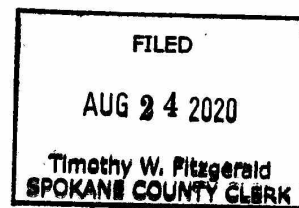


FILED
2020 AUG 24 A 11:15
TIMOTHY W. FITZGERALD
SPOKANE COUNTY CLERK

CN: 201703018170
SN: 387
PC: 10



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

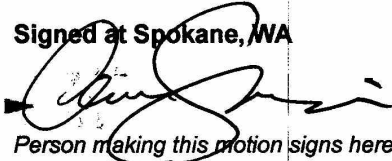
6. A Proposed Order needs to be drafted and is **not** attached to this Motion.

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): 10 pages.

Signed at Spokane, WA

Date: 8/20/2020


Person making this motion signs here

Aaron Surina
Print name 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

- 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 (NISMAART – 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.

- Preston A. Findlay

DATE _____

DATE _____

Notary Stamp



NCMEC International Affidavit - Thailand April 2020 PFINDLAY.docx

DocVerify ID: 8C86AEC9-A886-465A-8580-4896BA702A70

Created: April 14, 2020 09:53:06 -8:00

Pages: 4

Remote Notary: Yes / State: VA

This document is a DocVerify VeriVaulted protected version of the document named above. It was created by a notary or on the behalf of a notary, and it is also a DocVerify E-Sign document, which means this document was created for the purposes of Electronic Signatures and/or Electronic Notary. Tampered or altered documents can be easily verified and validated with the DocVerify veriCheck system. This remote online notarization involved the use of communication technology.

Go to www.docverify.com at any time to verify or validate the authenticity and integrity of this or any other DocVerify VeriVaulted document.

E-Signature Summary

E-Signature 1: Preston A. Findlay (PAF)

April 14, 2020 10:06:24 -8:00 [EC249FB1851A] [10.0.0.5]
PFindlay@NCMEC.ORG (Principal) (Personally Known)

E-Signature Notary: Henry Spears (HMS)

April 14, 2020 10:06:24 -8:00 [5063995636AB] [10.0.0.5]
hspears@ncmec.org

I, Henry Spears, did witness the participants named above electronically sign this document.

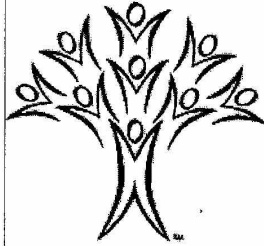


2020 APR 24 A 11:15
PFINDLAY

DocVerify documents cannot be altered or tampered with in any way once they are protected by the DocVerify VeriVault System. Best viewed with Adobe Reader or Adobe Acrobat. All visible electronic signatures contained in this document are symbolic representations of the persons signature, and not intended to be an accurate depiction of the persons actual signature as defined by various Acts and/or Laws.

Ex B

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



Spokane Public Schools
excellence for everyone

T1	
Absent	3

Social Development & Participation Scale	
M	Meeting Expectations
W	Working Toward Expectations
NA	Not Assessed This Term

SPS 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

Elementary Homeroom			T1
I follow school and classroom rules.			M
I accept responsibility for my actions.			M
I solve problems in positive ways.			M
I respond appropriately to adults & students.			M
I participate in a way that promotes learning for myself and others.			M
English Language Arts Grade 2			T1
Reading Foundations: I sound out words and read grade level texts with accuracy and fluency to support understanding.			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.			2
Language Conventions: My handwriting is readable and I use basic grammar, capitalization, punctuation, and spelling patterns correctly in my writing.			1
Vocabulary: I use a variety of strategies to determine the meaning of unknown words and phrases and can use them when writing or speaking.			2
Speaking and Listening: I engage in conversations appropriately and understand information read aloud and can present information effectively.			1
Mathematics Grade 2			T1
Operations and Algebraic Thinking: I know how to solve problems involving addition and subtraction and can add and subtract within 20.			2
Operations and Algebraic Thinking: I can work with equal groups to begin the foundation for understanding multiplication.			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 patterns to solve problems.			2
Measurement and Data: I can choose the right tool to measure and know how to measure length. (T1)			2
Science Grade 2			T1
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 use them.			2
Engineering Design: I can do investigations, make sense of my data, and use of cause and effect and patterns while working in teams. With my team, I can solve problems, show solutions, and pick the best solution based on evidence.			2

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

(Ex B ps 2)

Social Studies Grade 2		T1
Social Studies Skills: I know there are many ideas and issues going on in the world around me, there are many points of view to an argument, how to ask quality questions, and there are many ways to share my knowledge.	2	
Civics: I understand different communities create rules, I have rights and responsibilities as a citizen of my community, and when I show concern for the well-being of my community I am being "civic minded."	2	
Economics: I know about costs and benefits, what goods and services are produced locally, how government helps to support our communities, and that people specialize and trade that leads to interdependence.	2	
Information and Digital Literacy Grade 2		T1
I read and use library and technology resources to support my learning.	2	
I understand how to use library and technology 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 describe my personal choices in creating artwork.	3	
I participate in a way that promotes learning for myself and others.	M	
Developmental Music Grade 2		T1
Creating: I can create new musical ideas using rhythmic patterns.	2	
Responding: I understand how music conveys meaning using dynamics (p-piano, f-forte) for expression.	3	
I participate in a way that promotes learning for myself and others.	M	
Fitness/Health Grade 2		T1
Movement Skills: (T1) I can demonstrate hopping, jumping, and jogging. (T2) I can demonstrate various movement skills and patterns.	3	
Movement/Equipment Skills: (T1) I can demonstrate catching. (T2) I can demonstrate foot skills.	2	
I make safe, responsible, health-enhancing choices.	3	
T1 Comments		
Developmental Music Grade 2: Working on understanding note value when creating rhythms.		