing instrument	was subscribed and sworn before me on	
by Preston A.	<u>India</u>	ATE
(name of person seekir	g acknowledgement)	
	*	
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*80.504	04/14/2020	
	Noton, Ctomp	
Notary Signature	Notary Stamp	





NCMEC International Affidavit - Thailand April 2020 PHNDLAY.docx

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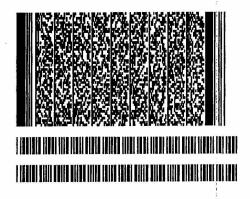
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E-Signature Notary: Henry Spears (HMS)
April 14, 2020 10:06:24 -8:00 [5063995636AB] [10.0.0.5]
hspears@ncmec.org

hspears@ncmec.org
I, Henry Spears, did witness the participants named above electronically sign this document.



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Student: Surina, David Grade: 2 Year: 2019-20 Homeroom: S. Heaton



Absent 3	W, 40,0	Wat
Absent 3		Tı
	Absent	3

Social Development & Participation Scale

M Meeting Expectations

W Working Toward Expectations

NA Not Assessed This Term

SP\$ Grading Scale

4 Above Standard At This Time

3 Meeting Standard At This Time

2 Approaching Standard At This Time

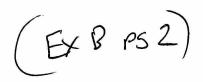
1 Beginning Toward Standard At This Time

NA Not Assessed This Term

Spokane Public Schools
excellence for everyone

	NA	Not Assessed Thi Term	S
Elementary Homeroom	Carlo		
I follow school and classroom rules.			М
I accept responsibility for my actions.			М
I solve problems in positive ways.	****************	Continue to the State Charles and the second of the second second	М
I respond appropriately to adults & students.			M
I participate in a way that promotes learning for myself and others.			M
Euglish Hanguage Arts Grade 2			Tı
Reading Foundations: I sound out words and read grade level texts with accuracy and fluency to support understandin	g.		3
Reading Literature: I read and understand a variety of fiction texts.			2
Reading Information: I read and understand a variety of nonfiction texts.			2
Writing: I write effective stories, informational reports, and opinions.	4		2
Language Conventions: My handwriting is readable and I use basic grammar, capitalization, punctuation, and spelling my writing.	patte	rns correctly in	1
Vocabulary: I use a variety of strategies to determine the meaning of unknown words and phrases and can use them wh speaking.	en wi	iting or	2
Speaking and Listening: I engage in conversations appropriately and understand information read aloud and can prese effectively.	nt inf	ormation	1
Mathematics Grade 2.			T1
Operations and Algebraic Thinking: I know how to solve problems involving addition and subtraction and can add and	subtr	act within 20.	2
Operations and Algebraic Thinking: I can work with equal groups to begin the foundation for understanding multiplica	tion.		1
Numbers and Operations in Base Ten: I can use place value to help identify numbers. (T1)			2
Numbers and Operations in Base Ten: I can use strategies to add and subtract and can use steps and/or look for pattern	s to s	olve problems.	2
Measurement and Data: I can choose the right tool to measure and know how to measure length. (T1)			2
Science Grade 2			TI
Earth Science: I can design, test, and compare designs which slow or prevent wind and water from shaping the land.			2
Physical Science: I can apply my observations of similarities and differences of materials to decide how to classify and us			2
Engineering Design: I can do investigations, make sense of my data, and use of cause and effect and patterns while work my team, I can solve problems, show solutions, and pick the best solution based on evidence.	ing in	teams. With	2

Student: Surina, David Grade: 2 Year: 2019-20



	Social Studies Grade 2	T1
Social Studies Skills: I know there are man how to ask quality questions, and there are	videas and issues going on in the world around me, there are many points of view to an argument, many ways to share my knowledge.	2
Civics: I understand different communities concern for the well-being of my communit	create rules, I have rights and responsibilities as a citizen of my community, and when I show y I am being "civic minded."	2
Economics: I know about costs and benefits communities, and that people specialize and	, what goods and services are produced locally, how government helps to support our I trade that leads to interdependence.	2
	Information and Digital Literacy Grade 2	T1
I read and use library and technology resou	rces to support my learning.	2
I understand how to use library and techno	logy resources and practice safety.	2
	Visual Arts Grade 2	T1
Creating: I can create original works of art	that include line, shape, and color, while experimenting with a variety of materials and tools.	3
Responding:I can use art vocabulary to des	cribe my personal choices in creating artwork.	3
I participate in a way that promotes learning	g for myself and others.	М
	Developmental: Music Grade 2	T1
Creating: I can create new musical ideas us	ing rhythmic patterns.	2
Responding: I understand how music conve	ys meaning using dynamics (p-piano, f-forte) for expression.	3
l participate in a way that promotes learning	g for myself and others.	M
	Fitness/Health Grade 2	T1
Movement Skills: (T1) I can demonstrate h	opping, jumping, and jogging. (T2) I can demonstrate various movement skills and patterns.	3
Movement/Equipment Skills: (T1) I can der	monstrate catching. (T2) I can demonstrate foot skills.	2
I make safe, responsible, health-enhancing	choices.	3

Developmental Music Grade 2: Working on understanding note value when creating rhythms.