Grazyna Prouty
12609 SE 212th Place
Kent, WA 98031

March 9, 2016

The State Board of Education

Pages: 210
(two hundred ten)
GP

March 9 and 10, 2016 meetings in PSESD # 121

PERSONALLY SUBMITTED by G. Prouty

Re.: **AGENCY RECORD numbers** – Grazyna Prouty's Open Letters in 2014 and enclosed – all personally submitted – for response.

I am requesting the information – the number – Agency record numbers **OPEN LETTER** as Public Comments regarding – as stated below

Thank you for providing the AGENCY Record numbers and sending them to me as requested. I also inform you that more information is in the possession of the lawyer who has represented the State of Washington – Mr. Ahearne as I delivered to his office in Seattle, and the copies were made, and also from Tahoma School District – including last Public Comments under SEPA from September 30, 2014, December 9, 2014, through June 2015 – Notices of Insignificance responses, July 2015 that ended at the end of August 2015 that were personally submitted by Grazyna Prouty to Ms. Lori Cloud and nominated superintendent Rob Morrow as 'responsible persons regarding the Public Comments while Tahoma builds new Tahoma High School – move from Covington, WA

Grazyna Prouty

Teacher: Master's degree - six endorsements - Aim: to re-enter the school district

MBA (Master of Business Administration), Global Management

OPEN LETTER as Public Comments

Bibliography was enclosed for reading. Below: **NO EVIDENCE:**

Da-Zanne Porter, Martha McClaren, and Clifford Mass, Respondents v. Seattle School District, No. 09-2-21771-8 SEA

- that Seattle School Board acted in good will to follow up on different viewpoints
- clear that the appellate courts in Seattle suppress different viewpoints, rights of parents, teachers as valid contributors

Federal Way School District No. 210 v David Vinson No. 61752-4-I. No. 84243 En Blanc (2010)(2011)

- that incidents outside the school have had an effect on school children but show how students are groomed to instigate processes that no business can afford to house – is it connection to the Bill 1805 – "confidential informants at schools/"

Federal Way School District No. 210 v. State
No. 06-2-36840-1 KNT (2007)

Federal Way School District No. 210 v. State
167Wn.2d514, 219P.3d 941 (2009)

- to WEA/NEA good-faith actions towards teachers at schools
- call for examination of unions and non-profits, foundations, etc connections to schools
- that some or any programs students participate are not funded
- examine – promotion of material waste, unaccountability of schools
- examine – promotion of the waste of students,' teachers' potential
- examine – promotion of courts' unaccountability – legal industry as in NAIC to have – instigate appeals and on-going clientele – is it a tie between courts and schools?

Federal Way School District v. State of Washington, No. 06-2-36840-1-KNT, 2nd of November, 2007

Federal Way School District v. State of Washington, No. 06-2-36840-1-KNT Matthew & Stephanie McCleary, Robert & Patty Venema, Network For Excellence in Washington School v. State of Washington (No. 84362-7 (2007)

McCleary, et ux, et al.s v. State of Washington 167Wn.2d514, No. 84362-7 (2009)(2012)

- as in **Federal Way School District No. 210 v. State** No. 06-2-36840-1 KNT (2007), 167Wn.2d514, 219P.3d 941 (2009)

Bibliography. OPPOSSITE to - **NO EVIDENCE:**

Tyranny = **domination** = totalitarianism, cruelty

Why is the contempt for ordinary people – parents, teachers, students?

What EVIDENCE this matter have in Washington courts – what programs, what areas of improvement were not funded? And at the present time – 'education' bills in WA State....

Federal Way School District v. State of Washington, No. 06-2-36840-1-KNT Matthew & Stephanie McCleary, Robert & Patty Venema, Network For Excellence in Washington School v. State of Washington (No. 84362-7 (2007)

Federal Way School District No. 210 v. State
No. 06-2-36840-1 KNT (2007)

McCleary, et ux, et al.s v. State of Washington 167Wn.2d514, No. 84362-7 (2009)(2012)

Why didn't school boards 'go back' and 'work efficiently – with results?" Is it for the OSPI work on 'gaps' that could not be met?

Da-Zanne Porter, Martha McClaren, and Clifford Mass, Respondents v. Seattle School District, No. 09-2-21771-8 SEA

Federal Way School District No. 210 v David Vinson No. 61752-4-I. No. 84243 En Blanc (2010)(2011)
Federal Way School District No. 210 v. State
167Wn.2d514, 219P.3d 941 (2009)
Federal Way School District v. State of Washington, No. 06-2-36840-1-KNT, 2nd of November, 2007

Why did **OSPI** fail to acknowledge that school district lacked trainings, ELL knowledge – why union – WEA brought ELL – Debra Tarpley to Tahoma as 'a coach' and later Special Education – Carol Banks who never taught ELL?

Why did **OSPI** fail to acknowledge Tahoma bought SIOP books a year later and dealt with it only on elementary level, and 'trainings' called SIOP were NOT SIOP? – Helen Malagon, ELL and Bob Harmon meeting

1. King County No. 10-2-12633-3 KNT and No. 10-2-15425-6 KNT as well as No. 10-2-30916-1 KNT and No. 10-2-34635-0 KNT in superior court in Kent, Washington that can be accessed by writing case numbers in the superior courts – Kent or Seattle; Case number Court of Appeals. Division One in Seattle: 66204-0- I (Consol. w/No.66206-6-I), assigned in Washington State Supreme Court: 87970-2 – the matter 3 and 4 King County No. 10-2-30916-1 KNT and No. 10-2-34635-0 KNT, in Washington State Court of Appeals: 66908-7- I (Consol. w/No.66909-5-I) Division One in Seattle, and assigned number: 88447-1 in Washington State Supreme Court in Olympia.

Example of

- exploitation of 'immigrant issues'

On March 4, 2016 Ed Murray is quoted in Seattle Times ('annexation of White Center promotion) as

"There is a social-justice issue here.....
We have a large immigrant population sitting there unincorporated. I think that' just wrong."

Did the mayor disclose **AGENDA 21** (LA21, sustainability, now called U.N. Plan 2015-20130.....)

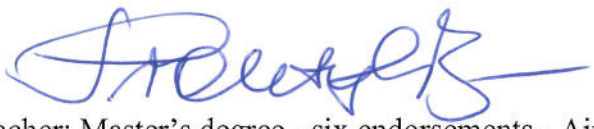
as

- Rosa Koire speaks in Bradley County, TN,
- Alexandra Swann – AGENDA 21: "Bankrupting America into Utopia: One City at a Time'

as in **OPEN LETTERs** as Public Comments?

Is the subject of exploitation of immigrants like teachers – Grazyna Prouty for 'policies,' bills, 'opportunities' for legal industry as in NAIC, and other industries"

Grazyna Prouty (1) case numbers (1)



Teacher: Master's degree - six endorsements - Aim: to re-enter the school district

MBA (Master of Business Administration), Global Management

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"Education is for intrinsic enhancement of the individual because the individual can then continue the culture, instead of having limited learning for livelong labor."

Cynthia Weatherly

from Exposing Global Road to Ruin through Education

(speakers included Charlotte Thomson Iserbyt (Deliberate Dumbing Down of America - who connected to Lionni Paolo book "The Leipzig Connection" and Skinner,'s Pavlov's conditioning of people, language used called 'dialectic," and whose hero is John Taylor Gatto - start with the the interview "The Ultimate History Lesson. The Weekend with John Taylor Gatto."

Grazyna Prouty

Teacher: Master's degree - six endorsements – Teacher in good-standing

(Removed against the law under 'teacher evaluations – too much money floating for waste)

MBA (Master of Business Administration), Global Management

http://www.bizjournals.com/washington/blog/techflash/2015/04/what-is-1776-trying-to-become.html (1)

JUDICIARY ACT OF 1789 (Even suit cannot be dismissed because of errors in service)

'Education cases" – examples – **NO EVIDENCE**

Federal Way School District No. 210 v. State

167Wn.2d514, 219P.3d 941 (2009)

Federal Way School District v. State of Washington, No. 06-2-36840-1-KNT, 2nd of November, 2007

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Federal Way School District v. State of Washington, No. 06-2-36840-1-KNT Matthew & Stephanie McCleary, Robert & Patty Venema, Network For Excellence in Washington School v. State of Washington (No. 84362-7 (2007)

McCleary, et ux, et al.s v. State of Washington 167Wn.2d514, No. 84362-7 (2009)(2012)

OTHER RESOURCES

http://www.tvw.org/index.php?option=com_tvwplayer&eventID=2011010025D

Federal Way School District No. 210 v David Vinson No. 61752-4-I. No. 84243 En Blanc (2010)(2011)

Da-Zanne Porter, Martha McClaren, and Clifford Mass, Respondents v. Seattle School District, No. 09-2-21771-8 SEA

Tahoma v. Grazyna Prouty – Grazyna Prouty – appeal – Prouty. G. - **DEFENDANT**

King County No. 10-2-12633-3 KNT and No. 10-2-15425-6 KNT as well as No. 10-2-30916-1 KNT and No. 10-2-34635-0 KNT in superior court in Kent, Washington that can be accessed by writing case numbers in the superior courts – Kent or Seattle; Case number Court of Appeals. Division One in Seattle: 66204-0- I (Consol. w/No.66206-6-I), assigned in Washington State Supreme Court: 87970-2 – the matter 3 and 4 King County No. 10-2-30916-1 KNT and No. 10-2-34635-0 KNT, in Washington State Court of Appeals: 66908-7- I (Consol. w/No.66909-5-I) Division One in Seattle, and assigned number: 88447-1 in Washington State Supreme Court in Olympia.

1. Constitutional Amendments, Bill of Rights reference: The Declaration of Independence and the Constitution of the United States of America. Copyright 2002 by the Cato Institute. 1000 Massachusetts Ave., N.W., Washington D.C. 20001. www.cato.org

It is curious - what is **1776** group trying to do in context of AGENDA 21 and U.N. 2030?

violence → judges' participation in Foundations → It's just the Beginning Foundation

violence (ˈvaɪələns) ?

— *n*

1. the exercise or an instance of physical force, usually effecting or intended to effect injuries, destruction, etc
2. powerful, untamed, or devastating force: *the violence of the sea*
3. great strength of feeling, as in language, etc; fervour
4. an unjust, unwarranted, or unlawful display of force, esp such as tends to overawe or intimidate
5. Is goal: **do violence to**
   a. to inflict harm upon; damage or violate: *they did violence to the prisoners*
   b. to distort or twist the sense or intention of: *the reporters did violence to my speech*

[C13: via Old French from Latin *violentia* impetuosity, from *violentus* violent]

for "promotion?"

Word Origin & History Tahoma: transfered & installed administrators: Rhonda Ham, Anthony Davis, Carol Banks - visitor/consultant connected to Tahoma - Mary Pacek Bucholtz, Carol Banks!

violence late 13c., "physical force used to inflict injury or damage," from Anglo-Fr. and O.Fr. violence, from L. violentia "vehemence, impetuosity," from violentus "vehement, forcible," probably related to violare (see violate). Weakened sense of "improper treatment" is attested from 1590s.

WEA - now President Kim Mead [record]! → ? Imelda

abuse carries with it some sense of harm; **misuse** refers to an incorrect use that may not lead to harm

to **misuse** is to use something wrongly, to **abuse** is to misuse something so badly that you damage it

http://www.visualthesaurus.com/landing/?ad=ddc.large&utm_medium=large&utm_campaign=VT&utm_source=ddc&word=violate&lang=en

Philip Zimbardo: The psychology of evil

https://www.youtube.com/watch?v=OsFEV35tWsg

What makes people evil - seduced to cross the line.....

He conducted experiments as

https://www.youtube.com/watch?v=760lwYmpXbc

People often do not rise above - if in NEGATIVE ENVIRONMENT - power over others.... viewed by 913,853

(like in Milgram experiment 'teacher' increases shocks - voltage)

On contrary:

Overestimate a man ---- "take a man as he should be and you will make him what he as principle is becoming.... " - Goethe.

You contribute to his frustrations.... you want to legislate, mandate, a worse man....

In this rare clip from 1972, legendary psychiatrist and Holocaust-survivor Viktor Frankl delivers a powerful message about the human search for meaning — and the most important gift we can give others.

https://www.youtube.com/watch?v=sd-1CjhbYPQ

Why to Believe in Others - Viktor E. Frankl

American youngsters' aim: "make a lot of money"

The Fragment of a 1972 Talk on the Awakening of Human Potential.

The Psychology of EVIL 1,282,072 views

Evil is the **exercise of power to destroy people**, to commit crimes against humanity.....

SIOP, GLAD, and -.....<u>LAP</u> as in

http://www.k12.wa.us/LAP/panelbestpractice.aspx

Learning Assistance Program

Expert Panels — ELA, Math and Reducing Disruptive Behaviors

OSPI mandated SIOP as Grazyna Prouty CONFIRMED with Helen Malagon and Bob Harmon - <u>conversation in 2010.</u>

As above - ELA:

And - the book - previously SIOP

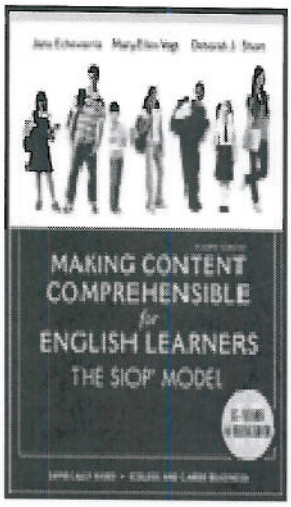
https://www.google.com/?gws_rd=ssl#q=SIOP+BOOK

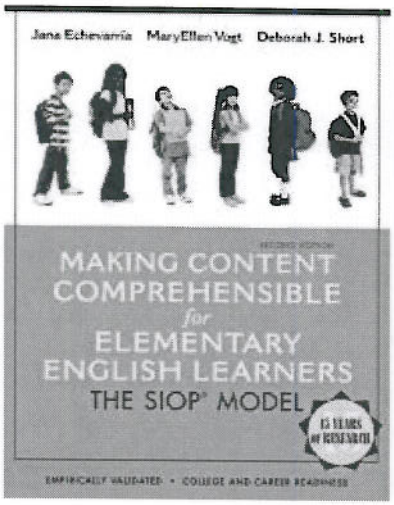
NOT USED IN TAHOMA:

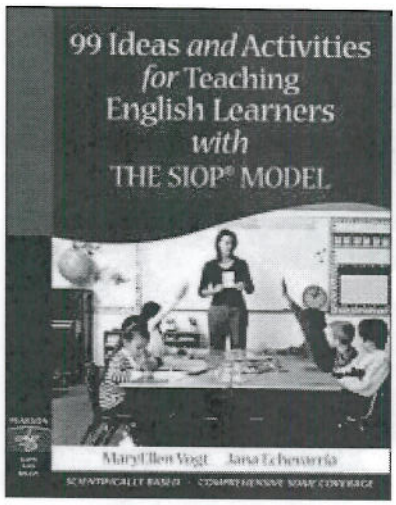
but - no evidence or standards on appeal....

BREAKING, butchering the human spirit - not ELL knowledge, no standards, scripted books ANYBODY could teach from - and NOT a SIOP - the goal. as in The Stanford Experiment - to doubt own potential, ability - nothing good - the Enemy of human nature as

https://www.youtube.com/watch?v=760lwYmpXbc







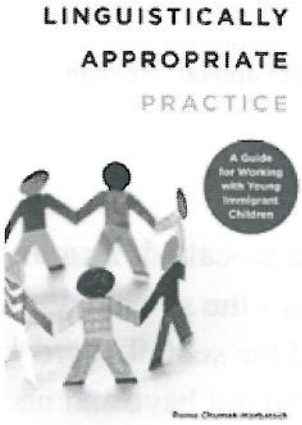
by Jana J. Echevarria, MaryEllen J. Vogt, Deborah J. Short

Now Author: Roma Chumak-Horbatsch

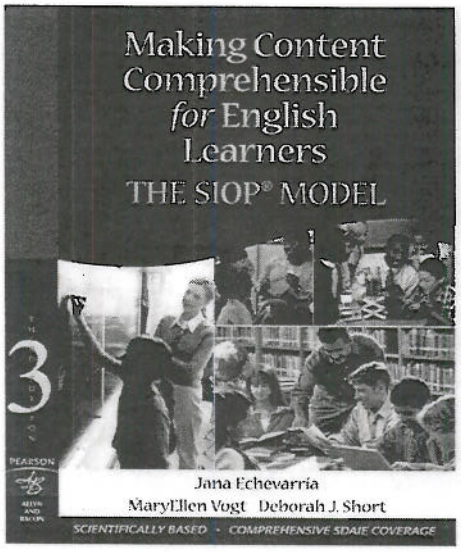
Publisher: University of Toronto Press, Ontario, Canada, 2012

Reviewed by Teresa A. Shultz, Northeastern Illinois University

http://www.itbe.org/v_newsletters/article_13340253.htm



versus Pearson



ISBN-10: 0133555844 • ISBN-13: 9780133555844

And - on NEA site as

http://www.nea.org/assets/docs/HE/ELL_Book_Resources_(9-22-08)_(2).pdf

But WEA Kathleen Heiman - union contempt - no information on rights of appeal - Heiman, Kathleen main purpose as on March 5, 2010: (speaking to Bruce Zahradnik):

'And the board will not hear her." (reference of Zahradnik - the so-called **'human resources'** about G. Prouty to Heiman, Kathleen lawyer - WEA - the so-called 'education' association in the State of Washington) that wanted the school board to ignore G. Prouty - they did - deceit that had meeting to vote - did not have and no Executive session as in RCW 42.30.110 as in Chapter 42.56 RCW, Title 42.56 Public Officers and Agencies as they sent letters(s) that they voted - DECEIT - they did not as in letters on file. But - Heiman, Kathleen - lawyer that did not

disclose that, and who should not be on premises as the teacher **has Weingarten** rights - only 'shop' field' union representatives - **not lawyers** before appeal(s).

Bruce Zahradnik answered :

"No the board will not hear her."

And - NOBODY did.

WEA Board Meeting - 2 minutes - documentation on file - many years writing to end the exploitation and MALTREATMENT me - as 'coaches' - previous supervisor Carol Banks - had no knowledge of ELL - never taught it.....Special Education

http://www.utppublishing.com/Linguistically-Appropriate-Practice-A-Guide-for-Working-with-Young-Immigrant-Children.html

No Accountability and Oversight in OSPI -useless agency as had no knowledge on ESL/ELL. They can 'copy and paste' - from other sources - no relevance, no practice teaching successfully.

SIOP books are for collaboration with all subject are teachers - not only the ELL specialist.

GP

If of ANY value, why was it not on 'evidence' -

https://books.google.com/books?id=9lps41vfVOsC&pg=PA362&lpg=PA362&dq=Nancy+Skerritt&source=bl&ots=PEZM43eMbo&sig=LmbYQJ2l1uD4nLKeNj3BELoLfW4&hl=en&sa=X&ved=0ahUKEwiNjqjJkofLAhUB6GMKHZVXDccQ6AEIVjAN#v=onepage&q=Nancy%20Skerritt&f=false

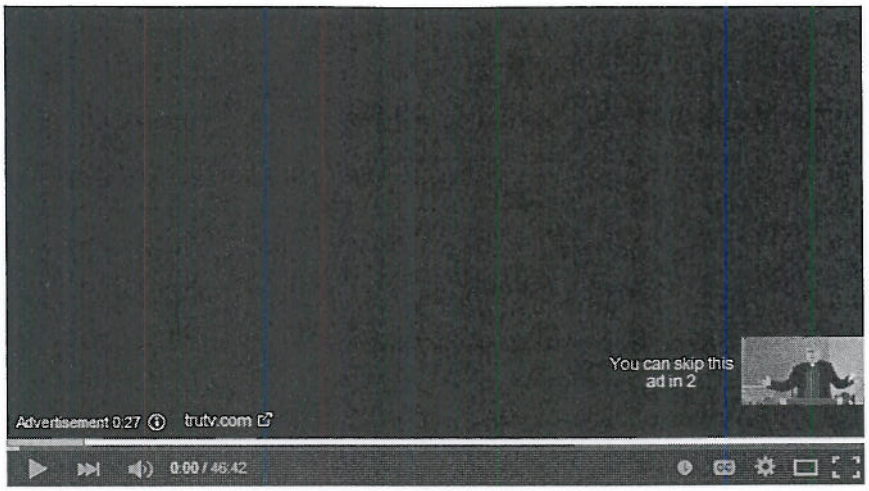
If of ANY value, why was it not on 'evidence' -

"People are suffering. And - you are responsible for it."

parallel to

"The boys are suffering . And you are responsible for it.

Christina Maslach



Open the conscienc

• humans are spiritual beings not material (1)

It's the spirit in the body (material) not otherwise

The Strategy of the Devil in our lives - Fr Peter Glas

RCS TV

Subscribe 11K

= Evil

Add to Share More 203 4

Published on Sep 5, 2015
The next time the Devil reminds you of your past.
Remind him of his future!!!
God Bless you all.

refer to Philip Zimbardo a friend of Stanley Milgrim

The Strategy of the Devil in our lives - Fr Peter Glas - YouTube

Confessions of an exorcist - father Peter Glas (ENGLISH
RCS TV
21,137 views

What you should know about Satan - father Peter Glas,
RCS TV
17,224 views

Reply •

TheUntubed 4 months ago
Wow, that was the best speech Ive ever heard, so much truth and so much wisdom from his spirit and his experiences. So glad I listened to this, thank You Father.
Reply • 2

THE SOS 2 months ago (edited)
A very powerful testimony and a good Priest. May God bless him and protect him, and for the people who are watching this please share it will others.
Reply •

Renata C. Franklin 1 month ago
Gracia Padre, life changing.
Reply •

LINDA W 2 months ago
This talk is so good !!
More people need to watch this !
Reply • 1

Elias Abdallah 2 months ago
father peter you are god send , bless you and your work , if there was in every parish a priest like Christian people will have salvation may our holy mother mary protect you under her holy mental
Reply • 2

John Taylor Gatto
Ultimate History Lesson of American Education
1) Darwin was "agenda"

14

https://www.youtube.com/watch?v=u3Z4CNERkfw

Grazyna Prouty

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BACKGROUND INFORMATION for

OPEN LETTER as Public Comments (what WAC, RCW ?)

With NO legal references

Legal authorities NOT addressed

Hearings notices with no legal references: law, WAC, RCW

"Public comments" with no legal references

The question and the examination to execute concern three branches of government and how 'independent' cities are the 'blueprint' under the mask of 'environment/" that is parallel to real work in these branches that are supposed to be separate, and 'those who testify" – e.g. in 'education field" as an 'extension" (?????) **what they DID NOT do in the McCleary case?**

The EVIDENCE what was not funded was supposed to be in the **McCleary case – if not – not funded as cased with no evidence** do not belong in the State and in the Country that supposedly still respects the Constitution.

Therefore, it is time to examine the reality versus new demands.....**Examine what has been going on..... What do the students need? No evidence – in McCleary based on what programs are not funded –** no evidence, that teachers like Grazyna Prouty did anything wrong – NO EVIDENCE to buy time for transferred and installed people – administrators and teachers who **never applied for the position they hold** – then they are 'promoted' including the allies like Washington Education Association – after not listening, hurting – public record of

'hearings in WEA of Grazyna Prouty' – was Ms. Kim? Imelda? Mead promoted to be the WEA President?

All this to create problems and **supposed** solutions?

Why NO EVIDENCE – and no safe environment for the teacher Grazyna Prouty in the public school(s) – the example of Tahoma School District – now building Tahoma High School as the one built in 1927 will not be in use... Why so many trees removed in Maple Valley where the school that could probably be transformed into prison in the future – to continue the work of no applying education **RCW 28A Chapter** in education - is it mutual understanding of schools and courts – the clientele straight to 'legal' industry?

Tahoma did not address the built-environment, Notice of Significance – as 'under teachers' evaluations' was Grazyna Prouty's appeal.....

The **'environment'** calls to examine how courts make laws versus applying them as in 'education' cases, how legislative Bills are passed and who is to respect them – courts do not – the example in education – CLASSIFICATION changes occur – e.g. fully Washington State certified teacher with six out of 42 endorsements CONTINUED TEACHER CERTIFICATION **AND** on **continuing contract** (versus provisional) that can only be stopped if felony as in **Title 28A RCW** was informed after three years – raids from??? - Seattle – teacher Debra Tarpley (the only decent individual who declined to cooperate with hooliganism – as scripted books "Keystone" and 'Language! program' in place – Grazyna {Prouty's **Public Comments** as in WAC 197-11-502 submitted by Grazyna Prouty from September 30, 2014, December 9, 2014, until August 29, 2015 show continued DECEIT – no laws applied – not only as in Title28A RCW – Basic Education K-12 that differs from Title 28 B RCW and Title 28C RCW.

Reality – teacher, parallel students' and parents' rights are non-existent.

Tahoma Senior High School

Address: 18200 SE 240th St, Covington, WA 98042
District:
https://www.google.com/search?biw=1426&bih=733&q=tahoma+school+district+washington&stick=H4sIAAAAAAAAAOPgE-LSz9U3MLIwrSwxU-IEsVOqsi3ztGSzk630U1NKkxNLMvPz9IuTM_Lzc6xSMotLijKTSwCERvZjOAAAAA&sa=X&ved=0ahUKEwi1ktPdgufKAhVRyGMKHZM6A1UQmxMIjAEoATAR disregarded -
Founded: 1927

is being built now in Maple Valley, WA as the lot for the school required clearing out of many trees in that area and no environmental laws – **built environment** as **WAC 197-11-718,** and – the **Title 197 RCW.**

The board for the beginners, never applied the laws concerning even Board meeting dates as in RCW 42.30.110 – Tahoma stated that voted and gave the date – but never the meeting took place and the courts – Washington State – disregarded, contempt for teachers, and *We the People.*

It connects to environment, heritage – contempt for IUSA heritage as DECEIT continued through SEPA – environment – Public Comments – the last ones Grazyna Prouty submitted also for the board – continued the same deceit – the days counted as if the 'counting time' started – on the Independence Day – July 4, 2015 that was non-working day and Tahoma failed to CORRECT the DECEIT – as deceit and trickery is a habit – not for correction.

Therefore, the Tahoma and suburban cities as in AGENDA 21 aim at contempt for *We the People* as allies are in courts – schools can "produce' juvenile delinquents and crime for courts and legal industry 'to deliberate ' with NO EVIDENCE against *We the People.*

How – the school is now 'moving to Maple Valley, WA (King County)

No respect to 'environmental laws' – whatsoever –

Fiduciary duties – non-existent as the EXAMINATION of 'educational' cases shows – parallel to David Vinson & Federal Way, Da-Zanne & Seattle..... – Mc.Cleary – NO EVIDENCE – standards, educational impact...**Fiduciary duties** were also absent as in

http://apps.leg.wa.gov/rcw/default.aspx?cite=42.40.010

http://apps.leg.wa.gov/rcw/default.aspx?cite=42.40.020

> "Adoption of the Tahoma School District 2015-2021 Capital Facilities Plan ("Capital Facilities Plan") for the purposes of planning for the District's facilities needs. King County and the cities of Covington and Maple Valley will incorporate the District's Capital Facilities Plan into each jurisdiction's respective Comprehensive Plan: The Cities of Maple Valley and Covington may also incorporate the District's Capital Facilities

Plan into their Comprehensive Plans - connects to AGENDA 21

> After review of a completed environmental checklist and other information on file with the agency, the Tahoma School District has determined this proposal will not have a probable significant adverse impact on the environment.

No laws applied – TABLE of AUTHORITIES – looking what courts in Washington State do, Tahoma School District issued DNS as in SEPA Notice of Non-Significance OMITTING **built environment** as in **WAC 197-11-718** entirely although builds the school – it is built environment as **Title 197**, RCW 43.21C.110, WAC 197-11-444(2), [Statutory Authority **RCW 43.21C.110**, WSR 84-05-020 (Order DE 83-39), § 197-11-718, filed 2/10/84, effective 4/4/84).

State Environmental Policy Act Rules **(Chapter 197-11 WAC)**

No transparency, no accountability to public as Legal reference to the Notice of **Determination of Nonsignificance is: WAC 197-11-340** (why not the Determination of Significance) – Agency that gives or publishes Legal Notices knows them.

IT is crucial to state – and question **classification change;**

Example – teacher like highly qualified Grazyna Prouty would have to start as 'provisional' – losing 'continuation' other teachers and administrators – as researched are appointed within – transferred, family members – clearly the reason students do not succeed – after causing harm and stealing continuing contract as no accountability and no laws applied in Washington courts – the environment is dangerous – for both immigrant teacher and – parallel to unrelated to families or – those who do apply for the positions – the perpetrators get promoted and SEPA environmental laws **disregarded as earlier Title RCW 28A – no evidence, no accountability –**

in processes aimed at expenditures – ELL 'coaches' from Special Education – not ELL – purpose to hurt, butcher the spirit of educated teacher that is endorsed and highly qualified, consultants who were previous Human Resources (Mary Pachek – knew administrators – perpetrators) – three years of trickery so Legislation TARGETS ELL to implement 'agenda' in 2015 HB 1541 and HB 1783, expanded for 'Appropriations' now in 2016 – no suspensions for students – removing previous from lists – allowing all fundamentals of values – removed.

The Bills clearly aim at damage to students, teachers, society – and with no accountability for administrators and school boards – actions in ill-will versus good-faith – aim to follow precedents in 'education' cases – the courts allies – TO TANGLE, show CONTEMPT for *We the People* – teachers to INSTILL shortage of teachers – planned, sustained, continuous so **visa H1-B** candidates as in 2016 HB 1541 and HB 1783 with expanded and accompanied Bills – to give AREA – wide open for non-profits, foundations – the 'experts' against the teachers and the students supported by NEA – and Washington Education Association as they add to butchering teacher's – human spirit – by contempt, no **Weingarten rights** – no **ANY** RIGHTS, no standards – (ELL has standards but the purpose of DUMBING DOWN SOCIETY as in literature and research has been clear – Deliberate Dumbing Down of America – started with Prussian Education system (as Charlotte Iserbyt tells us)

Therefore, systems and 'classifications' are the core.

Brunner, Michael (1993). **Retarding America. The Imprisonment of Potential** research concerns **speculative theory** and inside information that those speculative theories are fascinating – how a group of clued individuals involve practices to achieve counter productive results – **adverse IMPACT on us all.**

Mike Dice illustrates it well in

Hillary Supporters: **REPEAL the BILL of RIGHTS Petition** Signed After Told She Needs Help for the Plan as in https://www.youtube.com/watch?v=xEzCFgltYuY

Hillary Supporters Endorse KARL MARX as Her Pick for Vice President! - SIGN PETITION TO APPROVE HIM

https://www.youtube.com/watch?v=jPob5-_EAmc

The Petitions reflect the awareness, rather – a lack of it.

It all connects to courts' alignment – NO EVIDENCE in education cases, 'behind the scenes' actions.

One has to read Bibliography choice, and **Rene A Wormser** (1958). Foundations: Their Power and Influence; The Devin-Adair Company, New York

PREFACE by Brazilla Carroll Reece - starts with:

"The most difficult assignment of my thirty years in the Congress of the United States was the chairmanship of the Special Committee to Investigate Tax Exempt Foundations, informally referred to as the "Reece Committee. This investigation required embarrassingly close scrutiny of the intellectual activities supported by the great and highly respected American names **Carnegie, Rockefeller, and Ford**."

"Obstacles (...) liberal press of *The New York Times*, *The New York Herald tribune,* and the *Washington Post-Times Herald* would throw its power against the Committee...

(...) to what extent the funds are aiding and abetting (assisting) ***Marxist tendencies*** *in the United States and weakening the love which every American should have for his way of life.*"

Brazilla Carroll Reece continues:

"So we set out to find the answers. We wanted to explore the problems of foundations by examining their actions, not their statements to the public. We felt that they are involved in the concepts under which foundations operate and grow in the United States certain dangers for the public welfare.

Brunner, Michael (1993). **Retarding America. The Imprisonment of Potential.**

Example – page 108 on **speculative theories** – (after reference to Mazurkiewicz's book "What the Professor Doesn't Know about Phonics can Hurt"

Teachers indulge in these instructional practices for the simple reason they have **been led to believe** in them by their professors of reading pedagogy who are **held captive by the fascination** of speculative theory."

Rosa Koire Speaks About Agenda 21 in Bradley County, TN

(www.democratsagainstunagenda21.com)

Published on Jul 11, 2015

UN Smart Greed Agenda 21 Dissected

https://www.youtube.com/watch?v=0K6CACOGdEM

https://www.youtube.com/watch?v=TDDWY7veVjc&feature=player_detailpage

Agenda 21: Bankrupting America into Utopia--One City at a Time Alexandra Swann

Antony C. Sutton.(1983). How the Order Controls Education. Research Publications Inc. Phoenix, Arizona

In other words, for Dewey **man has no individual rights**."

p. 72 "**Dewey's education** was not child centered but State centered, because for the Hegelian, "social ends" are always State ends.

This is where the gulf of misunderstanding between modern parents and the educational system begins. Parents believe a child goes to school to learn skills to use in the adult world, but Dewey states specifically that **education is "not a** preparation **for future living."**

The Dewey educational system does not accept the role of developing a child's talents but, contrarily, only to prepare the child to function as a unit in an organic society. Whereas most Americans have moral values rooted in the individual, the values of the school system are rooted in the Hegelian concept of the State as the absolute. No wonder there is misunderstanding!

C.S. Lewis (1942)(1996). The Screwtape Letters with Screwtape Proposes a Toast.

Democracy is the word with which you must lead them by the nose. The good work which our **philological experts** have already done is a **corruption of human language** makes it unnecessary to warn you that they should never be allowed to give this word a clear and definable meaning.

Enemy would call the 'wrong' turning such creatures are at first hardly, if at all, **in a state of full spiritual responsibility** (...)

Their consciousness hardly exists apart from the social atmosphere that surrounds them (...) And of course we have **contrived that very language** to be all smudge and blur; what would be a *bribe* in someone else's profession is *a tip* or *a present* in theirs.

"The enemy' is humanity at the stage of the potential as God's creatures – the enemy of human nature that can manifest in a lack of accountability – NO EVIDENCE in courts against defendants – e.g. Grazyna Prouty appealed as the Defendant but Tahoma School District failed to provide all and everything what was required – Agency Record, EVIDENCE – yet, no accountability happened and that 'precedent' has to be examined – reasons why – and **connections –**

one connection is if the WA State states it has no funds for RESTORATION – this notion has to meet WA State courts' accountability – judiciaries and the legal industry as in NAIC work in built environments – these environments were not set up against the USA citizens, laws – the legislators worked at **Title 28A RCW** – K-12 teachers are certified and have standards and RIGHTS none of WA State judiciaries respected – why....

Therefore, RESTORATION of St. Edwards starts with acquiring funds from the courts –

RESTORATION of applying laws versus demanding funding for other industries including education as the education cases – the so-called **"McCleary" as there has been NO EVIDENCE** that e.g. ELL (English taught to immigrants) are not funded.

Now, the Bills like **HB 1541** and **HB 1783** connect to **foundations, non-profit organizations, NGO (non-governmental organizations).**

Links to other laws (Bills), Washington State Courts disregard for EVIDENCE whatsoever – therefore for WHOM (????) are these Bills?

Engrossed Second Substitute Senate Bill 6696 passed Legislature (2010)

Second Substitute Senate Bill 5973 (EDUC, 1995).

New HB Bills HB 1541 and **HB 1783 for 'Appropriation' are not needed – we already have the Bills, and laws – WA State courts disregard.**

It connects to Philip Zimbardo, Boyd, John (2008). The Time Paradox. The New Psychology of Time that will change your life. Free Press: New York, London, Toronto, Sydney who gives context: George Orwell's (1949) (1977) (1987) (1992) book "Nineteen Eighty Four:"

> "Who controls the past controls the future.
> Who controls the present controls the past."
>
> - George Orwell (party slogan from the Ministry of Truth, 1984 book)

Zimbardo, Philip states that in the context –

> "**the segment of society** that controls of the present can rewrite the past, and thereby controls the future.

Therefore, **AGENDA 21** and **preventing The End of American Dream (**P. Snyder) – the actions of cities and the CONTEXTS- 'creating the situations' matter.

ECLEI – www.iclei.org and **americantownusa.com** are to be the FOCUS – what cities, foundations (NEA, non-profits do under the notions of 'grants' and control). **Suburban cities – as the blueprint for U.S.A. ?!**

It is important to remind:

Engrossed Second Substitute Senate Bill 6696 passed Legislature (2010)

Second Substitute Senate Bill 5973 (EDUC, 1995).

Helland v. King County Civil Service Commission

84 Wn.2d.858 (1975), 529 P.2d. 1058. No. 43252 (1975): courts' statutory obligations -

> The word **"crime" is defined by statute, not by the degree of enforcement**. We hold that in light of the explicit and definitive nature of the question, the plaintiffs' answer was correct as a matter of law, and that the law leaves no room for more than one opinion. Therefore, the Commission's decision to accept only the "key" answer was arbitrary and capricious.

C.S. Lewis (1942) (1996). The Screwtape Letters with Screwtape Proposes a Toast.:

> But do you realise how we have succeeded in reducing so many of the human race to the level of ciphers? This has not come about by accident. It has been our answer – and a magnificent answer it is – to one of the most serious challenges we ever had to face"

Blumenfeld, Samuel **(1984).** NEA: Trojan horse in American Education: **The Paradigm Company: Boise, Idaho**

Each year NEA's Legislative Commission drew up its legislative shopping list for Congress. **In 1955** that list included proposals for:

General federal aid to education

School building construction

Federal aid for disaster areas

Aid to federally affected areas

Public school assistance for federally affected areas

Aid for teachers' salaries

Revenues from federally controlled natural resources

Teacher retirement and social security

Separation from church and state

Tax exemption for retirement incomes

Legislative investigations

National Board of Education

U.S. Office of Education

Aid for vocational education

U.S. Office of Education

Aid for vocational education

Civil defense

International relations

Teacher and student exchange

Narcotics

The right to vote at age 18

Child labor

Educational use of the mails

Rural library service

Equal status amendment (ESA)"

Meanwhile, other 'Acts' came fast and furious. In 1970 Congress passed the **Environmental Education Act**, to fund curricula, research, and demonstration projects **concerning the environment,** and **the Drug Abuse Education Act** to pay for grants, training programs, workshops, institutes, and never-ending parade of conferences and seminars.

In 1972 the big spenders passed the **Emergency School Aid Act** (...) remedial services, teachers' aids, guidance counselors, curricula development (---) goodies."

"(...) by mid 1970s the public educators of America **were literally swimming in money.**" Never before, none of the world nations poured so much money with such **dismal results.** But as much as it was, it would never be enough, and the NEA would keep asking for more and more.

The second connection – '**education cases' – no evidence,** no rights for teachers that connects to Legislative Bills

Engrossed Second Substitute Senate Bill 6696 passed Legislature (2010)

Second Substitute Senate Bill 5973 (EDUC, 1995)

JUDICIARY ACT OF 1789 (Even suit cannot be dismissed because of errors in service)

'Education cases" – examples – **NO EVIDENCE**

Federal Way School District No. 210 v. State

167Wn.2d514, 219P.3d 941 (2009)

Federal Way School District v. State of Washington, No. 06-2-36840-1-KNT, 2nd of November, 2007

Federal Way School District No. 210 v. State

No. 06-2-36840-1 KNT (2007)

Federal Way School District v. State of Washington, No. 06-2-36840-1-KNT Matthew & Stephanie McCleary, Robert & Patty Venema, Network For Excellence in Washington School v. State of Washington (No. 84362-7 (2007)

McCleary, et ux, et al.s v. State of Washington 167Wn.2d514, No. 84362-7 (2009)(2012)

OTHER RESOURCES

Federal Way School District No. 210 v David Vinson No. 61752-4-I. No. 84243 En Blanc (2010)(2011)

http://www.tvw.org/index.php?option=com_tvwplayer&eventID=2011010025D

Da-Zanne Porter, Martha McClaren, and Clifford Mass, Respondents v. Seattle School District, No. 09-2-21771-8 SEA

Tahoma v. Grazyna Prouty – Grazyna Prouty – appeal – Prouty. G. - **DEFENDANT**

King County No. 10-2-12633-3 KNT and No. 10-2-15425-6 KNT as well as No. 10-2-30916-1 KNT and No. 10-2-34635-0 KNT in superior court in Kent, Washington that can be accessed by writing case numbers in the superior courts – Kent or Seattle; Case number Court of Appeals. Division One in Seattle: 66204-0- I (Consol. w/No.66206-6-I), assigned in Washington State Supreme Court: 87970-2 – the matter 3 and 4 King County No. 10-2-30916-1 KNT and No. 10-2-34635-0 KNT, in Washington State Court of Appeals: 66908-7- I (Consol. w/No.66909-5-I) Division One in Seattle, and assigned number: 88447-1 in Washington State Supreme Court in Olympia.

1. Constitutional Amendments, Bill of Rights reference: The Declaration of Independence and the Constitution of the United States of America. Copyright 2002 by the Cato Institute. 1000 Massachusetts Ave., N.W., Washington D.C. 20001. www.cato.org

It is curious - what is **1776** group trying to do in context of AGENDA 21 and U.N. 2030?

http://www.bizjournals.com/washington/blog/techflash/2015/04/what-is-1776-trying-to-become.html

House Bill 1805

(2) "Certificated administrative staff" means all those persons who are chief executive officers, chief administrative officers, **confidential employees**, super- visors, principals, or assistant principals within meaning of RCW 41.59.020 (4).

House Bill 1541, House Bill 1783

Goal to replace teachers like Grazyna Prouty as the goal is to DEMAND more money for created causes as the Washington State Supreme Court envisions – making laws – "sufficient cause" (David Vinson) versus "probable cause."

Matthew & Stephanie **McCleary,**

Robert & Patty Venema, Network For Excellence

in Washington Schools v. State of Washington (No. 84362-7)

[**McCleary**, et ux, et al.s v. State of Washington

167Wn.2d514, No. 84362-7 (2009)(2012)

McCleary started in the superior court in Kent as Grazyna Prouty appeal from the decision as teacher has the right to be heard – **Weingarten rights**, and also has to establish whether the school board acts in good-faith versus ill-faith that connects to funding – actions in ill-faith and as no fiduciary duties exercised are not to be funded – courts IGNORE all the laws and the U.S. Constitution, WA State Constitution.

Is it **Amptssprache** as Marshall Rosenberg state, "TragedyandHope" mentions?

Hillary Supporters: REPEAL the BILL of RIGHTS Petition Signed After Told She Needs Help for the Plan

https://www.youtube.com/watch?v=xEzCFgltYuY

Hillary Supporters Endorse KARL MARX as Her Pick for Vice President! - SIGN PETITION TO APPROVE HIM

https://www.youtube.com/watch?v=jPob5-_EAmc

One of the comments:

Dylan Murphy 6 days ago (edited)

> Hillary interned at a communist law firm and wrote her college thesis on Saul Alinsky, it's not surprising at all to see her supporters accepting Karl Marx when Hillary accepts communists working for her campaigns and has always had communist associates. One of Hillary's major super PAC's uses a communist propaganda poster with her image on it, she looks just like Mao and she even dresses like Mao.

Hillary Supporters Endorse SHARIA LAW in AMERICA!

https://www.youtube.com/watch?v=oKosd0xJadE

gtguy181 1 week ago
There are stupid people everywhere. Of all creeds, color, gender, etc. My misanthropic sense tingles every day.
Evilfish82 1 week ago
+gtguy181 That is true, however only in the US most of them are stupid by choice.
DemocracyOfHypocrisy 2 days ago
Demonstrates how easily you can manipulate people who don't have an opinion or knowledge of their own by making something sound good.

All the world - all countries signed **U.N. AGENDA 21** but - it is optional and you have to educate yourself and spread the word - it is implemented locally so watch what your CITIES ARE DOING...Also, schools.... Agenda 21 - read books "Green Hell"

"Under the Mask of Environment"

to understand WHY google

Alexandra Swann and Agenda 21, Rosa Koire speaks in Bradley County, TN, Open your mind conference, etc. - Debra Tavares, Dean Gotcher - AGENDA 21 and - dialectic language

https://plus.google.com/+BeverlyKEakman/posts

B.K. Eakman. (1998).Cloning of American Mind. Eradicating Morality Through Education."

John Taylor Gatto (2011). The ultimate history lesson of American Education

5-hr. interview - 4 discs

B.K. Eakman. (1991). Educating for One World Order.

B.K. Eakman. (1998).Cloning of American Mind. Eradicating Morality Through Education."

Google Marshall Rosenberg and Amptssprache to understand as John Taylor Gatto spells it out: Former teachers know.....

https://www.youtube.com/watch?v=eKe8Rz2kH00

https://www.youtube.com/watch?v=Sk9-3bMAGBw

Also, read Charlotte Thomson Iserbyt;

education issues -

It is called ESEA (Elementary Secondary Education Act - now EVERY CHILD ACHIEVES ACT) . S1177 - a MISLEADING name - many articles use NCLB not to disclose what really is going on - re-authorization....connected to brainwashing....

Check Anita Hoge #noWayESEA

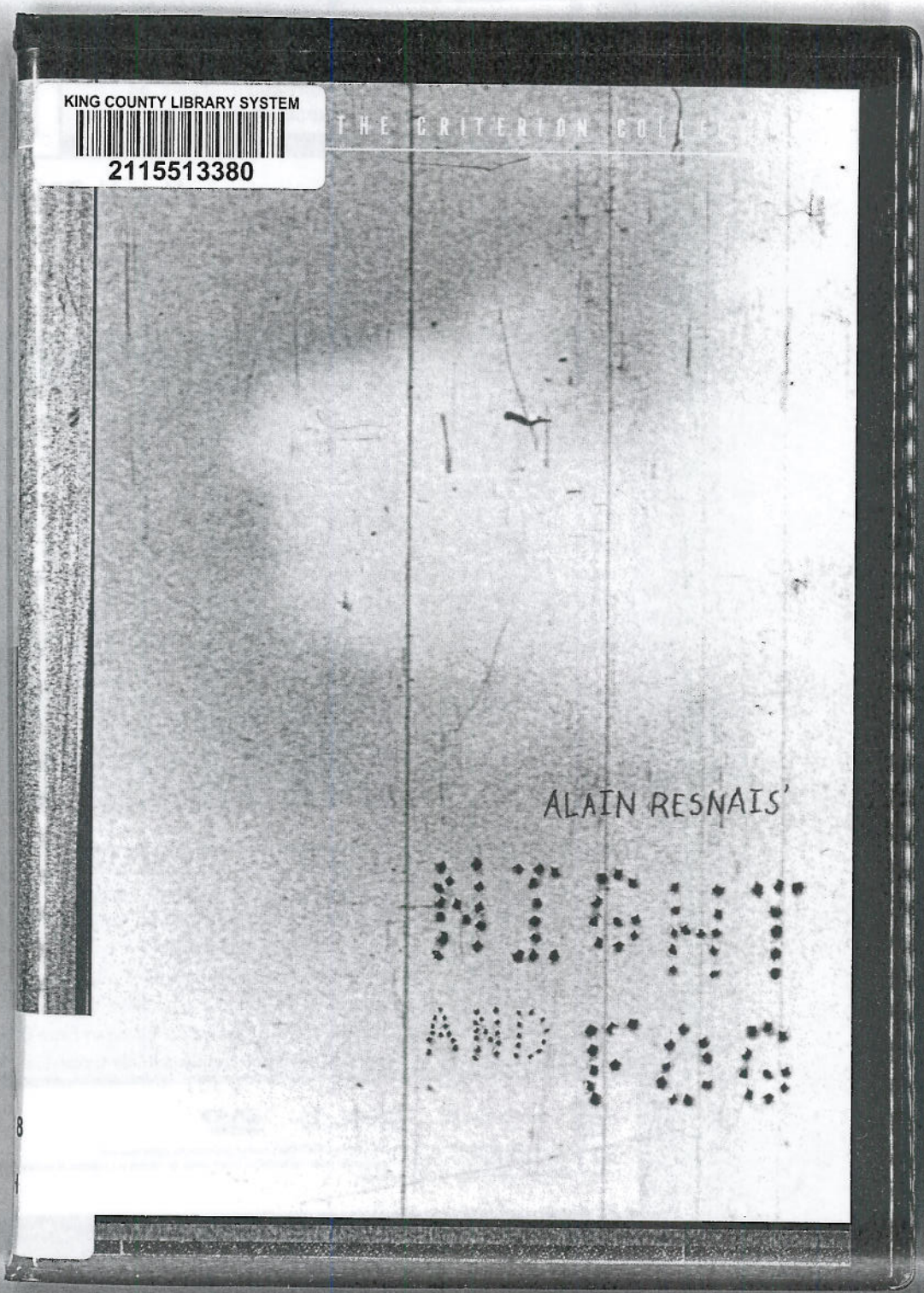
Curricula:

Ayn Rand
context
as B.K. Eakman

- Educating for New World Order
- and-Bibliography
- Philip Zimbardo
  ↓
  friend of Stanley Milgram
- John Taylor Gatto
- * Charlotte Iserbyt
- * Paolo Lionni
  The Leipzig Connection

etc.

Contempt for USA



Agenda 21; Rosa Koire Speaks in Bradley county, TN

Alexandra Swann; Bankrupting America into Utopia

Dinesh D'Souza; America. Imagine the World without her

THE CRITERION COLLECTION. A CONTINUING SERIES OF IMPORTANT CLASSIC AND CONTEMPORARY FILMS. PRESENTS

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ALAIN RESNAIS'

NIGHT AND FOG

Ten years after the liberation of the Nazi concentration camps, filmmaker Alain Resnais documented the abandoned grounds of Auschwitz and Majdanek. One of the first cinematic reflections on the horrors of the Holocaust, NIGHT AND FOG (NUIT ET BROUILLARD) contrasts the stillness of the abandoned camps' quiet, empty buildings with haunting wartime footage. With NIGHT AND FOG, Resnais investigates the cyclical nature of man's violence toward man and presents the unsettling suggestion that such horrors could come again.

• 1955 • 31 minutes • Color and Black & White • Monaural • In French with optional English subtitles • 1.33:1 aspect ratio

SPECIAL FEATURES

- New high-definition digital transfer, with restored image and sound
- Excerpt from an audio interview with Alain Resnais, from *Les Étoiles du cinéma* (1994)
- Optional isolated music track
- New essay about the film by Phillip Lopate
- Essay about composer Hanns Eisler by Russell Lack
- Crew profiles written by film historian Peter Cowie
- New and improved English subtitle translation

JANUS FILMS

DOLBY DIGITAL Mono

DVD

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Cat. no. NIG110 ISBN 0-78002-694-2 Warning: Unauthorized public performance, broadcasting, or copying is a violation of applicable laws.
Printed in U.S.A. First printing 2003. www.criterionco.com

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Workgroups

Expanded Learning Opportunities Council

Transitional Bilingual Instructional Program (TBIP) Accountability Task Force

Educational Opportunity Gap Oversight and Accountability Committee

Social Emotional Learning Benchmarks Workgroup

Educational Opportunity Gap Oversight and Accountability Committee

Educational Opportunity Gap Oversight and Accountability Committee was created during the 2009 legislature to continue to address the achievement gap in Washington state.

- Authorizing Legislation
- Members

The committee is charged by RCW 28A.300.136 to synthesize the findings and recommendations from the five 2008 Achievement Gap Studies into an implementation plan and recommend policies and strategies to the Superintendent of Public Instruction, the Professional Educator Standards Board and the State Board of Education in the following areas:

- Supporting and facilitating parent and community involvement and outreach.
- Enhancing the cultural competency of current and future educators and the cultural relevance of curriculum and instruction.
- Expanding pathways and strategies to prepare and recruit diverse teachers and administrators.
- Recommending current programs and resources that should be redirected to narrow the gap.
- Identifying data elements and systems needed to monitor progress in closing the gap.
- Making closing the achievement gap part of the school and school district improvement process.
- Exploring innovative school models that have shown success in closing the achievement gap.

The statute requires OSPI to identify school districts that have the most significant achievement gaps among subgroups of students and for large numbers of those students, and districts that should receive priority for assistance in advancing cultural competency skills in their workforce.

Authorizing Legislation

RCW 28A.300.136 Educational opportunity gap oversight and accountability committee — Policy and strategy recommendations.

Members

Sort — click on column heading

Name	Representing
Carrie Basas	Office of the Education Ombuds (OEO)
Sally Brownfield Bernard Thomas (alternate)	Tribal Nations-Governor's Office of Indian Affairs
Fiasili Savusa * Mele Aho (alternate)	Commission on Asian Pacific American Affairs (Pacific American)
Representative Lillian Ortiz-Self	House of Representatives, Additional member appointed by the Speaker of the House
Frieda Takamura * Ben Kodama (alternate)	Commission on Asian Pacific American Affairs (Asian American)

Sign up for email alerts

Upcoming Meetings

February 16, 2016
9:00 a.m. - 4:00 p.m.
Washington State Capitol Campus
Washington Room
416 Sid Snyder Ave SW
Olympia, WA 98504

- Agenda

March 15, 2016
9:00 a.m. – 4:00 p.m.
Location: TBD

April 19, 2016
9:00 a.m. – 4:00 p.m.
Location: TBD

May 17, 2016
9:00 a.m. – 4:00 p.m.
Location: TBD

Past Meetings

Contact Us

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Renee Noby
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renee.noby@k12.wa.us

Resources

- Annual Report and Recommendations from the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), January, 2015 (PDF)
- Recommendations from the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), January, 2014 (PDF)

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Name	Representing
Wanda Billingsly * James Smith (alternate)	Commission on African American Affairs
Superintendent Randy Dorn * Deputy Superintendent Gil Mendoza (alternate)	Office of Superintendent of Public Instruction (OSPI)
Representative Kevin Parker	House of Representatives, Designee for Ranking Minority Member
Senator John McCoy	Senate, Designee for Ranking Minority Member
Representative Sharon Tomiko Santos	House of Representatives, Education Committee Chair
Senator Pramila Jayapal	Senate, Additional member appointed by the President of the Senate
Senator Steve Litzow	Senate, Early Learning and K-12 Education Chair
(Pending Appointment) Uriel Iñiguez (alternate)	Commission on Hispanic Affairs

Committee Co-Chairs: Representative Lillian Ortiz-Self, Senator John McCoy, Frieda Takamura

- Closing Opportunity Gaps in Washington's Public Education System, January 2013 (PDF)
- Closing Opportunity Gaps in Washington's Public Education System, January 2011 (PDF)
- Closing Opportunity Gaps in Washington's Public Education System, January 2010 (PDF)
- Presentation to the House Education Committee and Senate Early Learning and K-12 Education Committee (PDF)
- HB 3026 Rules Process: New law prohibiting discrimination in schools
- Synthesis of the Recommendations from the 2008 Achievement Gap Studies (PDF)

Old Capitol Building, PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200 360-725-6000 TTY 360-664-3631

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OPEN LETTER as Public Comments **included:**

Bibliography was enclosed for reading. Below: **NO EVIDENCE:**

Da-Zanne Porter, Martha McClaren, and Clifford Mass, Respondents v. Seattle School District, No. 09-2-21771-8 SEA

- that Seattle School Board acted in good will to follow up on different viewpoints
- clear that the appellate courts in Seattle suppress different viewpoints, rights of parents, teachers as valid contributors

Federal Way School District No. 210 v David Vinson No. 61752-4-I. No. 84243 En Blanc (2010)(2011)

- that incidents outside the school have had an effect on school children but show how students are groomed to instigate processes that no business can afford to house – is it connection to the Bill 1805 – "confidential informants at schools/"

Federal Way School District No. 210 v. State
No. 06-2-36840-1 KNT (2007)

Federal Way School District No. 210 v. State
167Wn.2d514, 219P.3d 941 (2009)

- to WEA/NEA good-faith actions towards teachers at schools
- call for examination of unions and non-profits, foundations, etc connections to schools
- that some or any programs students participate are not funded
- examine – promotion of material waste, unaccountability of schools
- examine – promotion of the waste of students,' teachers' potential
- examine – promotion of courts' unaccountability – legal industry as in NAIC to have – instigate appeals and on-going clientele – is it a tie between courts and schools?

Federal Way School District v. State of Washington, No. 06-2-36840-1-KNT, 2nd of November, 2007

Federal Way School District v. State of Washington, No. 06-2-36840-1-KNT Matthew & Stephanie McCleary, Robert & Patty Venema, Network For Excellence in Washington School v. State of Washington (No. 84362-7 (2007)

McCleary, et ux, et al.s v. State of Washington 167Wn.2d514, No. 84362-7 (2009)(2012)

- as in **Federal Way School District No. 210 v. State** No. 06-2-36840-1 KNT (2007), 167Wn.2d514, 219P.3d 941 (2009)

http://www.k12.wa.us/titleiia/pubdocs/HQT-Resource-Manual.pdf

https://www.google.com/?gws_rd=ssl#q=highly+qualified+teacher

The federal definition of a **highly qualified teacher** (HQT) is one who meets all of the following criteria: Holds at least a bachelor degree from a four-year institution. Fully certificated or licensed by the state. Demonstrates competence in each core academic subject area in which the **teacher** teaches.

U.S. Department of Education

http://www2.ed.gov/nclb/methods/teachers/hqtflexibility.html

Terms to Know: Highly Qualified Teachers

- Highly Qualified Teachers: To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.
- State Requirements: NCLB requires states to 1) measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students, 2) adopt goals and plans to ensure all teachers are highly qualified and, 3) publicly report plans and progress in meeting teacher quality goals.
- Demonstration of Competency: Teachers (in middle and high school) must prove that they know the subject they teach with: 1) a major in the subject they teach, 2) credits equivalent to a major in the subject, 3) passage of a state-developed test, 4) HOUSSE (for current teachers only, see below), 5) an advanced certification from the state, or 6) a graduate degree.
- **High, Objective, Uniform State Standard of Evaluation** (**HOUSSE**): NCLB allows states to develop an additional way for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements. Proof may consist of a combination of teaching experience, professional development, and knowledge in the subject garnered over time in the profession.

Existing Flexibility

A common theme emerged from frequent meetings, visits and listening sessions with teachers and state and local officials across the country: States haven't been taking full advantage of flexibility (in requirements and in funding) already at their disposal through No Child Left Behind. Outlined below are some of these untapped areas:

I. HOUSSE for Current Teachers

No Child Left Behind does not require current teachers to return to school or get a degree in every subject they teach to demonstrate that they are highly qualified. The law allows them to provide an alternate method (HOUSSE) for experienced teachers to demonstrate subject-matter competency that recognizes, among other things, the experience, expertise, and professional training garnered over time in the profession.

Main obstacle(s):
- no conscience
- self interest

Feb 14, 2016

More money, better education? Researchers tackle old question

THEIR ANSWER: YES | Where courts have ordered increased spending, study finds higher graduation rates and adult wages, with biggest boost for those from low-income families.

By JOHN HIGGINS
Seattle Times education reporter

EDUCATION LAB

In its 2012 McCleary decision, the state Supreme Court was clear Washington's lawmakers must devote more tax dollars to our public schools to meet their constitutional responsibility. For — what!

How much more? The justices didn't say.

But the case presumes that more money will lead to a better education — and thus better college and life prospects — for every student in the state.

Does the research on school spending warrant that optimism?

It's a surprisingly difficult question to answer.

While many wealthy parents don't question whether money matters when they shell out big bucks for private schools, researchers have debated the role of money in public education for a half-century.

presume
do not assume

Many studies have failed to find a consistent relationship between increased spending and improved test scores, which has led some policymakers to conclude that money doesn't matter — even in states like Washington, where the investment in education, compared with other states, has been average or below for many years.

But a new study, recently published in a leading economics journal, used a fresh approach that found strong ties between spending and results, and may also explain why past studies failed to find a strong relationship between the two.

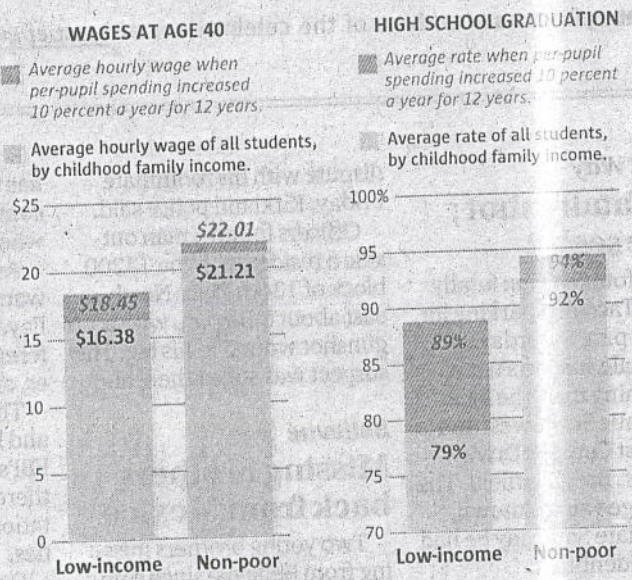
See > EDLAB, B6

Key -> don't question

Aftermath -> "explanations

Long-term effects of court-ordered school spending increases

A study that tracked roughly 15,000 students over four decades found that those who spent significant time in a district that received a court-ordered spike in spending were more likely to graduate and had higher hourly wages at age 40 than students in districts that received less money.



Source: Kirabo Jackson, Northwestern University

KELLY SHEA / THE SEATTLE TIMES

REACH THE EDITORS | Richard Wagoner, 206-464-2927 *rwagoner@seattletimes.com* | Matt Kreamer, 206-464-2453 *mkreamer@seattletimes.com* | News Tips*nev*

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No evidence in McCleary case

who attended college but left with no degree are still paying off student loans.

— *Katherine Long*

EDUCATION LAB

Feb 14 2016

BEST OF THE BLOG

Education Lab is a Seattle Times project that spotlights promising approaches to persistent challenges in public education. It is produced in partnership with the Solutions Journalism Network and is funded by a grant from the Bill & Melinda Gates Foundation. For more, go to ***seattletimes.com/education-lab.***

reward!

Bill would give college dropouts money to finish

A bill in the state Legislature would give people who didn't graduate from college — but are only a quarter's worth of classes away from doing so — the chance to go back and get their degree for free.

The Free to Finish College bill passed out of the House Higher Education Committee last week with support from both parties.

Rep. Drew Hansen, D-Bainbridge, one of the bill's sponsors, described it as a pretty simple deal: The state would pick up tuition for students who are 15 credits (one academic quarter) shy of a four-year or community-college degree and who have not been enrolled in college for at least three years. Students must be Washington residents, and they must be pursuing their first college degree — they're ineligible if they've already earned another college degree or certificate.

Hansen estimates there are about 25,000 students in the state who fall into the one-quarter-short category. He's seeking an allocation of $10 million, which would cover a quarter's worth of tuition for about 5,000 students. The scholarships would be offered on a first-come, first-served basis.

Hansen said he thinks Washington would be the first state to offer such a scholarship to its students. There's a Connecticut initiative that does something similar, but it's complex and requires the student to pay half the cost.

According to Washington Student Achievement Council research, 70 percent of those with some college, but no degree, earn less than the living wage necessary to support a family of four in Washington. And nationally, roughly 40 percent of those

Now all 'inventions'

• pay the dropouts

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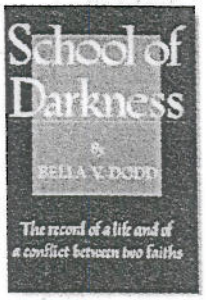
School of Darkness: (Illustrated) and over one million other books are available for **Amazon Kindle**. Learn more

Look inside



School of Darkness

by B. V. Dodd (Author)

16 customer reviews

See all 2 formats and editions

Kindle	Hardcover
$2.99	from $22.00
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Have one to sell? Sell on Amazon

Written by the famous ex-Communist who returned to the Catholic Faith after having discovered the truth about the Communist Party of America (CPUSA), of which she was a leader in the 1930's and 40's. She publicly returned to the Catholic Church in 1952, being conditionally baptized by none other than Bishop Fulton Sheen.

Top Customer Reviews

School of Darkness

By the Shepherds Warrior on March 5, 2011

Format: Paperback Verified Purchase

I became interested in Bella Dodd when I heard she personally helped between 800 and 1100 young communists and radicals enter the seminaries; one of the ways communists chose to destroy America is to destroy the Church, and its values.

I first read this book on line, and have been recommending it ever since. I think it should be required reading in all schools, but that will not happen as teachers belong to unions, and Bella tells about the communist penetration into the unions: she herself into the NEA. At this time, in WI, the Communist Party USA has joined the Unions to fight against Gov Walker and the taxpayers. So much of what Bella talks about gives me insight into what I see happening today.

As a communist, another of her jobs was to organize women during WWII to engage in an anti war effort. When she asked, "Does this mean our comrades should not enter the military?" "No. How else will they get trained for the revolution?" The goal appeard to be just agitation, and creation of civil unrest. I see a connection with SDS, Bill Ayers, and other anti war movements.

She said the communist party attracted good people who wanted to "help the poor." We see this in those who think Alinsky community organizing is to "help the poor," and do not realize there is a political agenda behind it. Again, I think everyone shoud read this book. It not only helps us to understand history, but what is happening in our society today.

15 Comments 58 of 61 people found this helpful. Was this review helpful to you? Yes No Report abuse

School of Darkness - should be manditory reading for every high school student

By Bryan D on January 30, 2014

Format: Paperback

I never read a book so fast, (1 day) I couldn't put the book down. Bella's writing style is unique. Simple, honest, straight forward but so compelling. From what I had heard and read online before reading School of Darkness I thought it was something similar to the book AA1025. Not at all. Seeing how the communist focused on education and the teachers union is so insightful. Being allowed into the inner circle of the communist party in America and their activities in the 20's & 30"s in this country explains so much of what is going on in our country today.

Best ending to a book that I ever read

After reading this book I totally understand why it cost $198. Many organizations including the NEA and other powerful political forces such as George Soros and his minions in the national unions and Democrat Party don't want anyone to read this book. It is a miracle this book is even available. Just as Bella talked about how the communist party officials wouldn't let party members read certain books in her day we all know the forces of " tolerance " today want this book to go away for ever.

Comment 16 of 16 people found this helpful. Was this review helpful to you? Yes No Report abuse

Bella Dodd: A Courageous Woman

By Gregg K. on July 29, 2014

Format: Hardcover Verified Purchase

This is an authoritative historical record explaining the depth of penetration that Communism made into the fabric of our nation in the 1930's and 40's. We have all been conditioned to believe that no such thing has ever occurred

"conditioned to believe"

Customer Images

Most Recent Customer Reviews

Fascinating Story

Fascinating story of socialism/communism in the US in the 30's and 40's from one who was in the heart of it.

Published 6 days ago by Grace Holder

informative and interesting

An informative look into the life of someone who gives up nearly everything for a cause only to find that it wasn't what she'd thought at all. Read more

Published 3 months ago by Princess Mommykitten

A Frank First-Person Account of a Communist Activist in the USA from...

This book is a fascinating first-person account of a woman's life and her journey into, and out of, the Communist Party of the United States. Read more

Published 3 months ago by Richard Bonomo

Five Stars

excellent reading

Published 4 months ago by Leonardo

Informative read

Excellent read, explains exactly why and how the teachers unions and dept of Ed put themselves first and students last

Published 4 months ago by Amazon Customer

Very good!

Intellectually stimulating. Interesting spotlight on how easy it is to be taken into the communist scheme under the mantle of " social justice"

Published 12 months ago by marp

Four Stars

All Americans should read this book

Published 12 months ago by SHub'66

Our Catholic Communist

40

and that no intelligent person should hold such a view; i.e., McCarthyism, conspiracy, etc. But Bella Dodd, the author, certainly knew otherwise. She was a high level Communist operative who was blinded by her idealism to help the oppressed and then, only later, was shocked to be confronted by the lethal behavior and the morality-free nature of the real Communist. If anyone has ever wondered how our nation, and especially our educational system, was so quickly changed to a socialist one over the last 30 years, this wonderful book will explain in detail how the elaborate groundwork for this change was quietly laid before most of us were born. This is a very important book for anyone who has an open mind and has never been acquainted with the nature of power. It is also a must for anyone who truly loves freedom, is not offended by the concept of God, and who hasn't been emotionally imprisoned by propaganda emanating from the doctrinaire left or doctrinaire right.

Comment 11 of 11 people found this helpful. Was this review helpful to you? Yes No Report abuse

Not a Pretty Story!

By Diane Jaeckel on March 24, 2014

Format: Paperback Verified Purchase

This book was very difficult to get into. I still haven't quite finished it. I recall my mother telling me about the things I read in the book so I know it can be relied on for truth. I also recall that Bishop Fulton Sheen talked about the matters discussed in the book, of how Communism infiltrated the Catholic Church. I am from his era and these things were not foreign to us. Knowing of them explains so much of the present day problems in the Catholic and Protestant churches. It's a wonder that this woman survived to tell it! So far it has left me with a sadness for what might have been had she and others not done this evil. I will finish the book eventually and write another review.

2 Comments 7 of 7 people found this helpful. Was this review helpful to you? Yes No Report abuse

a very honest confession of our history that nobody wants ...

By JohnO on March 17, 2015

Format: Kindle Edition Verified Purchase

a very honest confession of our history that nobody wants to admit. she gave up communism and returned to the church but many just quit. more atheists now than ever. we didn't come from a monkey. no matter what the educators say.

"educators"

Comment 6 of 6 people found this helpful. Was this review helpful to you? Yes No Report abuse

Primer on community organizing

By Dolores Garneau on January 1, 2015

Format: Kindle Edition Verified Purchase

Concise, powerful description of successful Communist infiltration of academia and unions in an era far less welcoming to the "diversities" of all alien forces and far less critical of Christian (theist) influences than our own. How much easier in this age to warp logic, morality, patriotism, and Christianity. And Islam recognizes this. Vital reading.

Comment 4 of 4 people found this helpful. Was this review helpful to you? Yes No Report abuse

Insights abound in this memoir

By Peter S. Bradley on February 14, 2016

Format: Kindle Edition Verified Purchase

This is the memoir of Bella Dodds. Ms. Dodds was a union organizer and lawyer, who became active active in the Communist Party in New York City between 1920 and 1949. She eventually became a member of the national committee of the Communist Party, where she observed the hypocrisy, hatred and malice that made up Communism. She was expelled in 1949 and returned to the Catholic Church.

Bella Dodd
- union organizer
- lawyer

If the devil's greatest trick has been to make the world believe that he doesn't exist, the Communists are not far behind. Today, Communists are presented as loveable goofballs, who didn't threaten anyone, except where they are presented as being a non-existent bogeyman. If you read Bella's memoirs, you will be amazed at the extent of Communist power and infiltration into, at least, New York politics. Communists had wealth supporters and its own financial agents and operated their own night clubs. They had politicians who were their mouthpieces in state and federal government and in New York they were often able to swing the vote so as to decide who would be elected. Bella casually mentions the murder of a Republican precinct captain who stood in the way of a Communist election victory, and how that murder was never solved.

If you read this memoir, you will be disabused of the myths about Communism: Communism was real, it was a was a tightly knit conspiracy, it was corrupt and corrupting and it murdered people and wrecked lives.

This memoir works on two levels. On one level it is an insider's account of the Communist Party during its heydays, in the decade before and after the Great Depression. Bella explains how she became involved in Communism. Read more ›

Comment 3 of 3 people found this helpful. Was this review helpful to you? Yes No Report abuse

See all 16 customer reviews (newest first)

Write a customer review

who returned to Bishop Sheen & gave up CPUSA, too late to protect our schools from the Communist influences of Unionism. Bella repented all.

Published 23 months ago by Marilyn Remmel

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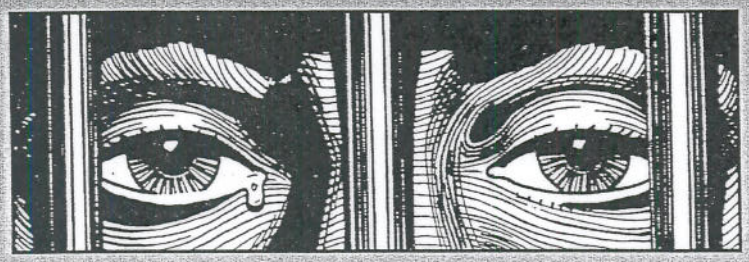
41

RETARDING



AMERICA

The Imprisonment of Potential

Michael S. Brunner

42

http://www.wolvesinsheepsclothing.com.au/

https://www.google.com/search?q=Wolves+in+Sheep's+Clothing+Dr.+Amy+McGrath&biw=1920&bih=985&tbm=isch&imgil=ev1akoy7ilsnjM%253A%253BdNmaXWE5VPzaQM%253Bhttp%25253A%25252F%25252Fwww.wolvesinsheepsclothing.com.au%25252F&source=iu&pf=m&fir=ev1akoy7ilsnjM%253A%252CdNmaXWE5VPzaQM%252C_&usg=__Qjd_tnfkxVuvJWtUQBVU35qIZBc%3D&ved=0ahUKEwigjrSj-IfLAhVH8GMKHdV0BLcQyjcIMw&ei=VzLJVuCGNMfgjwPV6ZG4Cw#imgrc=fdscAbfl3QIKEM%3A

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Grazyna Prouty
12609 SE 212th Place
Kent, WA 98031

March ~~8~~ 9, 2016

Cop

OPEN LETTER as Public Comments (what WAC, RCW ?)

includes the BACKGROUND INFORMATION

House Bill 1541 – 2015-16

From 2015 Regular Session to 2016 Regular Session

by

House Appropriations (originally sponsored by Representatives

Santos, Ortiz-Self, Tharinger, Moscoso, Orwall, and Gregerson)

SENATE BILL REPORT 4SHB 1541

sponsors as above – **Committee Activity: Early Learning & K-12 Education**

DEFEAT and REJECT in FULL

No Need to instill aggression against students, teachers while

installing administrators – promoting them as 'contempt' goal to hurt

Why no respect for good education bills law?

Engrossed Second Substitute
Senate Bill 6696 passed Legislature (2010)

Second Substitute Senate Bill 5973
(EDUC, 1995)

Why has 'America lost conscience?' – as Charlotte Iserbyt talks about – GLOBAL Road to Ruin Through Education: Charlotte Thomson Iserbyt - How We Got Here -

44

starting with disc 1 as in https://www.youtube.com/watch?v=lHlkv2eaT6k

Here, REFER also to the INTRODUCTION as well as the

BACKGROUND INFORMATION

FRAUD in training - clock hours - courts had CONTEMPT for teacher – Grazyna Prouty - no evidence although perpetrators wrote as in courts' files - - imagined by perpetrators - **utopia as reality**

How do the Washington State Legislature define 'crimes against the USA?' - examine legal industry and accountability – educational cases with NO EVIDENCE – examine why justices hold contempt for the public – **is judicial oath** respected based on education cases? **The rights are not.**

The example teacher: Grazyna Prouty. Parallel students can be viewed merely as 'clientele' for the legal system.

Access Grazyna Prouty's ALL Public Comments for Tahoma School District under SEPA **from** September 30, 2014 (responsible Lori Cloud and nominated superintendent Rob Morrow), through December 9, 2014, July 2015, August, 2015)..... and

in the light of **examining education cases** – no human rights – no rights but contempt – no laws, no Bills considered; **nothing** – standards.....

- courts' accountability versus merging three branches of government

DEFEAT and REJECT in FULL 4SHB 1541, HB 1541

as Charles Loring Brace:

"system reversed the natural order"

Many authors – teachers, lawyers, researchers – Charlotte Thomason Iserbyt, John Taylor Gatto in Ultimate History Lesson – vast Bibliography – **evidence,** Beverly Eakman "Cloning of American Mind. Eradicating Morality through Education."

First, Strategic Plans, visions, missions – work, collaboration – versus Legislators legislating AGENDA 21 – actions against the USA – no evidence in courts, contempt for teachers in courts by running unopposed judges – due to 'education system – no involvement of public – various and varied voices – no media, no journalism.....that allow legal industry and education industry as in NAIC (North American Industry Classification) to portray people as non-consequential.

4SHB 1541, HB 1541

These Bills are about inventory and Control

(Research Charlotte Iserbyt), Anita Hoge, Charles Loring Brace "Dangerous Classes of New York" statement is unclear:

Charles Loring Brace (1872).(1973). Dangerous classes of New York and Twenty Years' Work among Them.

page 182: **The object system.**

"I began with children," says Pestalozzi, as nature does with savages, first bringing the image before their eyes" (...)

"The scholar was not taught to look beneath the words, and to learn the precise thing which the word symbolized. He was trained to repeat like a machine (...) **he could not think** afterward. The old **system reversed the natural order**."

Ponder why ....."**system reversed the natural order.**"

Connect to Stanford Prison Experiment by Philip Zimbardo.

And – during this time – examine own conscience. Are Ten Commandments the knowledge you possess – does it matter? **How can legislators discern?**

Grazyna Prouty worked as Continued Teacher (certification) and on the continuing contract – not provisional, not 'conditional.'

The transposition of concepts must be studied:

Brunner, Michael (1993). **Retarding America. The Imprisonment of Potential** research concerns **speculative theory** and inside information that those speculative theories are fascinating – how a group of clued individuals involve practices to achieve counter productive results – **adverse IMPACT on us all.**

According to Brunner:

> **"Teachers indulge** in these instructional practices for the simple reason they have **been led to believe** in them by their professors of reading pedagogy who are **held captive by the fascination** of speculative theory."

At the present time, AGENDA 21 is clear – education is a part:

Rosa Koire Speaks About Agenda 21 in Bradley County, TN

Next, Engelmann, Siegfried. University of Oregon. (1992). **War against the Schools' Academic Child Abuse:** Halcyon House, Portland, Oregon

The author, Professor Siegfried ("Zig") also wrote Give your child a superior mind: Your Child can succeed: and Theory of Instruction – Principles and Applications.

Engelmann, S., Haddox P., & Brunner, E. (1983) Teach your child to read in 100 easy lessons. New York: Simon & Schuster

> "Zig" has personally taught the 'dyslexic to read, the deaf to speak, and the 'low performer' to outperform the 'gifted.'

BOOK CONTENT:

Perspective

1.	**The Reform Cycle**	(...)	parallel to **'gaps"**
4.	California's Whole-Language Initiative	(...)	
6.	Academic Child Abuse		
7.	**Let's Go to Court**	(...)	
11.	Give them the business		
12.	How Schools Guarantee Failure	(...)	
14.	Systemic Change		
15.	How Can We Get There from Here		

Engelmann, Siegfried says that during the years he worked with children and teachers, he has never seen a 'kid with an IQ over 80 **that could not be taught to read** in a **timely manner** (one school year), and **he has not seen a kid who could not be taught arithmetic and language skills."**

p. 14 (...) **To stop this insanity** and to create an educational system that is scientific, sound, and product oriented – with the kids being the product, and the reduction to zero of damaged merchandise as a goal – there is only one possible stopper, which is

an informed public."

Next, "Foundations" – Rene Wormser (1958) and Anthony Sutton:

Antony C. Sutton.(1983). How the Order Controls Education. Research Publications Inc. Phoenix, Arizona

The findings are the same as Bibliography: Paolo Lionni "The Leipzig Connection " on Skinner, Dewey.....how 'conditioning works" – parallel to Pavlov. In other words, for Dewey **man has no individual rights**."

p. 72 "**Dewey's education** was not child centered but State centered, because for the Hegelian, "social ends" are always State ends.

This is where the gulf of misunderstanding between modern parents and the educational system begins. Parents believe a child goes to school to learn skills to

use in the adult world, but Dewey states specifically that **education is "<u>not</u> a** preparation **for future living."**

Washington State needs BILLS <u>(LAW) for:</u>

(**Firm law** to obey and respect fiduciary duties – courts' accountability a must)

- Accountability for courts and examining education cases (not limited to the ones stated)
- Strong whistleblowers laws – Washington State has very weak laws in regards to whistleblowers' protection
- Transparency (in context of accountability - again)
- Removing contempt of courts towards citizens, teachers – no evidence in 'evaluations' processes respected, no AGENCY RECORD – like in Tahoma filed – the courts defied own orders as it was clearly stated in the 'Schedule"
- OSPI – Office of Public Instruction can be a witness or a party – no merging three branches of government
- There is no accountability for the Office of Accountability in OSPI – it must be: and removing Renton former administrators – installed (how many times have they been transferred, friends and family members) to certify the schools and OSPI positions – Renton and Federal Way monopoly
- removing the monopoly of NEA, WEA in the State of Washington, connections between Washington State Directors Association and Washington State for School District Lawyers – who provides lawyers for administrators who write evaluations against teachers – Kathleen Heiman, WEA lawyer (who never stated that lawyer should not be at school informed during meetings that were totally

irrelevant to curricula and/or trainings – as none pertinent in Tahoma, examine transfer of administrators – convoluted public records, and not applying for positions they hold – installed and **hurt of others – a factor for determination** – that administrators do not have lawyers or grievances – but Rhonda Ham and Anthony Davis stated: "Our lawyers tell us..." – instead of trainings, collaboration – lawyers in schools – damaging, Weingarten rights not respected, laws – rights for teachers - nonexistent

- Educate USA citizens and their children first versus relying on **H-1B visas, EB-5...**or other kind of visas – at the same time contempt for the teacher-immigrant....

Examine given resources

- Planners - now within legislators choose who gets what as three branches of government merge - to be rejected!
- 'planners' pick up 'losers' and 'winners'
- AGENDA 21: create 'scarcity' **versus** Open Source Education - John Taylor Gatto (2012) in Ultimate History Lesson of American Education as in http://www.imdb.com/title/tt2399640/

and Charlotte Iserbyt as House Bill 1541 does – no teachers, no ELL teachers...really Deal with transferred teachers and administrators, friendly rules to decertify union – why Washington Courts did not deal that WEA – teachers' union put lawyer during meetings with administrators, why did WEA lawyer Kathleen Heiman had a concord with Human resources Bruce

Zahradnik that "the Board will not hear her/" And – they did not opposite to Weingarten rights

- House Bill 1541 – 2015-16 and 4SHB 1541 does not protect anybody but introduces costly measures to implement AGENDA 21 – no rights for teachers, Grazyna Prouty Continued Teacher certification and on continuing contract, no Weingarten rights as the goal to involve teachers in appeal processes in courts – Washington State courts – all in Grazyna Prouty's case disregarded teacher's rights – ONLY CONTEMPT – disregard for the teacher – contempt for USA citizens, immigrants – who are those judges? – and lawyers – "cultural competence' EXAMINE – IF they believe in the Bible they swear on – or 'in Moses" - there is no God, no Jesus – hate for teacher – why? House Bill 1541 – 2015-16 and 4SHB 1541 create clientele for courts – both students and teachers

- Bills remove teaching 'basic education values' – where were they during processes of **mockery of education** – scripted books
- Bills are for governors, courts and OSPI – to do data mining, implement AGENDA 21 – against citizens and their rights?

Where was the Governor Inslee when Grazyna Prouty wrote to him?

where was Andy Dorn when Grazyna Prouty came to OSPI?

where was the Secretary of State Wyman when Grazyna Prouty wrote to her?

- Are unsafe environments, activities and actions against **educated**

- **teachers to be legislated with 'involvement of Foundations, grants, government – taxpayers' money?!**

The MESSAGE concerning

SENATE BILL REPORT 4SHB 1541

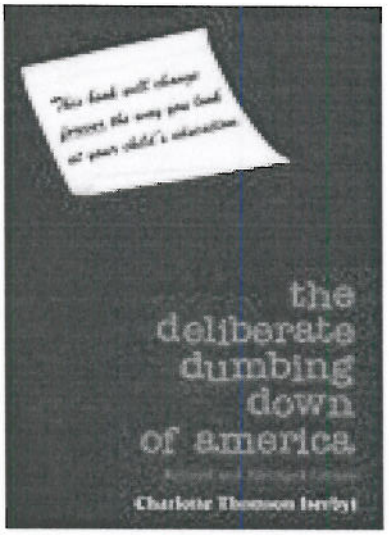
House Bill 1541 – 2015-16

REJECT in FULL, defeat - no merging three branches of government!

Precedent – to make inner circles decisions – contempt for some

- How "Night and Fog" and 'experiences' turn to continued violence? in relation to 'conscience' and – 'Amptssprache/"? (Marshall Rosenberg).

The danger of 'knowledge' known to narrow group of people – three branches of government plus teachers' union – WEA, NEA , Association of School Directors' Association, etc.



Vast documentation of Charlotte Iserbyt in "Deliberate Dumbing Down of America."

- **NO exploitation, no violence, no maltreatment for teachers like Grazyna Prouty ELL expert, 10% of all endorsements...**
- **work on making people - teachers 'whole again' - bringing Grazyna Prouty back to Tahoma - but - in safe, out of harm's way environment, free of transferred teachers and administrators who teach - who never applied for the positions they hold - confidential informants at schools**
- **no excessive targeted data mining - technology does not create 'active literacy' as John Taylor Gatto teaches**
- GSE trap - context in Washington State - is DES - **$ 1 billion (dollars) annually** given by the government to **DES - Department of Enterprise Services....**

in B.K. Eakman (2012). in "AGENDA GAMES. How today's high stakes political combat works."

as Alexandra Swann - AGENDA 21: **Bankrupting America into Utopia**: One City at a Time

https://www.youtube.com/watch?v=TDDWY7veVjc

If no standards stated, the standards are withheld. WHY?

Why no standards in courts?

Common Core Standards in Tahoma:

http://sustainabilityperformancetasks.weebly.com/common-core.html

http://sustainabilityperformancetasks.weebly.com/sustainability.html

Tahoma and **PEI - Pacific Education Institute**

http://sustainabilityperformancetasks.weebly.com/about-pei.html

http://sustainabilityperformancetasks.weebly.com/more-performance-tasks.html

- no further demoralization of students

STRATEGIC PLANS – individual to every school, not 'adopting KING COUNTY Comprehensive Plans Plan – the same for every city with no regard to 'built environment."

In this context – **Congress re-writing ESEA Bill**

S1177 **Every Child Achieves Act** and not - HR 5, **the Student Success Act.**

Tuesday, January 20, 2015

Lamar Alexander's Re-authorization of ESEA
A Preliminary Analysis of the Bill
by Anita Hoge

In this context – **Congress re-writing ESEA Bill**

S1177 **Every Child Achieves Act** and not - HR 5, **the Student Success Act.**

Tuesday, January 20, 2015

Lamar Alexander's Re-authorization of ESEA
A Preliminary Analysis of the Bill
by Anita Hoge

the Student Success Act – the State

and Agenda 21 Open Your Mind Conference (Rosa Koire)

Page 67 refers to school lunch, Medicaid, SSI, Social Security insurance

Page 76 **exemptions for schoolwide programs which are exempt from any statutory or regulatory law.**

Helland v. King County Civil Service Commission
84 Wn.2d.858 (1975), 529 P.2d. 1058. No. 43252 (1975)

The word "crime" is defined by statute, not by the degree of enforcement. We hold that in light of the explicit and definitive nature of the question, the plaintiffs' answer was correct as a matter of law, and that the law leaves no room for more than one opinion. Therefore, the Commission's decision to accept only the "key" answer was arbitrary and capricious.

[84 Wn.2d 866]

Where there is room for two opinions, action is not arbitrary or capricious when exercised honesty and upon, due consideration, even though it may be believed that an erroneous conclusion has been reached."

Page 97 **is the identification of eligibility for funds to follow the child**

https://books.google.com/books?id=9lps41vfVOsC&printsec=frontcover#v=onepage&q&f=false

if Tahoma had 'Habits on Mind" based on Learning and Leading with Habits of Mind

Accountability **if** Kristin Edlund and Nancy Skerritt wrote the 'book' Chapter 22 - Integrating the Habits of Mind. A District Perspective in **on Tahoma School District's time** - "**Learning and Leading with Habits of Mind".**

REALLY?! HOW?

AGENDA 21 - what funds did Nancy Skerritt - and Tahoma used? - accountability...

COMMON CORE ELA Standards in Tahoma

http://sustainabilityperformancetasks.weebly.com/

http://sustainabilityperformancetasks.weebly.com/more-performance-tasks.html

It is continued in the 'curricula' on **Tahoma website - COSTLY: "Call for Action".**

Example of Tahoma S.D. curricula U.N. AGENDA 21

Tahoma High School from Covington, WA – district builds new school

as filed on **July 24, 2015 (a part)** – one of 'the **Public Comments**"

Tahoma states (website): "**Call to Action**

http://www.edline.net/files/_jbC5D_/73b94f6cbd689ee63745a49013852ec4/OverviewCalltoAction.pdf

Humans and Environment

http://www.tahomasd.us/files/_jcDFf_/4b7c566dd68cf6723745a49013852ec4/SustainabilityCurriculumOverviewGr12HumansintheEnvironment_000.pdf

http://www.tahomasd.us/files/_jcDFX_/3107016270970bb13745a49013852ec4/SustainabilityCurriculumOverviewGr9SoundingOffonPugetSound_000.pdf

In Humans and Environment (1) Tahoma posted on the website, humans are the part of environment in the built-environment as in WAC 197-11-718.

7th grade curricula stress "urban forest" versus forest in a rural area; **invasive.**

Since Tahoma re-wrote rather re-copied **"Future Ready Skills"** it is crucial to examine how Tahoma School District itself programmed the "Future Ready Skills" and how "healthy" is defined **as in Tahoma curricula 7th grade – "Invasive removal** to sustain a healthy forest" stating that the **invasive plant species** are to be removed from the urban forest. As the urban forest notion tie to up-side down, insidious actions.

"Urban" means "city, built up, inner-city, metropolis, metropolitan, municipal, related to the city, capital, conurbation, metropolitan area.

The antonym and that is an opposite meaning is rural – the current Tahoma School District, neighborhoods around that are and have been completely rural, with much greenery, forests, private properties. Tahoma's goal is **invasive removal** so the meaning **"invasive" actions**, invasive removal ties to invasive – meanings all-encompass -ing, enveloping, omnipresent, persistent, insidious.

Insidious means dangerous, subtle, menacing.

1. Two links on curricula -
http://www.tahomasd.us/files/_jcDFf_/4b7c566dd68cf6723745a49013852ec4/SustainabilityCurriculumOverviewGr12HumansintheEnvironment_000.pdf
and
http://www.tahomasd.us/files/_jcDFX_/3107016270970bb13745a49013852ec4/SustainabilityCurriculumOverviewGr9SoundingOffonPugetSound_000.pdf

Subtle means slight, delicate, dim, clever, understating **versus obvious.**

Understate means play down, minimize, **devalue, blitle** (1), **make little of**

Menacing means threatening, frightening, alarming, intimidating, ominous, looming, scary versus reassuring that is the opposite of the word "menacing" that Tahoma connects to invasive removal.

Ominous means warning, threatening, worrying, gloomy, portentous, menacing, boding evil, ill-omened (doomed, star crossed, ill-starred, ill-fated, inauspicious).

Inauspicious means unfavorable, **gloomy, discouraging**, unpromising, ominous.

Portentous means pompous, pretentious, self-important, arrogant versus **modest**

It connects how Tahoma put teachers' evaluations' criteria - lacking on the website, EARLs standards are and should be accessible in Tahoma in relation to the question **why Washington State certified ELL teacher is not teaching in Tahoma and why the continuing teaching contract was stopped during the year.**

It ties to the **DATE that must be posted on LEGAL notice** whether for teachers' appeals as it is now on the published notices in Tahoma. The impact on students and staff appeals is to be determined as Tahoma submits the numbers how many students and staff could appeal administrative decisions within the last five years, what notices and under what numbers filed and by whom (2) of such appeals in the district – connects to students suspensions, any punishment that the family can appeal – policies that state the number

(1) (2). Relates to Grazyna Prouty and D. Pierson was responsible for filing as Board President

of warnings in disciplinary policies, (...)

Tahoma withdraws the crucial information from public as a part of **systemic, sustained, and highly professional scheme** to enable work of transferred teachers, family members connects to Tahoma's (political) affiliations (1) in the light of supposed shortage of bilingual, ELL teachers ties to Washington State Legislature, courts – mutual expectations of funds with no accountability with a goal to involve teachers, public in appeals' processes versus Comprehensive Plans, problem solving, respect for laws according to prescribed purpose – "**(1) To declare a state policy which will encourage productive and enjoyable harmony between humankind and the environment"** Tahoma's production **of FALSE Determination of Nonsignificance Notice with the** "end in mind" with **false deadline for Public Comments** that would switch burden on Grazyna Prouty's not submitting them timely (brutal elimination ties to Tahoma's curricula) and informal plan parallel to notice of March 5, 2010 and further with no deadline stated, wrong statutes (connects to Agency Record) and courts' assistance.

> "The biggest danger for freedom of human being is when he is being put into bondage, and at the same time he is talked to as he has freedom. This is the biggest danger. This must be contrasted (addressed). The awareness must be raised".
>
> John Paul II (...)

It was short then ONE day as **deadline due date** then is **July 27, 2015** but when Tahoma left the DNS on August 19, 2015, after the second request on August 14, 2015 (followed July 24, 2015 timeline – no answer from Tahoma), **deceit** was included in PUBLISHED on July 7, 14, 2015 timeline) – now Tahoma **backdated to July 3, 2015**

1. Tahoma with current superintendent Rob Morrow's removal of information – Tahoma's students' discipline (bus – YouTube) in question, "leadership" book as pictures with Dave Reichert (R) etc

that equals the Fourth of July – USA Independence Day involved in mind control (usually the goal is for people NOT to NOTICE that) so nothing happens and planned endeavors go on – the control parallel to "club" **membership, and the Tahoma Grazyna Prouty knows** after **ELL was abruptly** taken from Dr. Carole Stowitschek – **actions to instigate meetings, "**investigations," informants, pretending it is unknown, etc as "investigations" are the planned engagement when no Comprehensive Plan, only ad hoc actions – risky and COSTLY.

VISAS H-1B – sustainability to REMOVE competent teachers in the U.S.A? AND – other professionals?

VISAS EB-5 in "Seattle – the Epicenter for the green card problems" - KUOW...

Time to examine 'education' cases –

Da-Zanne Porter, Martha McClaren, and Clifford Mass, Respondents v. Seattle School District, No. 09-2-21771-8 SEA

Federal Way School District No. 210 v David Vinson No. 61752-4-I. No. 84243 En Blanc (2010)(2011)

Federal Way School District No. 210 v. State
167Wn.2d514, 219P.3d 941 (2009)
Federal Way School District v. State of Washington, No. 06-2-36840-1-KNT, 2nd of November, 2007

Federal Way School District v. State of Washington, No. 06-2-36840-1-KNT Matthew & Stephanie McCleary, Robert & Patty Venema, Network For Excellence in Washington School v. State of Washington (No. 84362-7 (2007)

Federal Way School District No. 210 v. State
No. 06-2-36840-1 KNT (2007)

McCleary, et ux, et al.s v. State of Washington 167Wn.2d514, No. 84362-7 (2009)(2012)

Appeal of Grazyna Prouty - King County No. 10-2-12633-3 KNT and No. 10-2-15425-6 KNT as well as No. 10-2-30916-1 KNT and No. 10-2-34635-0 KNT in superior court in Kent, Washington that can be accessed by writing case numbers in the superior courts

– Kent or Seattle; Case number Court of Appeals. Division One in Seattle: 66204-0- I (Consol. w/No.66206-6-I), assigned in Washington State Supreme Court: 87970-2 – the matter 3 and 4 King County No. 10-2-30916-1 KNT and No. 10-2-34635-0 KNT, in Washington State Court of Appeals: 66908-7- I (Consol. w/No.66909-5-I) Division One in Seattle, and assigned number: 88447-1 in Washington State Supreme Court in Olympia.

Teachers are important and not to be dismissed – education cases to be examined

- accountability of courts

EXTRA Information:

Seattle Is Epicenter for This Green Card Program's Problems

http://kuow.org/post/seattle-epicenter-green-card-program-s-problems

(...) U.S. Citizenship and Immigration Services hasn't been collecting enough information to root out fraud and protect EB-5 investors.
Overseas Investors for St. Edward State Park?
Posted on February 11, 2016 by eddie
Please see the following KUOW article, which quotes Kevin Daniels. In the photo, Kevin Daniels is to the far right. Have you heard speculation about Daniels' funding sources for the St. Ed's project? While this article does not confirm overseas investors as his source, it looks probable.
http://kuow.org/post/seattle-epicenter-green-card-program-s-problems
Looks like Daniels definitely depends on outside investors and would likely do so for St. Edward State Park. We would imagine that assuming ownership of the state park land would be far more enticing to his investors than merely obtaining a lease.

NEED FOR EDUCATION - not indoctrination

EDUCATE YOUNG GENERATIONS!!!!

EB-5 visas for 'investors.....' - invest in own USA youth and educate versus train and 'the plan" – for homelessness of the USA versus American Dream – parallel to 'teachers' shortage" as ideology of scarcity, deficiency in place – optional AGENDA 21 as Rosa Koire speaks in Bradley County, TN, Open your Mind Conference, Alexandra Swann – AGENDA 21: Bankrupting America into Utopia – One City at a Time.

SIOP, GLAD, and -.....LAP as in

http://www.k12.wa.us/LAP/panelbestpractice.aspx

"Protocol" overused, empty word – refer to Tahoma "Inclusion Protocol," Sheltered Instruction Observation Protocol – SIOP – neither OSPI cared when Grazyna Prouty stated Tahoma did not have it, neither courts.

OSPI mandated SIOP as Grazyna Prouty CONFIRMED with Helen Malagon and Bob Harmon - conversation in 2010 that it was mandated but when OSPI came to Tahoma to 'evaluate" ELL – OSPI – **DECEIT** – Tahoma had nothing – Judy Yasutake knew nothing about ELL – access if she was transferred administrator like Rona (ELL, moved later to Kent S.D.) - Yasutake – was to 'try ELL' and she was 'trying" – no experience parallel to Carol Banks chosen as 'coach," Mary Pachek – chosen as consultants – without transparency, honesty – OSPI helped – now **SHORTAGE of TEACHERS** – PLANNED – sustained, systematic abuse of teachers by transferred from district to district and **OSPI** – no accountability and 'Accountability and oversight' **is a myth.**

As above - ELA:

And - the book - previously SIOP - remembers?! Sheltered Instruction Observation Protocol.....

https://www.google.com/?gws_rd=ssl#q=SIOP+BOOK

NOT USED IN TAHOMA:

but - no evidence or standards on appeal....like SIOP.....

by Jana J. Echevarria, MaryEllen J. Vogt, Deborah J. Short

Now - Author: Roma Chumak-Horbatsch **No more SIOP.**

Publisher: University of Toronto Press, Ontario, Canada, 2012

Reviewed by Teresa A. Shultz, Northeastern Illinois University

http://www.itbe.org/v_newsletters/article_13340253.htm

And on NEA site as

http://www.nea.org/assets/docs/HE/ELL_Book_Resources_(9-22-08)_(2).pdf

But WEA Kathleen Heiman - union contempt - no information on rights of appeal - Heiman, Kathleen main purpose as on March 5, 2010: (speaking to Bruce Zahradnik): 'And the board will not hear her."

Zahradnik answered :

"No the board will not hear her."

The nschool board did not - and as **Federal Way v. David Vinson wanted teacher's appeal** so lawyers go to court, asked questions of their interest using - **exploiting the teacher** - for own questions; David Vinson was working in another district but the lawyers kept going on to court asking about 'standards' although David Vinson's matter was not about teacher evaluation. Grazyna Prouty's was.

And - NOBODY did.

WEA Board Meeting - 2 minutes - documentation on file - many years writing to end the exploitation and

MALTREATMENT me - as 'coaches' - previous supervisor Carol Banks - had no knowledge of ELL - never taught it.....Special Education

http://www.utppublishing.com/Linguistically-Appropriate-Practice-A-Guide-for-Working-with-Young-Immigrant-Children.html

No evidence in courts, in OSPI, etc. - reject, defeat the 'education" BILLS HB and Senate 1541.

Tahoma performed 'trainings' not using SIOP - only a book for English second language it had at hand.

FRAUD in training - clock hours - courts had CONTEMP for teacher - Grazyna Prouty - no evidence although perpetrators wrote as in courts' files - - imagined by perpetrators - **utopia as reality.**

TAHOMA ALSO HAD AT HAND "**KEYSTONE" - SIX COMPONENTS** AND **lANGUAGE! PROGRAM** - not VERIFIED BY THE SCHOOL BOARD.

Making Content Comprehensible for English Learners: The SIOP Model,
Jana J. Echevarria, California State University, Long Beach
MaryEllen J. Vogt, California State University, Long Beach
Deborah J. Short, Center for Applied Linguistics, Washington, D.C.
See more at: http://www.pearsonhighered.com/educator/product/Making-Content-Comprehensible-for-English-Learners-The-SIOP-Model/9780205518869.page#sthash.qYRFsWi6.dpuf

http://siop.pearson.com/books-resources/index.html

Again - NONE OF THESE in Tahoma.

One year later, after Grazyna Prouty informed that Tahoma does 'trainings' with no SIOP books, Tahoma bought SIOP but had no training, except when Judy Yasutake was the supervisor - training in Renton - elementary level.

No Accountability and Oversight in OSPI -useless agency as had no knowledge on ESL/ELL. They can 'copy and paste' - from other sources - no relevance, no practice teaching successfully.

SIOP books are for collaboration with all subject are teachers - not only the ELL specialist.

If of ANY value, why was it not on 'evidence' - https://books.google.com/books?id=9lps41vfVOsC&pg=PA362&lpg=PA362&dq=Nancy+Skerritt&source=bl&ots=PEZM43eMbo&sig=LmbYQJ2l1uD4nLKeNj3BELoLfW4&hl=en&sa=X&ved=0ahUKEwiNjqjJkofLAhUB6GMKHZVXDccQ6AEIVjAN#v=onepage&q=Nancy%20Skerritt&f=false

If of ANY value, why was it not on 'evidence' -

The transposition of concepts must be studied:

Brunner, Michael (1993). **Retarding America. The Imprisonment of Potential** research concerns **speculative theory** and inside information that those speculative theories are fascinating – how a group of clued individuals involve practices to achieve counter productive results – **adverse IMPACT on us all.**

One has to read Bibliography choice, and **Rene A Wormser** (1958). Foundations: Their Power and Influence; The Devin-Adair Company, New York

PREFACE by Brazilla Carroll Reece - starts with:

"The most difficult assignment of my thirty years in the Congress of the United States was the chairmanship of the Special Committee to Investigate Tax Exempt Foundations, informally referred to as the "Reece Committee. This investigation required embarrassingly close scrutiny of the intellectual activities supported by

the great and highly respected American names **Carnegie, Rockefeller, and Ford**."

Brunner, Michael (1993). **Retarding America. The Imprisonment of Potential.**

Example – page 108 on **speculative theories** – (after reference to Mazurkiewicz's book "What the Professor Doesn't Know about Phonics can Hurt"

Teachers indulge in these instructional practices for the simple reason they have **been led to believe** in them by their professors of reading pedagogy who are **held captive by the fascination** of speculative theory."

By now, you have heard **Rosa Koire Speaks About Agenda 21 in Bradley County, TN** (www.democratsagainstunagenda21.com)

Alexandra Swann – AGENDA 21: Bankrupting America Into Utopia: One City at a Time.

Charles Brace -

Charles Loring Brace (1872).(1973). Dangerous classes of New York and Twenty Years' Work among Them. Wynkoop & Hallenbeck, Publishers: 113 Fulton Street (1973): National Association of Social Workers: 7981 Eastern Avenue Silver Springs: MD

Chapter XIV. New Methods of teaching.

page 182: The object system.

"I began with children," says Pestalozzi, as nature does with savages, first bringing the image before their eyes" (...)

"The scholar was not taught to look beneath the words, and to learn the precise thing which the word symbolized. He was trained to repeat like a machine (...) he could not think afterward. The old **system reversed the natural order**."

Ponder why ....."**system reversed the natural order.**"

Engelmann, Siegfried. University of Oregon. (1992). **War against the Schools'**

Academic Child Abuse: Halcyon House, Portland, Oregon

The author, Professor Siegfried ("Zig") also wrote Give your child a superior mind: Your Child can succeed: and Theory of Instruction – Principles and Applications.

Engelmann, S., Haddox P., & Brunner, E. (1983) Teach your child to read in 100 easy lessons. New York: Simon & Schuster

"Zig" has personally taught the 'dyslexic to read, the deaf to speak, and the 'low performer' to outperform the 'gifted.'

THE CONTENT as the overview again:

Perspective

1. The Reform Cycle
2. Basal Programs
3. The Faint Voice of Reason
4. California's Whole-Language Initiative
5. The Supporting Cast
6. Academic Child Abuse
7. Let's Go to Court
8. Effective Teaching
9. Theories
10. Math Madness
11. Give them the business
12. How Schools Guarantee Failure
13. How Teacher Colleges Guarantee Failure
14. Systemic Change
15. How Can We Get There from Here
16. You

(...) 'Headstart was looming in the wings, and it was clearly moving in the direction of being nothing more than a front for public health, not a serious educational project. We saw this as a great contradiction because disadvantaged kids were behind their middle class peers in skills and knowledge.

We taught reading, language, and math to our preschoolers. And they learned these subjects. They also learned to learn well and therefore how to be smart. A film showing what these kids could do might moderate what seemed to be inevitable mandate of the Office of Economic Opportunity to designate Headstart

as a 'social experience" based on the model of middle-class nursery school. It seemed obvious that the model would not work."

We rounded up seven of the kids who were in our top group (We grouped kids for instruction according to their performance). (...) So seven little black kids came into the classroom, sat in their chairs in front of the chalkboard (...) And these kids did it. There were no out takes, no cut sequences, nothing, but the kids responding to problems that I presented the types of problems I had taught them to work. These were not necessarily the problem types as you would present to preschoolers as party of a 12 grade sequence, but they were good problems to show that **these kids could learn at a greatly accelerated rate**."

(...) they worked problems of addition, subtraction, multiplication, and fractions.
(...)
These kids told me how to work simple algebra problems: "The man at the store tells you that ¼ of a pie costs 5 cents. You want to buy the whole pie. How much will you pay?

After telling me how to work the problem by multiplying by the reciprocal of ¼ I wrote the answer as $ 20. The kids jumped up to correct my sign error, one boy observed, "Wow, you have to pay *that much* for a pie?"
(...)

In 1968, we moved into the primary grades by becoming a sponsor in the world's **largest educational experiment,** the 1 billion U.S. Office of Education Follow through Project. Follow Through was supposed to be like a horse race, with various "sponsors" implementing their approach in different places and competing both with other sponsors and with traditional Title 1 programs.

The author states that The Follow Through results showed that the Direct

Instruction model [sponsors] for those who started in Kindergarten:

First place in reading;

First place in arithmetic,

First place in spelling,

First place in language,

First place in basic skills,

First place in academic cognitive skills,

First place in positive self-image.

And – these were children both English and non-English speakers, non-disadvantaged, and disadvantaged.

(...) Heavy-duty lobbying efforts warned politicians against telling communities that their "child developmental" Follow Through model was a bust. After all, the parents loved it and thought it was great for their kids; **the district** loved it and didn't really care whether it was good for their kids **so long as it brought in the federal dollars."**

(...) "The Ford Foundation arranged for two 'analysts,' Glass and House, to publish a report that played some incredibly bogus statistical games to discredit the Abt report."

Engelmann, Siegfried says that during the years he worked with children and teachers, he has never seen a 'kid with an IQ over 80 **that could not be taught to read** in a **timely manner** (one school year), and **he has not seen a kid who could not be taught arithmetic and language skills."**

(...) "When the curriculum fails, the teaching will fail. Period. This is not to say that if an excellent curriculum is in place, the teaching will automatically succeed It means simply that the curriculum is like an automobile. The teacher's behavior is like driving that automobile. **If the car is well designed, the teacher** has the **potential** to drive fast and safely. If the curriculum is poorly designed, it will break down no matter how carefully the teacher drives."

Broadly framed reforms about 'upgrading" teachers by paying them more or by finding 'smarter' teachers are **absurd.** The teacher is a teacher – not a genius, an instructional designer, or a counselor. The teacher must be viewed as a consumer of instructional material. (???)

The material must be shaped and treated the same way any other important product would be. Unfortunately, it is not done in education. The public **doesn't know** it, nor does the business community." Both are frustrated with the schools, but they don't know where to begin to achieve 'reform, "and they are easy targets for any reformer who gives an articulate description of the problem and then offers a non-sequitur solution. Parents, as Secretary of Education, Lamar Alexander, has said repeatedly, are poor judges of how well their kids are doing at school. In many cases, however, it is not their fault: the schools have **lied to** them **by redefining what reading** is or by providing with 'choices' of educational formats (as if parents are knowledgeable about **what** different **'choices'** really **imply**.

The system panders and plays games because it is thoroughly incompetent at the top. (...) **naive and arrogant**. They are naive because they have never taught successfully, or even seen it done." They are **arrogant** because **they install practices** that **are totally untried** and **subject thousands of kids to certain failure**." (...)

"The demands on administration are pretty simple:

- Don't install instructional approaches unless you KNOW that they work pretty well;
- Don't permit textbook publishers to market products that have not been tried out with a single kid or after publication;
- Don't permit lobby groups with the loudest voices and the biggest budgets to promote practices that amount to nothing more than an *opinion* of the group;

(...)

p. 14 (...) **To stop this insanity** and to create an educational system that is scientific, sound, and product oriented – with the kids being the product, and the reduction to zero of damaged merchandise as a goal – there is only one possible stopper, which is **an informed public."**

Antony C. Sutton.(1983). How the Order Controls Education. Research Publications Inc. Phoenix, Arizona

In other words, for Dewey **man has no individual rights**."

p. 72 "**Dewey's education** was not child centered but State centered, because for the Hegelian, "social ends" are always State ends.

This is where the gulf of misunderstanding between modern parents and the educational system begins. Parents believe a child goes to school to learn skills to use in the adult world, but Dewey states specifically that **education is "not a** preparation **for future living."**

The Dewey educational system does not accept the role of developing a child's talents but, contrarily, only to prepare the child to function as a unit in an organic society. Whereas most Americans have moral values rooted in the individual, the values of the school system are rooted in the Hegelian concept of the State as the absolute. No wonder there is misunderstanding!

(...) new Titles were added every year. In 1966 Title VI was added to help handicapped, in 1968 **Title VII to help bilingual education**, Title , the Indian education Act, in 1972, Ethnic Heritage Program.

Meanwhile, other 'Acts' came fast and furious. In 1970 Congress passed the **Environmental Education Act**, to fund curricula, research, and demonstration projects **concerning the environment,** and **the Drug Abuse Education Act** to pay for grants, training programs, workshops, institutes, and never-ending parade of conferences and seminars.

In 1972 the big spenders passed the **Emergency School Aid Act** (...) remedial services, teachers' aids, guidance counselors, curricula development (---) goodies."

"(...) by mid 1970s the public educators of America **were literally swimming in money.**" Never before, none of the world nations poured so much money with such **dismal results.** But as much as it was, it would never be enough, and the NEA would keep asking for more and more.

(In 1984, the so-called austerity budget of President Reagan, who had been accused by the NEA of starving education to death, provided $ 15.4 billion in federal funds to education, and the proposed 1985 budget provided $ 15.5 billion).

For years, the NEA had argued and pleaded that federal money was needed to improve public education in quantity and quality.

(...) Was the taxpayer's federal investment a good one? (...) scores of Student Aptitude Tests (SATs) which are taken by millions of high school students seeking college entrance. From 1952 to 1963 the SAT verbal mean score rose a modest 2 points, from 476 to 478. But three years later, in 1966, it was down a full eleven points to 467. In 1970 it was down another 7 points to 460, and in 1977 it had plummeted to 429, a staggering decline of 48 points from 1963.

Blumenfeld, Samuel continues referring to *Boston Globe* of August 29, 1976:

... a prolonged and broad-scale decline unequalled in U.S. history. The downward spiral, which affects many other subject areas as well, began abruptly in the mid-1960-s and shows no sign of bottoming out. ...

(...) reaction of educators (...):

For the most part, educators and those connected with school and colleges have

tried to ignore or discount the significance *of the achievement decline.*

At national conference of school administrators (...), it was alluded as a 'big lie' being perpetrated against education."

Dr. Samuel Blumenfeld in the above book (two printings in 1984 and two printings in 1985) continues referring to *Boston Globe 1976 article*:

"But who was doing the lying? (...) the educators themselves had been doing all in their power **to hide the decline** that was taking place from parents and the public at large.

(...) *wholesale grade inflation. "A" and "B" grades have become a common currency for work for which probably would have earned a "C" grade 10 years ago. "C" grades are now relatively few, and "D" and "F" grades are all but nonexistent.* ***Grade inflation*** *at least partially blinded many to the reality of the achievement decline.*

Grazyna Prouty for **the sake of reference and further research** of Dr. **Samuel Blumenfeld**, **Charlotte Iserbyt**, **John Gatto**, **Beverly K. Eakman** work re-writes many paragraphs as they **contain the essence** of hiding the truth, result of the current generations that hold **positions of power behaviors' parallel** to those of NEA and others in the **scheme of continuous, planned, organized, highly professional** actions **against the public**, as legal industry takes over – as in the example **"Legal Notices" with NO LEGAL REFERENCES** as the **CONTEMPT** against **LEGISLATORS, CONTEMPT** of the **USA Public (1) – locally and as the bigger plan:**

Dr. Blumenfeld connects the importance of reading, passive and active literacy together with the above mentioned authors to explain how Soviet soldiers learned English with no "resources" – being emerged in the language as USA students are in the bigger

scope of **environment**. Such students are so brainwashed that are unable to distinguish

1. THREE Branches of Government – does the Legal industry TAKE OVER other branches of government.....LOCAL "governments" – NOT taking into account PUBLC input.

the "LEGAL NOTICES with references, legal authorities" – legitimate to those that are illegitimate coming from deceit – **deceitful cities, deceitful school district** – from which the next generations LEARN how to ACT to "be successful" – "the "excellence" **untrustworthy** cities, **cunning** school districts – the ***COUNTIES*** – here in **KING COUNTY (Washington State)** that operate PLANNED – it is planned, highly professional endeavor as was in sport – Lance Armstrong or companies – corporate world – the **Enron** or **Bernie Madoff** are a grain that has been exposed. It is parallel to

"hearings" and **"legal notices"** with **no legal. references**

In reference to **READING** that is the core of **UNDERSTANDING** – if taught for the good of the USA, not backwards – opposite how immigrants and Soviet soldiers learned English – Dr. Blumenfeld researched:

Connected other bills – building schools **without addressing built-environment**

Was Seattle and whole Washington State cities built that way? – no respect for law or statutory obligations.....AGENDA 21 (U.N. 2015-2030 Plan)

Below, context of creation of unsafe environments – if administrators are only for inventory and control – AGENDA 21 (and do harm as in Tahoma), there are discipline problems – monsters are created – they hold positions – Rhonda Ham, Anthony Davis, Carol Banks, etc... – they never applied for. And – Tahoma had scripted books, not SIOP.

The positions were given so the hurt can go on.....

No build environment considered in SEPA – Notice of Non-significance

versus NS – Notice of Significance.....Tahoma had appeal in courts.....

- what has been going on in built environment with transferred teachers and administrators, family members.....? No Strategic Plan
- So – without own Strategic Plan Tahoma is to 'adopt' King County Comprehensive Plan – AGENDA 21 – U.N. 2015-2030 Plan?

SEPA – deceit continues.....as Tahoma (???) swap the land, cut the trees, and – builds school – Covington Tahoma High School will be for neglect as St. Edward Seminary (St. Edward Park – Kenmore?)

State Environmental Policy Act Rules **(Chapter 197-11 WAC)**

No transparency, no accountability to public as Legal reference to the Notice of **Determination of Nonsignificance is: WAC 197-11-340** (why not the Determination of Significance) – Agency that gives or publishes Legal Notices knows them.

WAC 357-19-025 When must an employee serve a trial period:

"A permanent employee must serve a trial period upon promotional appointment to a position in a class in which an employee has not held permanent status".

WAC 357-19-035: When the trial period is not allowed

"Employers are not allowed to require a trial service period when an employee is being reverted to a comparable position with the same job duties as the position with the same job duties as the position in which the employee last held permanent status.

Fiduciary duties
http://apps.leg.wa.gov/rcw/default.aspx?cite=42.40.010

http://apps.leg.wa.gov/rcw/default.aspx?cite=42.40.020

1. WAC – Washington State Administrative Code.

From one of the ads:

"Adoption of the Tahoma School District 2015-2021 Capital Facilities Plan ("Capital Facilities Plan") for the purposes of planning for the District's facilities needs. King County and the cities of Covington and Maple Valley will incorporate the District's Capital Facilities Plan into each jurisdiction's respective Comprehensive Plan: The Cities of Maple Valley and Covington may also incorporate the District's Capital Facilities Plan into their Comprehensive Plans.

After review of a completed environmental checklist and other information on file with the agency, the Tahoma School District has determined this proposal will not have a probable significant adverse impact on the environment".

No adverse environment only for transferred teachers, principals, installed administrators – is this the goal for planned 'shortage of teachers?"

ALSO REJECT:

Sponsor: as above - Tharinger

Oppose HB2667 House Capital Budget

Posted on February 7, 2016

Urgent: SHB2667 in House Capital Budget Hearing/ Executive Session
Monday, February 8, 9:00 A.M.

Send message to Chair: Capital Budget Representative Steve Tharinger:
steve.tharinger@leg.wa.gov phone 360-786-7904
and to 1st District Vice Chair: derek.stanford@leg.wa.gov phone 360-786-7928

House Capital Budget Chairman Steve Tharinger and
Capital Budget members:

I am opposed to SHB2667. Section 3 page 5 lines 15,16 of the substitute bill would allow the Parks Commission to sell or exchange State Park Land with a simple majority vote of "4". Please remove the striker of the SHB 2667 bill that requires a unanimous vote of the Park Commission for sell or exchange of land.

In addition, SHB would allow a simple majority vote for lease of state park land for 80 years. There are differing opinions regarding this provision regarding the increase in the

lease time from 50 to 80 years. I have concerns regarding the longer lease time, and about the simple (4) majority vote for the proposed 80 year lease.

I understand this bill is before the House Capital Budget Committee on Monday. Please oppose the bill as written and propose substitute language.

I urge you to retain the unanimous vote for sale/ or exchange [remove the striker] of parkland and if the lease time is extended to 80 years make this a requirement for a supermajority vote of the Park Commission (7 members on the Commission)

REJECT and DEFEAT - unanimous VOICE in regards to USA LAND.

PRAY for **WISDOM and USA STEWARDSHIP** - since the sacred has been attacked - maltreatment, contempt, and

as in http://sacredstory.net/

Now is the time to discern: One of resources:

Watson, William (2013)(2014). FORTY WEEKS. *The Ignatian Path to Christ through the Sacred Story Prayer."*

Return to conscience - respect what is sacred - people, institutions that respect the law, evidence - opposite why Washington State courts have done - accountability is due.

CONNECTS **to USA heritage - from 1776 (Birth of USA)** as Seattle and other cities belong to **ICLEI** **(International Council for *Local* Environmental Initiatives** – no contractual language agreement – **optional:** AGENDA 21 – "United Nations Sustainable Development – on Environment and development sections' names enclosed.

americantownusa.com – click on WA and all cities (Seattle – one of them)

The context of USA heritage, Open Source Learning John Taylor Gatto talks about – if implemented, Discipline may be non-existent – but motivated and inspired – connect to Viktor Frankl..... If you cannot – writing educational BILLS is for others – withdraw.....

On one of great places brought to neglect by Washington State Parks – one of the first thing removed was big wooden cross made of a tree as understood (enclosed information in APPENDIX – many pieces self-explanatory, like OSPI 'gaps.....'

ORIGINAL CONTRACT **of SALE** of St. Edward Park and Seminary – where registered, when?

ONLY a part ('Continuation Sheet) – National Register of Historic Places enclosed. In Section 7 p. 7 indication- site # 12 – in **1977 large crucifix removed** that points at removal what is sacred soon after the State bought property (even Communists in Europe did not remove crosses and crucifixes – they stand among houses' developments as a part of heritage and respect as **1776 (Birth of USA) – Christian heritage clear.**

Communists did not have the idea to transfer teachers and administrators as in Tahoma School District – examine Grazyna Prouty Public Comments at the onset to examine the parallel – as Grazyna Prouty and no one from her family belonged to the Party and therefore has **impartial view. Connect to the** Teacher's Letter Northwest Voices – January 28, 2016 "Teacher shortage" – creating problems to force teachers out - wasted funds – work for data mining – 'evidence" into the online file to prove we are teaching" – and have "teachers' shortage" parallel to 'visas programs" to "develop" U.S.A. (**in context of Retarding America. The Imprisonment of Potential) written for the National Institute of Justice** (613 Indiana Ave., NW, Washington D.C. 20531)

Parallel connection to Capital Budget

2011 BILL - ESSB Bill 5931 and RCW 39-26

for DES - Washington State Department of Enterprise Services

Local paper - Seattle Times – 'schism' introduced.....

http://www.seattlepi.com/news/slideshow/St-Edward-State-Park-3749/photo-653060.php

Schism – connects to "divide and conquer (rule)"- "divide et impera"

- unanimous votes for exchanging USA Land

http://dictionary.reference.com/browse/schism

Schism - noun

1. Division or disunion, especially into mutually opposed parties.
2. The parties so formed.
3. Ecclesiastical.

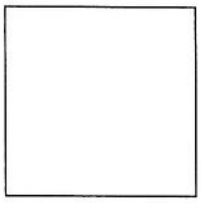
1. a formal division within, or separation from, a church or religious body over some doctrinal difference
2. the state of a sect or body formed by such division.
3. the offense of causing or seeking to cause such a division.

FROM:

http://www.escrivaworks.org/book/-point-19.htm

"Regnum Dei Intra" means "The kingdom of God is within you."

WAS THE BUILDING BOUGHT by Washington State Parks under National Parks (USA FEDERAL MONEY) **to be neglected and - for waste** - refer to original contracts....



Fixing the pipes in St. Edward Seminary building is a major concern for Mohammad M.

In regards to the St. Edward Park and Seminary – NATIONAL significance – correction DUE : it is 80 years old and in 2007 (2009) was OVER not less – 50-year old

Below – a part – as in Enclosures "NFS Form 10-900a

United States Department of the Interior
National Park Service
NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Significance:

Criteria Consideration G (Properties That Have Achieved Significance Within the Last Fifty Years) does not have to be checked or justified for a property whose period of **significance overlaps the 50 year period** by only a single year, as long as the period itself is sufficiently justified.(...) Criteria Consideration A (Religious Properties) does need to be checked (...) as a **property significant** under the theme of **religion having secular scholarly recognition for its broad impact on the history of the local area.**

5. Classification Ownership of Property - refer to the document

(...)

7. Description **Architectural Classification:**
OTHER: Late Romanesque

What is Romanesque Architecture? (research)

8. Statement of Significance

X **A Property is associated** with events that have **made a significant contribution to** the **broad patterns of our history.**

X **C Property** embodies the **distinctive characteristics of a type, period**, or method of construction or **represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.**

ORIGINAL CONTRACT **of SALE** of St. Edward Park and Seminary – where registered, when? – **not recorded in the part of enclosed document**

http://www.visual-arts-cork.com/architecture/romanesque.htm

Areas of Significance
(Enter categories from instructions)

- **EDUCATION**
- **RELIGION**
- ARCHITECTURE

8. Statement of Significance **Applicable National Register Criteria**

X **A Property is associated** with events that have **made a significant** contribution the **broad patterns of our history.**

X **C Property** embodies the distinctive characteristics of a type, period, or method of construction or **represents the work of a master,** or **possesses high artistic values**, or represents **a significant and distinguishable entity** whose components lack individual distinction.

Criteria Considerations (Mark "x" in all the boxes that

ATTENTION:

CORRECTION is due as the dates 1931 and 1951 are MORE than 50 years NOT 'less than 50 years" in 2007

- **explanation, addendum** - 'property G"

G less than 50 years old or achieving significance within the past 50 years.

Not "G" but appropriate to the status - more than 50 years old

How about 80 years old? Seminary was being built for 24 years.....but duration is **from 1931** as started;

Even in 2007 - the last mentioned year is "1951" and 2007 - 1951 equals 56 years old - NOT less but **MORE than 50 years old in 2007,** ***now 2016 - update.***

CLASSIFICATION correction in # 8 - Statement of Significance.

ALSO - below # 8 - "SEE CONTINUATION SHEET"

	9. Major Bibliographical References	Primary location of additional data:
X	State Historic Preservation Office	
__	Other State agency	
__	Federal agency	
X	Local government	what local government?
X	University	what 'university/"
X	Other State Archives	what State archives?

Furthermore, refer to the documents, original contract of sale, and subsequent, Washington State Park Foundation - the role.

Moreover, it is worth stating that

WASHINGTON STATE Legislature allocated $ 1 billion (dollars) annually

2011 BILL - ESSB Bill 5931 and RCW 39-26

for DES - Washington State Department of Enterprise Services

http://www.des.wa.gov/Pages/default.aspx

http://www.des.wa.gov/about/pi/Lean/Pages/default.aspx

There is a Real Estate Division - "we can decide what our culture to be."

WHAT has been Strategic Planning in reference to St. Edward Park and Seminary?

Just to adopt **King County Comprehensive Plan** without own Comprehensive Plan does not cut it - whether it is the City or the Washington State Parks Commission.

Also, as above:

ORIGINAL CONTRACT of SALE of St. Edward Park and Seminary –

- Registered, when?
- What 'university?"
- What local government?
- What State archives?
- **Chapter 43.79 RCW** Dispositions

STATE FUNDS

- **Title 43 RCW**

STATE GOVERNMENT – EXECUTIVE
RCW Dispositions

Is the City the Corporation?

Is Washington State Parks a Corporation?

- **Chapter 24 RCW Corporations and Associations (Nonprofit)**

RCW Dispositions

Chapters from 24.03 to 24.6 include

- **Chapter 24.03 RCW**

WASHINGTON NONPROFIT CORPORATION ACT

- **RCWs and Title 48**

RCW 48.12.010 "Assets defined"

What are the assets of Washington State Parks – in relation to "Who owns the Land" – **National Parks**

- St. Edward Seminary and Park are of national significance and the story goes that were purchased for $ 7 million in 1976 or 1977 as during the hearing on February 9, 2016

Was it purchased for neglect as removal of crucifix documented first – enclosed partial document as referred.

- **RCW 24.03.045** (Effective until January 1, 2016) **Corporate name**

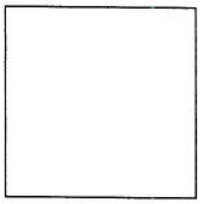
- **RCW 24.03.015** Purposes (Corporations)

How is teachers' union registered? Non-profit, corporation –

USA needs OPEN SOURCE EDUCATION John Taylor Gatto talks about.

Learn about the beauty and freedom versus implementing AGENDA 21 for

dependency.

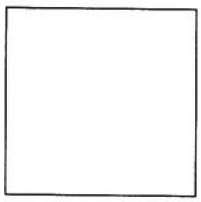


The 1931 seminary building at Saint Edward State Park could have a commercial future. A developer says he's had expressions of interest from hotel operators but needs a green light from the State Parks and Recreation Commission. (Dean Rutz/The Seattle Times)

When did the media write about AGENDA 21?

"Tear it down – U.S.A. heritage?"

"Tear it down – Christian heritage?"



Spes messis in semine, seen over a seminary doorway, translates to "the harvest in the seed." Since the building is on the National Register of Historic Places, any restoration must preserve significant features like stone archways. (Mike Siegel / The Seattle Times)

Are the comments a result of a lack of OPEN SOURCE learning and education?

"user1081744 Aug 24, 2015

"Ann Hurst and her group make me sick, I use this park and my heart drops each every time I arrive Watching the building decay is gut wrenching, Ann cares only about her self interests near the park, not what is in the best interest for the community. The State does not have the income or expertise to keep this structure up and running, let it move on for enjoyment by many and many generations to come. And simply put, move on Ann! "

user1052381 Aug 25, 2015

Sounds like the developer or his staff wrote this. My family and I use the park and it needs to remain a peaceful park, an oasis. Pretty building but not worth restoring at the cost of giving away the heart of the park to a resort. This is the largest undeveloped parcel on Lake Washington. The SP should protect this treasure of land, trees, nature. NO to a hotel."

Did media research -

ORIGINAL CONTRACT **of SALE** of St. Edward Park and Seminary – where registered, when? Subsequent? – the story of $ 7 million sale?

BILL OF RIGHTS - also not worth restoring?

Accountability of courts, etc. - educational cases - also not worth restoring?

Engineering an Empire China #DocumentaryWorldHD as in

https://www.youtube.com/watch?v=gWupWFlc4Js

Parallel to recuing VISA EB-5 INVESTORS from China – KUOW: "Seattle Is Epicenter for this Green Card Program's Problems.'

"Seattle Is Epicenter for This Green Card Program's Problems"

CAROLYN ADOLPH • SEP 13, 2015 AS IN:
http://kuow.org/post/seattle-epicenter-green-card-program-s-problems

Culture – Existence - 4,000 years
Oppression turns to destruction (dynasty after dynasty....fell)

LEARN!
EDUCATE OWN NATION - the USA!!!!
First, accountability for courts!

not - as occurs now - judiciaries - allies of 'education' establishments and transferred teachers and administrators - refer to educational cases:

> "You are not here merely to make a living. You are here in order to enable the world to live more amply, with greater vision, with a finer spirit of hope and achievement. You are here to enrich the world, and you impoverish yourself if you forget the errand".
>
> Woodrow Wilson

Read more at

http://www.brainyquote.com/quotes/authors/w/woodrow_wilson.html#7WjTZ0R5TC5wt4if.99

Da-Zanne Porter, Martha McClaren, and Clifford Mass, Respondents v. Seattle School District, No. 09-2-21771-8 SEA

Federal Way School District No. 210 v David Vinson No. 61752-4-I. No. En Blanc (2010)(2011)

Federal Way School District No. 210 v. State 167Wn.2d514, 219P.3d 941 (2009)

Federal Way School District v. State of Washington, No. 06-2-36840-1-KNT, 2nd of November, 2007

Federal Way School District v. State of Washington, No. 06-2-36840-1-KNT Matthew & Stephanie McCleary, Robert & Patty Venema, Network For Excellence in Washington School v. State of Washington (No. 84362-7 (2007)

Federal Way School District No. 210 v. State No. 06-2-36840-1 KNT (2007)

McCleary, et ux, et al.s v. State of Washington 167Wn.2d514, No. 84362-7 (2009)(2012)

https://www.youtube.com/watch?v=X-SyKuOpIAI

The government, which was designed for the people, has got into the hands of the bosses and their employers, the special interests. An invisible empire has been set up above the forms of democracy. Woodrow Wilson

Read more at
http://www.brainyquote.com/quotes/authors/w/woodrow_wilson.html#7WjTZ0R5TC5wt4if.99

Abraham LINCOLN

"America will never be destroyed from the outside. If we falter and lose our freedoms, it will be because we destroyed ourselves".

Abraham Lincoln

Read more at
http://www.brainyquote.com/quotes/authors/a/abraham_lincoln.html#Vp2lkqTIisB1EUgb.99

ABRAHAM LINCOLN and - litigation as one of the judges in Connecticut read:

http://www.ctemploymentlawblog.com/2011/06/articles/lincoln-settlement-discourage-litigation/

Discourage Litigation…."

By Daniel Schwartz on June 14th, 2011Posted in Litigation

"Discourage litigation. Persuade your neighbors to compromise whenever you can. Point out to them how the nominal winner is often a real loser — in fees, expenses, **and waste of time.** As a peacemaker the lawyer has a superior opportunity of being a good man. **There will still be business enough".**

as in

http://www.abrahamlincolnonline.org/lincoln/speeches/lawlect.htm

Abraham Lincoln's Notes for a Law Lecture: (copied)

"This document fragment was dated July 1, 1850 by Abraham Lincoln's White House secretaries, John Nicolay and John Hay, who collected many of his manuscripts after his death. The note in the *Collected Works of Abraham Lincoln* indicates that Lincoln could have written these observations several years later than 1850. It is not known, however, if Lincoln ever delivered this lecture.

In these notes Lincoln provides a glimpse of how he worked and the high standards of diligence and honesty he set. He has sharp words for the dishonest and unscrupulous members of the bar, calling them "fiends" and "knaves." He warns prospective lawyers, "if in your own judgment you cannot be an honest lawyer, resolve to be honest without being a lawyer."

Several months after the president's death, his law partner, William Herndon, stated that "Mr. Lincoln was an honest lawyer. He carried his personal and individual honor to the bar." Herndon, who worked with Lincoln for 17 years, maintained that "He kept his integrity and individuality through his professional career."

I am not an accomplished lawyer. I find quite as much material for a lecture in those points wherein I have failed, as in those wherein I have been moderately successful. The leading rule for the lawyer, as for the man of every other calling, is diligence. Leave nothing for to-morrow which can be done today. Never let your correspondence fall behind. Whatever piece of business you have in hand, before stopping, do all the labor pertaining to it which can then be done. When you bring a common-law suit, if you have the facts for doing so, write the declaration at once. If a law point be involved, examine the books, and note the authority you rely on upon the declaration itself, where you are sure to find it when wanted. The same of defenses and pleas. In business not likely to be litigated, -- ordinary collection cases, foreclosures, partitions, and the like, -- make all examinations of titles, and note them, and even draft orders and decrees in advance. This course has a triple advantage; it avoids omissions and neglect, saves your labor when once done, performs the labor out of court when you have leisure, rather than in court when you have not. Extemporaneous speaking should be practised and cultivated. It is the lawyer's avenue to the public. However able and faithful he may be in other respects, people are slow to bring him business if he cannot make a speech. And yet there is not a more fatal error to young lawyers than relying too much on speech-making. If any one, upon his rare powers of speaking, shall claim an exemption from the drudgery of the law, his case is a failure in advance.

Discourage litigation. Persuade your neighbors to compromise whenever you can. Point out to them how the nominal winner is often a real loser -- in fees, expenses, and waste of time. As a peacemaker the lawyer has a superior opportunity of being a good man. There will still be business enough.

Never stir up litigation. A worse man can scarcely be found than one who does this. Who can be more nearly a fiend than he who habitually overhauls the register of deeds in search of defects in titles, whereon to stir up strife, and put money in his pocket? A moral tone ought to be infused into the profession which should drive such men out of it.

The matter of fees is important, far beyond the mere question of bread and butter involved. Properly attended to, fuller justice is done to both lawyer and client. An exorbitant fee should never be claimed. As a general rule never take your whole fee in advance, nor any more than a small retainer. When fully paid beforehand, you are more than a common mortal if you can feel the same interest in the case, as if something was still in prospect for you, as well as for your client. And when you lack interest in the case the job will very likely

skill and diligence in the performance. Settle the amount of fee and take a note in advance. Then you will feel that you are working for something, and you are sure to do your work faithfully and well. Never sell a fee note -- at least not before the consideration service is performed. It leads to negligence and dishonesty -- negligence by losing interest in the case, and dishonesty in refusing to refund when you have allowed the consideration to fail.

There is a vague popular belief that lawyers are necessarily dishonest. I say vague, because when we consider to what extent confidence and honors are reposed in and conferred upon lawyers by the people, it appears improbable that their impression of dishonesty is very distinct and vivid. Yet the impression is common, almost universal. Let no young man choosing the law for a calling for a moment yield to the popular belief -- resolve to be honest at all events; and if in your own judgment you cannot be an honest lawyer, resolve to be honest without being a lawyer. Choose some other occupation, rather than one in the choosing of which you do, in advance, consent to be a knave."

Again - LEARN!

listen to 'real' Lily Tang on Common Core: And - link.

https://www.youtube.com/watch?v=ilaSvC9PGKk
https://www.youtube.com/watch?v=9AXMmYMyyU0

as 4+ 4 does not equal 5 -

https://www.youtube.com/watch?v=d1Ubjg_o8vg

KIDS REACT TO 2+2=5 (COMMON CORE)

Published on Jun 1, 2014 Comments:

Aaron Kasparov (2976) 9 months ago (edited)

"Did you know?: *"Common Core"* goes beyond Washington: It originates at the United Nations and UNESCO - It is called "World Core" - A One World Indoctrination System for a One World Government. *See for yourself* >

"http://www.unesco.org/education/tlsf/mods/theme_c/popups/mod18t01s03.html
http://www.unesco.org/education/tlsf/mods/theme_c/popups/mod18t01s03.html

The World Core Curriculum

Quote: from U. Thant, former Secretary-General of the United Nation

"The world will not change and find peace if there is not a new education

from U. Thant, former Secretary-General of the United Nations.

In connection to **U.N. AGENDA 21** as Sections enumerated –

OPTIONAL – as no contractual language (Rosa Koire speaks in Bradley County, TN.)

U.S.A. education must be restored – educated teachers to teach not to be removed

- **Schools' Administrators accountability**
- **Accountability for courts – examination of education(al) cases overdue**
- **Safe environment – transparency**
- **Accountability for cities - transparency**

Therefore, OPEN SOURCE EDUCATION in RENOVATED St. Edward EDUCATIONAL INSTITUTION

ORIGINAL CONTRACT **of SALE** of St. Edward Park and Seminary – where registered, when?

John Taylor Gatto.

Not as in Tahoma School District "Call to Action" Curricula – research Grazyna Prouty Public Comments from September 30, 2014, December 9, 2014, through the end of August 2015

Example of U.N. curricula:

Utopia as reality is to make students study what Washington State courts do – deprive students and society – USA of diverse teachers as Grazyna Prouty is, with 'cultural competence" rather -

depth and breath of knowledge – the aptitude the "Learning Committee" in Olympia is deprived because of a lack of truly diverse voices – no foundations, no non-profits.....but the teacher.

However, the dilemma is – whether it wants to learn as it wants to implement AGENDA 21 without public knowledge.....

"Our Planetary Home and Place in the Universe

From the Infinitely Large

- The Universe, the stars, outer space
- Our relations with the sun
- The Earth's physics
- The atmosphere
- The biosphere
- The seas and oceans
- The polar caps
- The Earth's land masses
- The Earth's arable lands
- The deserts
- The mountains
- The Earth's water
- Plant life
- Animal life
- Human life
- The Earth's energy
- The Earth's crust and depths

To the Infinitely Small

- Microbiology
- Genetics
- Chemistry
- Nuclear physics

2. Our Place in Time

The Past, Present and Future of

- The Universe
- The sun
- The globe
- The climate
- The biosphere
- The family of humanity
- Age composition
- Levels of health
- Standard of living
- Nations
- Religions
- World organisations
- The individual
- Cells, genes and atoms

3. The Family of Humanity

Qualitative Characteristics

- Our levels of nutrition
- Our levels of health
- Our standards of life (rich/poor)
- Our skills and employment
- Our levels of education
- Our moral levels
- Our spiritual levels

4. The Miracle of Individual Life

Good Physical Lives

- Knowledge and care of the body
- Teaching to see, to hear, to observe, to create, to do, to use well all our senses and physical capabilities vastly extended by science and technology

Quantitative Characteristics

- The total world population and its changes
- Human geography and migrations
- Human longevity
- Races
- Sexes
- Children
- Youth
- Adults
- The elderly
- The handicapped

Human Groupings

- The family
- Human settlements
- Professions
- Corporations
- Institutions
- Nations
- Federations
- Regional organisations
- Religions
- Multinational business
- Transnational networks
- World organisations

Good Emotional Moral Lives

- Teaching to love
- Teaching truth, understanding, humility, liberty, reverence for life, compassion, altruism

Good Mental Lives

- Knowledge
- Teaching to question, think, analyze, synthesize, conclude, communicate
- Teaching to focus from the infinitely large to the infinitely small, from the distant past and present to the future

Good Spiritual Lives

- Spiritual exercises of interiority, meditation prayer, communication with the universe, eternity and God

In the final analysis… the main function of education is to make children happy, fulfilled, universal human beings."

Robert Muller

The plan that no media writes about – parallel to SAVE St. Edward Park and Seminary as Educational Institution for Open Source Learning as John Taylor Gatto talks in Ultimate History Lesson of American Education, Dumbing us Down, etc. – is that **why <u>educated teachers cannot teach in the State of Washington</u>** as 'sustainable environments' as exposed in Tahoma School District curricula – vocabulary – to remove..

Media state, e.g. Seattle Times headline on February 15, 2016:

"Neighbors on edge over UW Bothell dorm plan. Campus Wants More Student Housing."

RENOVATE, renew St. Edward Seminary as Education Institution.

Media headlines – no education cases examined – educated teachers not teaching but 'transferred.' family members who did not apply for positions they hold.

So,

Time to examine own conscience -

A resource to start is Sacred Story Institute in Seattle: www.sacredstorypress.com

"FORTY WEEKS. An Ignatian Path to Christ With The Sacred Story Prayer."

by William M. Watson, SJ. – books published in 2013, 2014 (larger print).

Now, crucial: -

ORIGINAL CONTRACT **of SALE** of St. Edward Park and Seminary –

where registered, when?

- Archdiocese of Seattle – Archives does not have it – interesting.....
- King County Archives does not have it

Jill Anderson on February 16, 2016 stated that the only document recorded in King County Archives in Seattle she was able to locate is the TRANSFER from Sulpicians to the Archdiocese of Seattle

There are 4 pages – the cost of obtaining is $ 4.00 plus $ 1.49 processing.

The City of Kenmore if does not have the SALE contract can obtain this document first.

For research on Sulpicians as the start: google:

http://www.sulpicians.org/ministryofmanagement-2/

Address of King County Archives:
1215 East Fir Street, Seattle, WA 98122 phone: 206-263-2480

- Washington State Parks Foundation is registered as non-profit as a separate organization – what is the relationship? Name? Role?

  Contact under Charity – Secretary of State – phone: 360-725-0378

- State Parks and Recreation Historic Preservation Office in Olympia:

  Phone: 360-902-0930 – Alex McClury?

- State Archives – do they have the contract registered: to make an appointment – call:

  360-586-1492 Address:
  1129 Washington Street, Olympia

- Federal – National Archives:

  6125 Sand Point Way N.E., Seattle, WA 98115 phone: 206-336-5115

Did Washington State Parks submit – what hearing.....

the ORIGINAL CONTRACT **of SALE** of St. Edward Park and Seminary

where registered, when?

If not – why not?

"Seattle Is Epicenter For This Green Card Program's Problems"

http://kuow.org/post/seattle-epicenter-green-card-program-s-problems

(...) U.S. Citizenship and Immigration Services hasn't been collecting enough information to root out fraud and protect **EB-5 investors.**

Overseas Investors for St. Edward State Park?

Posted on February 11, 2016 by eddie Comments:

"Please see the following KUOW article, which quotes Kevin Daniels. In the photo, Kevin Daniels is to the far right. Have you heard speculation about Daniels' funding sources for the St. Ed's project? While this article does not confirm overseas investors as his source, it looks probable.

http://kuow.org/post/seattle-epicenter-green-card-program-s-problems

"Looks like Daniels definitely depends on outside investors and would likely do so for St. Edward State Park. We would imagine that assuming ownership of the state park land would be far more enticing to his investors than merely obtaining a lease".

Respectfully submitted for the PUBLIC Knowledge and REJECTION of the Bill 1541 in its entirety on February 23, 2016 during the Public Comments' time, Olympia.

Grazyna Prouty

Teacher: Master's degree - six endorsements – Teacher in good-standing
(Removed against the law under 'teacher evaluations – too much money floating for waste)

MBA (Master of Business Administration), Global Management

Grazyna Prouty
12609 SE 212th Place
Kent, WA 98031

March 9, 2016

DEFEAT and REJECT in FULL

House Bill 1541 – 2015-16

From 2015 Regular Session to 2016 Regular Session

SENATE BILL REPORT 4SHB 1541

http://apps.leg.wa.gov/billinfo/summary.aspx?bill=1541&year=2015

HB 1541 called "Close the Opportunity Gap;" full name: Implementing strategies to close the educational opportunity gap, based on the recommendations of the educational opportunity oversight and accountability committee – at present Bill 4S 1541 sponsors as above – **Committee Activity: Early Learning & K-12 Education**

OPEN LETTER as Public Comments

The INTRODUCTION

There are already many bills (laws), statutory obligations the State of Washington courts disregard – NO EVIDENCE against the teacher like Grazyna Prouty in 'administrators' evaluation' opposite to the RESPONSIBILITY to evaluate relevant standards – need to be stated versus like Charlotte Iserbyt Thomson speaks about can be changed and only few people know....

NO EVIDENCE in McCleary case – no specifics and NO EVIDENCE what is not funded – **CONTEMPT for the public**

http://www.washingtonvotes.org/2015-HB-1541

Who is to protect & why:
WA State Association for (of) School Directors' & WEA
not for teachers as G. Prouty

LETTERS to EDITOR

Tahoma School District Establishment:
Vacate the seat(s), withdraw candidacies

Mary Jane Glaser, Bill Clausmeyer

Didem Pierson, Tim Adam – all ran unopposed (1)

Tahoma example – how "our nation lost soul," contribution to dead Constitution of the United States and the State of Washington

and – fatal blueprint for all teachers except transferred, family members, and friends that are a plague in Tahoma School District

I understood what targeting innocence means after four years of the ESL Program switch to supervision of Rhonda Ham, Anthony Davis, and Carol Banks – three stakeholders of departments: Special Education, Teaching and Learning and two schools – Tahoma Junior High and Tahoma High School with some elements of Tahoma Middle School as many transferred teachers and administrators connect to school district board members' who usually participated in unopposed elections.

The time has come that all of Tahoma School Board members resign and withhold candidacies – targeting innocence although permitted by Washington State courts that together with school board members share the contempt for teachers like Grazyna Prouty – well educated and the experts on their field. The question on reasons may be why so many teachers and administrators in Tahoma are transferred, family members as at that time I researched that Vonnie Johnson – on union grievances was a relative of Rhonda Ham, and then past and current "deans of students" proof for advancements as well as Grazyna Prouty "evaluators" was to target the innocence.

Why media failed to publish during election time? /g:

This is the fact – Tahoma has had no strategic plan for years, no strategy how to achieve the ideas that are copied back and forth under different names: Habits of Mind, Outcomes and Indicators cloned as Future Ready Students at this time.

The public – and the teachers are non-valid in the processes of deceit Tahoma perpetrates – and the school board used the idea that Washington State Courts can be undoubtedly their ally. The appeal process I underwent due to the target of that alliance Here are the matters of the teacher's appeal – the experience and testimony of conscience that *We the People* can research. Elections' time is great to connect.

If a certified teacher and legal immigrant can research the law and the statutes (2) all public can do the same. *We the People* can start to pay attention to Legal Notices, too.

We the People – the public –are targeted in courts and schools as Tahoma board as courts unaccountable – in courts' panel public has no voice unless in oversight the courts' connection comes on the side of public – designs against public.

Who financed 3-year operations and the appeal in Tahoma against me?

Grazyna Prouty

MBA (Master of Business Administration), Global Management

GP

1. Mary Glaser is the first time opposed by Jessica Zielinsky – public: if you call and the candidate does not return phone calls, PLEASE DO NOT VOTE for them.
Tami Henkel ran opposed once and the letter will follow concerning how that looked.

2. King County No. 10-2-12633-3 KNT and No. 10-2-15425-6 KNT as well as No. 10-2-30916-1 KNT and No. 10-2-34635-0 KNT in superior court in Kent, Washington that can be accessed by writing case numbers in the superior courts – Kent or Seattle; Case number Court of Appeals. Division One in Seattle: 66204-0- I (Consol. w/No.66206-6-I), assigned in Washington State Supreme Court: 87970-2 – the matter 3 and 4 King County No. 10-2-30916-1 KNT and No. 10-2-34635-0 KNT, in Washington State Court of Appeals: 66908-7- I (Consol. w/No.66909-5-I) Division One in Seattle, and assigned number: 88447-1 in Washington State Supreme Court in Olympia.

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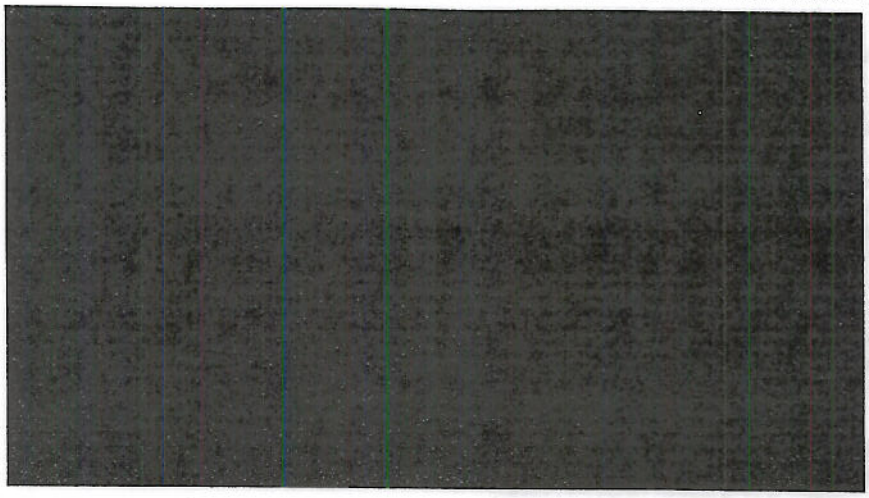

Chinese Immigrant Mother Testimony to Repeal Common Core and PARCC

Lily Tang Williams

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Published on Apr 28, 2015
Lily Tang Williams 4/20/2015

Chinese Immigrant Mother against Common Core & PARCC in Colorado

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ALL COMMENTS (5)

Add a public comment...

Top comments

Diane Bagdy 9 months ago
I salute you Ms. Tang! You are a very straightforward speaking, truthful person. You have first hand information by virtue of what you had to live and still these money mongering Legislators will not listen. Their children and grandchildren are being protected in private schools to become the rulers over our children. They are all self-serving and I am sorry that woman was so very rude to you because you spoke the truth. The truth they do not want to hear and think we can be manipulated to believe what they want us to.
Reply · 2

Lily Tang Williams (Lily4Liberty) 9 months ago
+Diane Bagdy Thank you for your encouragement. Please help to spread my messages. You can follow me on FB: Lily4Liberty and Twitter: @Lily4Liberty
Reply ·

Clash of Clans- Cowboykc 1 month ago
thank you so much for standing up and telling your story! It's so amazing to hear you speak about communism and how you're fighting it right here! thank you from the bottom of my heart. you are a true American patriot, I love you and God bless.
Reply ·

John Daniels 9 months ago
Good for you Lilly, I wish you the best from Australia.
Reply · 1

Up next Autoplay

Common Core is the Communist Core I Went Through in China
Lily Tang Williams
42,770 views

13 Years Old Chinese Immigrant Testifies against PARCC
Lily Tang Williams
517 views

Lily for U.S. Senate
Lily Tang Williams
2,184 views

Chinese Immigrant Mother for Parent's Bill of Rights
Lily Tang Williams
673 views

BRAVE KID STANDS AGAINST COMMON CORE - AMAZING
RTR TRUTH MEDIA™ Tom Lacovara Ste
1,905 views

Infowars Nightly News: Tuesday (1-12-16) Lily Tang Williams
ConspiracyScope
376 views

Common Core Standards - Fact and Fiction
gohrmilwpccom
100,303 views

20 Reasons Americans Reject Common Core
INFORMED TV
710 views

SCHOOL BOARD BREAKS LAW, LIES and IMPLEMENTS
RTR TRUTH MEDIA™ Tom Lacovara Ste
1,454 views

Chinese American Emotional Testimony to Protect Her Gun
Lily Tang Williams
1,891 views

CHINESE DEFECTOR WARNS PEOPLE of COMMUNIST
RTR TRUTH MEDIA™ Tom Lacovara Ste
1,572 views

Common Core - PARCC Testing
Jack Matthews
1,669 views

Testimony to Repeal Large Magazine Ban
Lily Tang Williams
8,251 views

Common Core's Communist Programming Exposed: Chinese
The Alex Jones Channel
46,368 views

Students protest PARCC testing
KOAT
3,333 views

99

Google Chinese immigrant on Common Cores Sign in

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Chinese Immigrant: Common Core Reminds Me Of ...
www.truthrevolt.org/.../**chinese-immigrant-common-core**-reminds-me-co...
Feb 11, 2015 - **Chinese**-American Lily Tang Williams says she is scared of America's **Common Core** education system because it reminds her of the ...

Chinese Immigrant Mom: Common Core Is 'Communist ...
www.breitbart.com/.../**chinese-immigrant**-mom-c... Breitbart News Network
Dec 1, 2014 - A **Chinese immigrant** mother of three testified before the Colorado State Board of Education that the **Common Core** is the same type of ...

Chinese Immigrant Mother: Common Core is Same ...
freedomoutpost.com/.../**chinese-immigrant**-mother-**common-core**-is-sam...
Oct 3, 2015 - A **Chinese immigrant** mother of three testified before the Colorado State Board of Education that what is being passed off as **Common Core** is ...

Images for Chinese immigrant on Common Cores Report images

More images for Chinese immigrant on Common Cores

Chinese Immigrant Mother Testimony to Repeal Common ...

https://www.youtube.com/watch?v=yircan5Q1ow
Apr 28, 2015 - Uploaded by Lily Tang Williams
Lily Tang Williams 4/20/2015 **Chinese Immigrant** Mother against **Common Core** & PARCC in Colorado Web ...

Chinese Immigrant Against Common Core | FreedomWorks
www.freedomworks.org/.../**chinese-immigrant**-against-co... FreedomWorks
Chinese Immigrant Against **Common Core**. By Lily Williams. 10/06/2014. When I was growing up under Mao's regime in China, we were told to chant everyday ...

Chinese Immigrant: Common Core Reminds Me ... - Infowars
www.infowars.com/**chinese-immigrant-common-core**-reminds... Alex Jones
Feb 12, 2015 - **Chinese**-American Lily Tang Williams says she is scared of America's **Common Core** education system because it reminds her of the ...

Common Core Scares Chinese Immigrant Who Grew Up ...
www.teaparty.org/**common-core**-scares-**chinese-immigrant**-grew-chairm...
(EAG News) - Having grown up in communist **China** during Chairman Mao Zedong's Cultural Revolution, Lily Tang Williams of Parker, Colorado, says the ...

Chinese Immigrant Mother: Common Core is Same ...
beforeitsnews.com/.../**chinese-immigrant**-mother-**common-core**-is-same-...
Oct 4, 2015 - The post **Chinese Immigrant** Mother: **Common Core** is Same Communist Core I Saw in China appeared first on . http://www.dcclothesline.com.

Chinese Immigrant: Common Core is the Communist Core I ...
investmentwatchblog.com/**chinese-immigrant-common-core**-is-the-com...
Jan 29, 2015 - Lily Tang Williams, Lily4Liberty, Released on 1/27/15. Lily Tang Williams, a **Chinese immigrant** mother shares her thoughts on **Common Core** ...

100

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Global Road to Ruin Through Education- Preview

Charlotte Iserbyt

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Published on Jun 21, 2013
EXPOSING THE GLOBAL ROAD TO RUIN THROUGH EDUCATION
Available at Amazon.com by 3D Research Co.
http://www.deliberatedumbingdown.com/

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ALL COMMENTS (31)

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Top comments

William McNally 1 month ago
Lets build the Blumenfeld Christian Academy!
Reply

Dr. Amy McGrath
"Wolves in sheep's clothing"

Michaelgm clayton 2 months ago
Agenda 21 and the Fabian Society Great related book by Australian Author .. Dr Amy Mc Grath Wolves in sheep's clothing. Try view her online video interview with Sydney's 2GB host Michael Mc Lauren. Google It!
Reply

1WORLDLIFE 1 year ago
Welcome to the land o freedumb...
Reply · 1

cowgirlmoon 6 months ago
Excellent.... Important information!
Reply

doris walters 1 year ago
hello love you work i have a human design of a manifester left cross of education. i was directed to your site. go to my site , i found a way to bring out the best in people. i hope this helps you and all the great work that your doing.
Reply

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Netwarrior007
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Common Core: UN Agenda 21, Communitarianism & The Public
WakeU.S. from Slumber
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Charlotte Iserbyt
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The Cult of the Willfully Ignorant & the Dumbing Down of America
biblicallife
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Aaron Kasparov (2976)
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Kelleigh Nelson - False Friends on the Right - Disc 5
Charlotte Iserbyt
1,538 views

Charlotte Interviews Anita Hoge May 6th 2014
Charlotte Iserbyt
945 views

101

doris walters 1 year ago
in the past you had people in charge of the schools that was picked because of power, I was born by god with the design of education, human design charts are free . do charts on these people that you don't want . before you vote someone into this great power ask yourself. what is their chart say about them. someone dropped the ball on this fact. human design will weed out your mess. its been around for years. quit looking for answers , when you have the facts.
Reply ·

Creatrix13 2 years ago
Concerning the wireless society, mobile phone Tower, WIFI in schools, iPads to children as low as kindergarden, cell phones used in the classes as a tool, etc., it shows what the agenda truly is - to dumb down all of us - Watch this video explaining the 2 levels of the wireless agenda and what it does:
1.118 - The ABCD of the Wireless Technologies: The visible and invisible level explained!

Read more
Reply · 5

Thomas Molter 2 years ago
Its just crazy how many GWEN towers that are up and running and thousands more going up every day in Michigan. The chemtrails/sprayings are so bad over Michigan also :(
Reply ·

Brian Smith 2 years ago
This is the begging of what is mentioned in Revelation 18:1-24, that will be destroyed.
Reply · 2

Habeas Corpus Canada 1 year ago
Ms. Niwa at 13 minutes 17 seconds says "CENTRAL PLANNING" and equates Communitarianism with Communism. Central Planning is precisely what the 1972 Quebec "separatist" manifesto is about! It is centralized planning totally in the hands of government. (I suspect that Rockefeller foundations may be somewhere in the background behind this "planning" plan of the Quebec "separatists", who are all communists; and have been put in place with the aid of the multinational corporations, according to my research.) The 1972
Read more
Reply · 1

Nana Colorado 2 years ago
See also: http://www.thetruthproject.org/ - history of public education from 1859 to the present. Get your kids out of the public schools if you can; any government involvement makes you a slave to the government values, because you accept their money. They want control of your children, have managed to get God out of schools, now Common Core - God help us. Vouchers and charters sound great, but Cynthia is right: Govt $ in any form = Govt control. Douglas County CO is starting to make reforms, but unfortunately even a
Read more
Reply · 1

rose castanza 2 years ago
WAKE UP PEOPLE!!!! THIS IS THE MOST IMPORTANT ISSUE! REAGAN TO??????
Reply · 1

Habeas Corpus Canada 1 year ago
At the 10-minute, 17-second point, the lady talks about cell phones disrupting classrooms and education. I would suggest that each schoolroom, while class is in session, should require cell phones, ipads, and all similar "devices", to be temporarily stored under lock and key in a little metal box of the kind used in rare books libraries.

When I visit the rare books division of the national archives to study, I have to leave my coat,
Read more
Reply · 1

Creatrix13 2 years ago
Exactly - the agenda is to remove GOD from our lives - to disconnect us from sound morality and true values. This is truly the plan of Satan which works through all channels. It seems like the World Government is going to be placed in Copenhagen in the new UN building with "real teeth", as Pope Benedict expressed in 2009:

Watch 1.054 - Welcome to the City of the World Government - "wonderful" Copenhagen - NO
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Public "Education" has become
Ryan Dawson
15:00 514,923 views

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SavageNationLiberty
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Isabelle Terry
1:43:57 7,714 views

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Charlotte Iserbyt
2:20 1,066 views

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Agenda 21 - Chapter 1
PREAMBLE

1.1. Humanity stands at a defining moment in history. We are confronted with a perpetuation of disparities between and within nations, a worsening of poverty, hunger, ill health and illiteracy, and the continuing deterioration of the ecosystems on which we depend for our well-being. However, integration of environment and development concerns and greater attention to them will lead to the fulfilment of basic needs, improved living standards for all, better protected and managed ecosystems and a safer, more prosperous future. No nation can achieve this on its own; but together we can - in a global partnership for sustainable development.

1.2. This global partnership must build on the premises of General Assembly resolution 44/228 of 22 December 1989, which was adopted when the nations of the world called for the United Nations Conference on Environment and Development, and on the acceptance of the need to take a balanced and integrated approach to environment and development questions.

1.3. Agenda 21 addresses the pressing problems of today and also aims at preparing the world for the challenges of the next century. It reflects a global consensus and political commitment at the highest level on development and environment cooperation. Its successful implementation is first and foremost the responsibility of Governments. National strategies, plans, policies and processes are crucial in achieving this. International cooperation should support and supplement such national efforts. In this context, the United Nations system has a key role to play. Other international, regional and subregional organizations are also called upon to contribute to this effort. The broadest public participation and the active involvement of the non-governmental organizations and other groups should also be encouraged.

1.4. The developmental and environmental objectives of Agenda 21 will require a substantial flow of new and additional financial resources to developing countries, in order to cover the incremental costs for the actions they have to undertake to deal with global environmental problems and to accelerate sustainable development. Financial resources are also required for strengthening the capacity of international institutions for the implementation of Agenda 21. An indicative order-of-magnitude assessment of costs is included in each of the programme areas. This assessment will need to be examined and refined by the relevant implementing agencies and organizations.

1.5. In the implementation of the relevant programme areas identified in Agenda 21, special attention should be given to the particular circumstances facing the economies in transition. It must also be recognized that these countries are facing unprecedented challenges in transforming their economies, in some cases in the midst of considerable social and political tension.

1.6. The programme areas that constitute Agenda 21 are described in terms of the basis for action, objectives, activities and means of implementation. Agenda 21 is a dynamic programme. It will be carried out by the various actors according to the different situations, capacities and priorities of countries and regions in full respect of all the principles contained in the Rio Declaration on Environment and Development. It could evolve over time in the light of changing needs and circumstances. This process marks the beginning of a new global partnership for sustainable development.

* * * * *

* When the term "Governments" is used, it will be deemed to include the European Economic Community within its areas of competence. Throughout Agenda 21 the term "environmentally sound" means "environmentally safe and sound", in particular when applied to the terms "energy sources", "energy supplies", "energy systems" and "technology" or "technologies".

Agenda 21 - Chapter 2
INTERNATIONAL COOPERATION TO ACCELERATE SUSTAINABLE DEVELOPMENT IN DEVELOPING COUNTRIES AND RELATED DOMESTIC POLICIES

2.1. In order to meet the challenges of environment and development, States have decided to establish a new global partnership. This partnership commits all States to engage in a continuous and constructive dialogue, inspired by the need to achieve a more efficient and equitable world economy, keeping in view the increasing interdependence of the community of nations and that sustainable development should become a priority item on the agenda of the international community. It is recognized that, for the success of this new partnership, it is important to overcome confrontation and to foster a climate of genuine cooperation and solidarity. It is equally important to strengthen national and international policies and multinational cooperation to adapt to the new realities.

2.2. Economic policies of individual countries and international economic relations both have great relevance to sustainable development. The reactivation and acceleration of development requires both a dynamic and a supportive international economic environment and determined policies at the national level. It will be frustrated in the absence of either of these requirements. A supportive external economic environment is crucial. The development process will not gather momentum if the global economy lacks dynamism and stability and is beset with uncertainties. Neither will it gather momentum if the developing countries are weighted down by external indebtedness, if development finance is inadequate, if barriers restrict access to markets and if commodity prices and the terms of trade of developing countries remain depressed. The record of the 1980s was essentially negative on each of these counts and needs to be reversed. The policies and measures needed to create an international environment that is strongly supportive of national development efforts are thus vital. International cooperation in this area should be designed to complement and support - not to diminish or subsume - sound domestic economic policies, in both developed and developing countries, if global progress towards sustainable development is to be achieved.

2.3. The international economy should provide a supportive international climate for achieving environment and development goals by:

PROGRAMME AREAS

A. Promoting sustainable development through trade Basis for action

2.5. An open, equitable, secure, non-discriminatory and predictable multilateral trading system that is consistent with the goals of sustainable development and leads to the optimal distribution of global production in accordance with comparative advantage is of benefit to all trading partners. Moreover, improved market access for developing countries' exports in conjunction with sound macroeconomic and environmental policies would have a positive environmental impact and therefore make an important contribution towards sustainable development.

2.6. Experience has shown that sustainable development requires a commitment to sound economic policies and management, an effective and predictable public administration, the integration of environmental concerns into decision-making and progress towards democratic government, in the light of country-specific conditions, which allows for full participation of all parties concerned. These attributes are essential for the fulfilment of the policy directions and objectives listed below.

2.7. The commodity sector dominates the economies of many developing countries in terms of production, employment and export earnings. An important feature of the world commodity economy in the 1980s was the prevalence of very low and declining real prices for most commodities in international markets and a resulting substantial contraction in commodity export earnings for many producing countries. The ability of those countries to mobilize, through international trade, the resources needed to finance investments required for sustainable development may be impaired by this development and by tariff

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Iserbyt, Charlotte reference is Dean Gotcher of the Institution for Authority Research in Dumbing Down America

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CHARLOTTE ISERBYT'S STATEMENT ON S1177 PASSAGE (hyperlink)

#NoWayESEA

CHARLOTTE ISERBYT'S WARNING ON S1177 PASSAGE 7-18-15

Common Cores Global Management

http://www.newswithviews.com/iserbyt/iserbyt131.htm

Tuesday, January 20, 2015 Attn.: Lamar Alexander's Re-authorization of ESEA

A Preliminary Analysis of the Bill by **Anita Hoge** **#NoWayESEA**

Source: http://www.help.senate.gov/imo/media/AEG15033.pdf

Koire, Rosa on AGENDA 21: "Open your mind conference"

Iserbyt, Charlotte Thomson. (1999). The deliberate dumbing down of America. A chronological paper trail: Conscience Press, Ohio (1)

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Gatto, John Taylor (September 11, 2011). The ultimate history lesson: a weekend with A 5-hour journey examining the history, spot-causes and consequences of public schools

B.K. Eakman. Push back. How to take a stand against groupthink, bullies, agitators, and professional manipulators

Blumenfeld, Samuel & Newman, A. (2014). Crimes of the Educators. How Utopians are using government schools to destroy America's children.

1. Written as "a tribute to the late Honorable John M. Ashbrook, 17th Congressional District of Ohio whose work in Congress during the 1960s and 1970s exposed the **treasonous** plans which ultimately led to internationalization and deliberate dumbing down of American education"

Treason – betrayal, subversion – opposite to allegiance

APPENDIX

U.S. LEGISLATORS – 'elected representatives" – often run unopposed as the 'education' failed to prepare them to LOVE their country – the United Stats of America voted for below S1177 **Every Child Achieves ACT so AGENDA 21 is administered at a "LOCAL LEVEL."**

S1177 **Every Child Achieves Act** and not - HR 5, **the Student Success Act.**

Tuesday, January 20, 2015
Lamar Alexander's Re-authorization of ESEA (and Patty Murray, D-Washington)

A Preliminary Analysis of the Bill

by Anita Hoge

Source: http://www.help.senate.gov/imo/media/AEG15033.pdf

"Every Child Ready for College or Career Act of 2015 sponsored by Sen. Lamar Alexander. This bill amends No Child Left Behind which is the Re-authorization of the Elementary and Secondary Education Act of 1965 referred to as ESEA.

HR 5 and S1177 ARE NOT EDUCATION BILLS. THEY ARE **COMMUNIST LIMITED** LEARNING **FOR LIFELONG LABOR BILLS!** which originated in Carnegie Corp. books (1934), in the United Nations, UNESCO and the Office of Economic Cooperation and Development, Paris, France. They are part of UN Agenda 21 The global workforce training agenda was resurrected during the Reagan and Bush Administrations, later supported by Clinton and Bush,Jr. and now Obama. Workforce training is a major part of the world government/UNAgenda 21 plan.

As C.S. Lewis said: When training beats education civilization dies.

The goal is to use the world's children to spin off profits for the global elite.

This international workforce training agenda is for ALL children on this planet.

Homeschooled children are targeted in original New American School Development

Corp documents related to charter schools.

This agenda is supported by the national and international chambers of commerce, the CFR, the multinational corporations, both political parties at the top, the leadership of teachers unions (not teachers) and neoconservative organizations. (...)

The National Alliance of Business in the nineties called for Kindergarten-Age 80 workforce training and community service".

S1177 **Every Child Achieves Act**

"S1177 includes, aside from workforce training, a heavy emphasis on Communist Core Marxist curriculum and testing. THE TRADITIONAL ACADEMIC CURRICULUM HAS BEEN REDUCED TO 10% OF WHAT IT ORIGINALLY WAS. I BELIEVE THE COMMON CORE IS THE LATE UN UNDERSECRETARY ROBERT MULLER'S WORLD CORE (NEW AGE) CURRICULUM.

S1177 includes provision of all community services (lifelong), especially mental health services (brainwashing for correct political values) birth through death, and "Soviet-style" early childhood education, under the unelected school superintendent. These hub of community schools are going in all over the country. They are Hillary Clinton's "It Takes A village to Raise a Child" philosophy. Google Georgia Visions.

S1177 includes extensive privacy-invading data collection related to Communist Core Assessment/mental health remediation. This data will be used for employment and other purposes.

The unelected council form of government (regionalism/communism) is a requirement. The call for tax-funded school choice and charters with unelected boards is found throughout S1177.

108

Tax-funded school choice and charters without elected school boards are necessary for the workforce plan to be implemented.

Tax-funded school choice and charters are also international and are found all over the world.

The call is also being made, in other prominent circles, (Marc Tucker, Carnegie) to move education funding from the local property tax to the state level to be administered by unelected council, and to get rid of locally elected school boards; recommendation to move decision making to the state level.

STATE EDUCATION CONTROL IS MORE DANGEROUS NOW THAN FEDERAL CONTROL. HR. 5 AND S1177 ARE BOTH ABOUT GIVING POWER TO THE STATE DEPTS OF EDUCATION, UNELECTED WORKFORCE TRAINING BOARDS AND COMMISSIONS. THIS MAKES MUCH SENSE IF EDUCATION IS NO LONGER EDUCATION, BUT IS WORKFORCE TRAINING WHICH HAS TO BE MANAGED FROM THE STATE LEVEL WITH COOPERATION OF CORPORATIONS AND UNELECTED COUNCILS.

"When training beats education civilization dies" - from Ch. Iserbyt

resources:

AMERICA HAS LOST HER CONSCIENCE

http://abcsofdumbdown.blogspot.com/

CHARLOTTE ISERBYT'S WARNING ON S1177 PASSAGE 7-18-15
Charlotte Iserbyt's Warning On S1177 Passage

Saturday, July 18, 2015

CHARLOTTE ISERBYT'S STATEMENT ON S1177 PASSAGE

#NoWayESEA

CHARLOTTE ISERBYT'S WARNING ON S1177 PASSAGE 7-18-15

Charlotte Iserbyt's Warning On S1177 Passage

http://rense.gsradio.net:8080/rense/special/rense_Iserbyt_071715.mp3

DUMBING DOWN AMERICA
http://rationalwiki.org/wiki/Charlotte_Thomson_Iserbyt

Some of her findings:

- A child who can read, write and compute at a sufficient level should have no limitations on controlling his or her own destiny. Providing such **basic education is not and should not be expensive, but the subsequent brainwashing is an expensive and long process.**

https://www.google.com/?gws_rd=ssl#q=Charlotte+Iserbyt+2015

Common Cores Global Management

http://www.newswithviews.com/iserbyt/iserbyt131.htm

A Preliminary Analysis of the Bill

by Anita Hoge

Source: http://www.help.senate.gov/imo/media/AEG15033.pdf

"Every Child Ready for College or Career Act of 2015 sponsored by Sen. Lamar Alexander. This bill amends No Child Left Behind which is the Re-authorization of the Elementary and Secondary Education Act of 1965 referred to as ESEA.

Pages 3-4 Local Education Area Grants for prevention and intervention of children and youth **neglected, delinquent, or at risk.**

Page 20 provide for individual students interpretive diagnostic reports refers back to accommodations for children with disabilities (page 21) (Link clause (ii) to Individual student interpretive diagnostic reports)

"produce individual student interpretive, descriptive, and diagnostic reports, consistent with clause (ii), that allow parents, teachers, and principals or other school leaders to

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understand and address the specific academic needs of students, and include information regarding achievement on assessments...."

Page 22 Clause (ii) -the results **would reveal personally identifiable information about an individual student**
Page 26 are **adaptations for children necessary to meet state standards** and with disabilities and defined in IDEA, Individual with Disabilities Education Act.

Page 48 makes FERPA, **Family Education Rights in Privacy Act**, federal law, which would put Obama's EO into law, that allows **third party contractors to access personally identifiable information on student records and substantiates a longitudinal state data collection system.**

Page 58 **identifies eligible students in need of services using state standards**, assessments and accountability systems and other indicators.

Page 67 refers to school lunch, Medicaid, SSI, Social Security insurance

Page 76 **exemptions for schoolwide programs which are exempt from any statutory or regulatory law.**

Page 80 children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except children in preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.

Page 90 refers to public choice in education with **money that will "follow the child"**

Page 96 refers **to Title I funds that will follow the child** (TITLE I FUNDS FOLLOW THE LOW-INCOME CHILD STATE OPTION.)

Page 97 **is the identification of eligibility for funds to follow the child**
Page 101 evaluate student assessment through performance on ASSESSMENTS and tests that are aligned to challenging state standards

Page 111 **prevention and intervention** of children who are **at risk**

Page 113 is referred to as specialized student support. See: defined on pages 353 and 354)

Page 114 "vocational" changed to "career" throughout the legislation
Pages 117-118 the Secretary of Education can propose regulations or alternate processes in any event of failure to reach consensus so the secretary can propose regulations that will go through the **rulemaking process**
Page **121 negotiated rulemaking**; the specialized student support

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Page 354 SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL—The term 'specialized instructional support personnel' means school counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act) as part of a comprehensive program to meet student needs.

Page 353 scientifically valid research defined in Head Start. (the "Pyramid Model")

Page 129 **redo the teacher education to match state academic standards which Pennsylvania Department of Education has a contract with Pearson, in process of teacher certification toward standards**

Page **131 performance pay for teachers** and differential and bonus pay will be based on performance

Page 138 **improving student behavior and the identification of early and appropriate intervention**

Page 142 local education agencies can use funds to evaluate programs and activities and contract with for-profit, nonprofit, or higher Ed third-party contractors
Page140 RTI, Response to Intervention and **PBIS, Positive Behavior Intervention**, and supports aligns with children with disabilities

Page145 expands the school day and early morning and at night and on in the summer page

Pages 150-151 states or local **education agencies can get technical assistance by third-party** contractors or the IES, Institute of Education Sciences, this is an arm of the NCES, National Center for Education Statistics, that **monitors the national center education statistics database**
Page 153 the Secretary can grant waivers

Page 157 teacher pay will be based on **measurable increase in student achievement**

Page 193 school safety and promoting student **physical and mental health well-being**
Pages 194-195 school-based mental health services

Page 211 school based mental health services, implements schoolwide PBIS, **Positive Behavior Intervention** and supports in collaboration with IDEA, Individuals With Disabilities Act.

Page 213 third-party evaluators of supportive school environment for the physical and mental health

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Pages 218-266 increased charter schools and the financing of charter schools (this is a huge section on Charter Schools, funding, accountability, set up, etc.)
Page 224 the Secretary can make waivers for charter schools

Page 250 focus on rural schools being funded to come up to speed with all the accountability measures

Page 356 is school district can request waivers from the Secretary which will waive any statutory or regulatory requirements

Page 370 third-party corporations contractors direct or can assign responsibility
Page **356 is school district can request waivers from the Secretary which will waive any statutory or regulatory requirements**
Page 370 **third-party corporations contractors direct or can assign responsibility**

Page 374 the IES, Institute of Education Sciences, NCES, National Center for Education Statistics will carry out all evaluations for Title I. (Title I will identify EVERY CHILD. This is the authority to begin the psychometric census that NAEP wants.)

USING OUR CHILDREN TO SPIN OFF PROFITS FOR THE GLOBAL ELITE.
CREATING THE PERFECT WORKER.
THE NEW SOVIET MAN ?"

Update: Members of the United States Congress - GovTrack.us:

Type in any state, click on any senator and/or representative, then go to "open secrets".

(The National Alliance of Business in the 1990's called for K-Age 80 workforce training)

Will our elected officials who voted for these totalitarian bills be excluded from this K-Age 80
workforce training?

http://abcsofdumbdown.blogspot.com/2015/01/lamar-alexanders-re-authorization-of.html

Page **379 all references to medical records will be changed to health records**
(HIPAA will not apply to education records, FERPA will.)

http://www.postsustainabilityinstitute.org/what-is-un-agenda-21.html

Agenda 21 policies date back to the 1970's but it got its real start in 1992 at the Earth Summit in Rio de Janeiro when President Bush signed onto it. President Clinton signed it later and continued the program in the United States. Agenda 21 is 'soft-law' and did not have to be voted on by the Congress. A non-governmental organization called the International Council of Local Environmental Initiatives,

ICLEI, is tasked with carrying out the goals of Agenda 21. Over 600 cities in the U.S. are members, and that number is growing. The costs are paid by taxpayers.

WHAT IS UNITED NATIONS AGENDA 21?

(Chartlotte Iserbyt, Rosa Koire communicate it – Grazyna Prouty learned when

doing the research for Tahoma's Public comments in September 2014).

It made sense – inventory and control – a different person that Tahoma's sameness does not count as a person – the notion of EQUITY in Tahoma is non-existent.

"UN Agenda 21/Sustainable Development is the action plan implemented worldwide to inventory and control all land, all water, all minerals, all plants, all animals, all construction, all means of production, all energy, all education, all information, and all human beings in the world.

INVENTORY AND CONTROL.

Considering that its policies are woven into all the General Plans of the cities and counties, it's important for people to know where these policies are coming from. While many people support the United Nations for its 'peacemaking' efforts, few know that they have very specific land use policies that they expect to see implemented in every city, county, state and nation. The specific plan is called United Nations Agenda 21 Sustainable Development, which has its basis in Communitarianism. By now, most Americans have heard of sustainable development but are largely unaware of Agenda 21.

http://www.newswithviews.com/iserbyt/iserbyt131.htm

Demoralization and Destabilization - a lack of moral standards

What IS dead is Americans' ability to recognize Communism when it is staring them in the face, especially when they see what's in his Re-authorization of the ESEA bill.

Watch Yuri Bezmenov's interview (HERE). Yuri Bezmenov, if alive, would seize on Anita Hoge's story as a case study in how Americans allowed Marxist thinking to permeate the education system to the extent that Americans are not rising up in the hundreds of thousands in opposition to the imposition of that totalitarian system which Anita is trying to expose: the lifelong womb-to-womb education, using computers and the incredible power of technology, embedded with the sick **soul-destroying** philosophy of B.F. Skinner.

Americans are allowing this to happen through imposition of an unelected system of government being introduced through tax-funded school "choice" and charter schools with unelected boards, which will kill ALL education: public, private, religious, home

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school, and place these entities under Corporate/Fascist/Communist control, even imposing the Soviet workforce training component on Americans Kindergarten to Age 80 (National Alliance of Business recommendation).

"A person who is demoralized is unable to assess through information. Most of it has been done by Americans to Americans due to a lack of moral standards. A fact means nothing to him. Even if I shower him with authentic proof, pictures, even if I take him by force to the Soviet Union and show him concentration camps, he will refuse to believe it. Until he arrives quickly at the bottom. When the enemy boot crashes him. Then he will understand. But not before that. That is the tragedy with the situation of demoralization. The demoralization process in the United States is completed already. For last 25 years. Demoralization has reached such a level that not even Andropov (former head of KGB) and all his experts would have dreamed of such success."

We researchers/writers, who were active in the 1970s-1980s, remember Yuri Bezmenov, when he was known as Tomas Shuman. I believe he "disappeared" while en route to make a speech to a conservative group sometime in the 1980s. Click on following link for his brave and wonderful book Love Letter to America: Useless Dissident: Love Letter to America: Part One

Here is a study in Communism: The Communist Manifesto."

http://abcsofdumbdown.blogspot.com/

Therefore, the "education bills" may not be "educational."

Example: **Inclusion Protocol** – has nothing common with inclusion in Tahoma:

"1. Check teachers websites or email teachers at least a day before the class you will be in to understand the focus of the lesson for the day.

2. Once you understand the focus of the lesson, evaluate it for areas than (1) need to be modified to help your ELL student access the information.

3. Before class, create/modify any documents the student will need to help him/her better understand the lesson of the day.

4. Do not bring undo attention to the ELL students when you are in the classrooms (ie. do not sit right next to or behind the ELL student).

5. Become as much a part of the class as you can by listening to the teacher and helping any student that needs help.

6. Any communication with the teacher needs to occur at appropriate times:

a. after instruction

b. When the teacher is not engaged with other students

c. After class or via email (preferred)

d. ?

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e. ?

7. Fill out the logs as required in order to document any modifications you have made to assignments and how you communicated the modifications to the teacher"

House Bill 1805

was during regular session 64th Legislature State of Washington

WHY **"confidential informants"** are at are at schools – it is not as "60 minutes reported on Sunday December 6, 2015 police using college students as 'confidential informants' but it is **K-12 !!!!!!!!!! "education."**

In the light of that, police officers' presence other than "emergency calls" – if administrators do not know HOW to manage students – versus using police as baits by administrators for their agendas, e.g. translators by ELL students after fights as in Tahoma School District (students drop off schools later.. is it because they knew too much or are no longer "friends" of schools administrators?

House Bill 1541, House Bill 1783

Goal to replace teachers like Grazyna Prouty as the goal is to DEMAND more money for created causes as the Washington State Supreme Court envisions – making laws – "sufficient cause" (David Vinson) versus "probable cause."

Matthew & Stephanie **McCleary,**
Robert & Patty Venema, Network For Excellence
in Washington Schools v. State of Washington (No. 84362-7)

(**McCleary**, et ux, et al.s v. State of Washington
167Wn.2d514, No. 84362-7 (2009)(2012)

McCleary started in the superior court in Kent as Grazyna Prouty appeal from the decision as teacher has the right to be heard – **Weingarten rights**, and also has to establish whether the school board acts in good-faith versus ill-faith that connects to funding – actions in ill-faith and as no fiduciary duties exercised are not to be funded – courts IGNORE all the laws and the U.S. Constitution, WA State Constitution.
Is it **Amptssprache** as Marshall Rosenberg state, "TragedyandHope" mentions?

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Courts do not apply laws

example:

TABLE OF AUTHORITIES

Table of Cases

1. Da-Zanne Porter, Martha McClaren, and Clifford Mass, Respondents v. Seattle School District, No. 09-2-21771-8 SEA

Judge Julie Spector ruled Thursday that the board's decision to use the math Discovering series was arbitrary and capricious. She ordered the board to reconsider the matter.

"The court finds, based upon a review of the entire administrative record, that there is insufficient evidence for any reasonable member to approve selection of the Discovering series."

(Exhibit C p. 1):

1. On May 6, 2009, in a 403, the Seattle School District Board of Directors chose the Discovering Series as the District's high school basic math materials.

2. In making its decision, the Board considered:

(Exhibit C p. 2)

a. A recommendation from the District's Selection Committee;

b. A January, 2009 report from the Washington State Office of Public Instruction ranking High School math textbooks, listing a series by the Holt Company as number one, and the Discovering Series as number two.

c. A March 11, 2009, report from the Washington State Board of Education finding that the Discovering Series was "mathematically unsound'

d. An April 8, 209 School Board Action Report Authored by the Superintendent

e. The May 6, 2009 School Board recommendation of the OSPI recommending only the Holt Series, and not recommending the Discovering Series

g. WASL scores from an experiment (...) dropped significantly for English Language Learners, including 0 % pass rate at one high school.

j. Parent reports of difficulty teaching their children using the Discovering Series

l. One Board member also considered the ability of her own child to learn math using the Discovering Series

(Exhibit C p. 3)

4. The court finds, based upon a review of the entire administrative record, that there is insufficient evidence for any reasonable Board member to approve the selection of the Discovering Series.

In Conclusion of Law:

1. The court has jurisdiction under RCW 28A.645.010 to evaluate the Board's decision (...)

4. The court has the authority to remand the Board's decision for further review;

ORDER:

The decision of the Board to adopt the Discovering Series is remanded for further proceedings consistent with this opinion.

(Dated 4th day of February, 2010)

Read more: http://www.seattlepi.com/local/article/Judge-rejects-Seattle-s-high-school-math-program-886752.php#ixzz1b6AC7ex5

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In her ruling, Spector noted that the state's Board of Education had declared the curriculum "mathematically unsound" and that the state Office of the Superintendent of Public Instruction did not recommend the curriculum.

And she said WASL schools from a similar inquiry-based math at Cleveland and Garfield High Schools showed that test scores declined and dropped significantly for students who were learning English, including a zero percent pass rate at one school.

The Discovery series textbooks started appearing in classrooms across the country in 2007.

According to Key Curriculum Press, the books' publisher, the series was designed to help teachers reach students with different abilities by using "investigations." These investigations are designed to give students the opportunity to work together to solve problems.

Some of the texts included in the series are "Discovering Algebra," "Discovering Geometry" and "Discovering PreCalculus."

2. Da-Zanne Porter, Martha McClaren, and Clifford Mass, Respondents v. Seattle School District, No. 65036-0-I – March 28,

2011 had committees RCW 28A.320.230 (1) (c):

"more than half the committee must be professional staff; the remaining members may include parents."

"The Board can only approve or disapprove recommendation of the instructional materials committee. The adoption committee creates textbook selection criteria, reviews textbooks and community input, and recommends a set of textbooks for adoption."

In Seattle:

"According to the certified record of the Board proceedings in this matter, the Seattle School District last adopted high school math books in 1992. By 2008, many of the books were damaged and there were not enough for students."

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It is clear that the Seattle School District followed the RCW 28A.645.020:

Within twenty days of service of the notice of appeal, the school board, at its expense, or the school official, at such official's expense, shall file the complete transcript of the evidence and the papers and exhibits relating to the decision for which a complaint has been filed. Such filings shall be certified to be correct."

3. Engrossed Second Substitute Senate Bill 6696 passed Legislature – 2010 (the law).

AN ACT Relating to education reform (…) 41.59 RCW;

4. **Federal Way School District** v. State of Washington, No. 06-2-36840-1-KNT, 2nd of November, 2007.

"First of all, this decision should in no way be construed to find or even suggest that the legislature has not provided for full funding of education in the Federal Way School District."

"This decision will only be temporary."

"The losing party on each issue will appeal this matter to the Washington State Supreme Court who will review this matter completely anew based upon a record presented to this court. Their decision will be the final word."

"After 14 years in legislature I am well aware of equalization attempts."

"You are never a prophet in your own land."

"Because of the ranges there 258 different funding level's for the (…) school districts.

(…) in 2006-2007 Federal Way paid an average of $ 94,436 per administrator (…). Teaching staff is the closest in equality.

"The Plaintiffs have failed to prove beyond the reasonable doubt that they are not amply funded." –

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Reference to Article, IX of the Washington State Constitution:

(…) "ample provision for the education of all children residing within its borders."

Reference to Article, IX of the Washington State Constitution:

"The legislature shall provide for a general and uniform system of public schools."

3. The State Constitution in Article 1 requires equal **protection under the law.**

(…) "Disparate treatment of similarly situated individuals have the right to be treated equally under the law".

The court found:

(…) "the disparate funding violates the constitutional equal protection rights of (…) teachers, students, and taxpayers."

4. Glenda .Hall-Davis, App. V. Honeywell, Inc., et al. (C o A Champaign County, Ohio: C.A. Case No. 2008 CA 1, 2008 CA 2, T.C. No. 2006 CV 220, February 2008.

"On August 11, 2005, Hall-Davis voluntarily dismissed both matters pursuant to Civ.R.41 (A)(1)(a). On August 3, 2006, Hall-Davis refilled one Complaint that provided (…)

30. "The court of appeals agreed, adopting the reasoning expressed in Johnson v. Manhattan Ry. Co. (1933), 289 U.S. 479, 496, that "consolidation is permitted as a matter of convenience and economy in **administration, but does not merge the suits into a single cause, or** Change the rights of the parties, or make those who are parties in one suit parties in another."
Transcon Builders, Inc. supra, at 150. See also *Townsend v. Downing* (1989), 58 Ohio App. 3d 59, fn. 1; *Kraft, Inc. v. Local Union 327.Teamsters,* etc.(C.A.6, 1982), 683 F.2d 131, 133, in which the court

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concluded that the consolidation of the two causes involved in that case "did not merge the suits into a single cause."

"We have repeatedly held that the "term "abuse of discretion" connotes more than an error of law or of a judgment; it implies that the court's **attitude is unreasonable, arbitrary, and unconscionable."** *Wilmington Steel Products, Inc. v. Cleveland Electric Illuminating Co.* (1991), 60 Ohio St.3d 120, 121-22, 573 N.E2d 622.

4. Kuldeep Nagi v. Seattle School District, Decision 5237

(EDUC, 1995)

Collateral estoppel Inapplicable [40]

> "The burden of proof that collateral estoppel applies in a given situation is on the party urging that it should. McDaniels v. Carlson, 108 Wn.2d 299, 303 (1987). Collateral estoppel prevents relitigation of an issue or factual determination. Numerous preconditions must exist before the theory is applied. The party to be estopped must have had a full and fair opportunity to have presented her or his case in the first proceeding; the first proceeding must have been finally decided; the issues in the two proceeding must have been identical; the issue or factual finding must have been important in the prior proceeding, and application of collateral estoppel in the second proceeding cannot work an injustice. Lutheran Day Care v. Snohomish County, 119 Wn.2d 91, 114-116 (1992), cert. den. __US___, 113 Sct 1044, 122 Led 2d 353 (1993) [41]
> It is evident that collateral estoppel does not apply in present circumstance.
>
> The issue must be identical in both cases for collateral estoppel to govern the second proceeding (…)
> "Identity of defenses does not translate automatically into identity of issues."
> "The employer must fully explain why it acted as it did.".
> Tahoma must fully explain why it acted as it did.

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"The facts of Barr and Cascade Nursing Services clearly indicate collateral estoppel would not determine this Chapter 41.59 proceeding even if its issues were identical to those of the Chapter 28A.405 proceeding. In Barr, a judge approved the structured settlement of a personal injury action as reasonable in all aspects, including the attorneys' fee agreement. When the injured person died soon thereafter, his widow sued the attorneys for excessive fees, and failure to advise that the injured person fragile health made a lump sum settlement more beneficial for them than a settlement paid over a number of years. The attorneys relied on collateral estoppel and lost.
The Court reasoned the attorneys' fee arrangement had been tangential to the propriety of the settlement agreement, while the adequacy of their advice had been irrelevant. Therefore, the malpractice action was not precluded by the earlier approval of the personal injury settlement.

Cascade Nursing Services considered whether a nurse referral service was the employer of the nurses for unemployment compensation purposes. The referral service argues an earlier decision in an industrial insurance case should control through collateral estoppel. The industrial insurance case had held that the Referred nurses worked for the hospitals to which they were sent. The court rejected the argument because, though the same question arose in both cases, two different legal standards in the Chapter 28A.405 and Chapter 41.59 proceedings differ. The employer has not shown evidence of a discriminatory motivation would have prevented the Chapter 28A.405 hearing officer from finding that sufficient cause for non-renewal had been established, even though the probation had been properly conducted and the evidence confirmed the reasons in the nonrenewal notice. Accordingly, possible discriminatory motivation was legally irrelevant in the statutory hearing proceeding. [42]

Finally, there is a serious deficiency in the employer's case even if the Examiner were to conclude that the legal theory of collateral estoppel applied to the Chapter 41.59 proceeding. The employer introduced the Chapter 28A.405 hearing officer's decision, the superior court order affirming it, and the oral closing argument Nagi's attorney made [43]
to the Chapter 28A.405 hearing officer. The Exhibits and transcript of the Chapter 28 A.405 hearing were not introduced in the Chapter 41.59 proceeding. This minimal record falls short of

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> the legal requirement. Where collateral estoppel is argued, the entire record of the prior action must be made available to the court. Bunce Rental,Inc. v. Clark Equipment Co., 42 Wn. App. 644, 647-648 n. 4 (Div. II, 1986).

City of Yakima v. International Association of Fire Fighters, 117 Wn.2d 655 (1991), does grant jurisdiction over an unfair labor practice Complaint to the Superior Court or the Commission depending on which received the claim first."

6. Kuldeep Nagi v. Seattle School District, Decision 5237 -B (EDUC, 1996)

Nagi exercised his seniority rights under the collective bargaining agreement, and returned to Roosevelt for the 1992-1993 school year. His assignment included remedial math classes designed as compensatory or recovery classes for those students who have failed mainstream classes. These classes are not favored among teachers, as the students often have a history of emotional or family problems, crime, drug abuse, and homelessness.

On January 22, 1993, the union filed a grievance on Nagi's behalf, grieving the unsatisfactory performance evaluation.[1[7]] The union requested the employer to destroy the unsatisfactory evaluation and cooperate with Nagi in efforts to improve the quality of education of his students.

RCW 41.59.140 UNFAIR LABOR PRACTICES FOR EMPLOYER, EMPLOYEE

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ORGANIZATION, ENUMERATED. (1) It shall be an unfair labor practice for an employer:

(a) **To interfere with, restrain, or coerce employees in the exercise of the rights guaranteed in RCW 41.59.060.**

(b) To dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it: PROVIDED, That subject to rules and regulations made by the commission pursuant to RCW 41.59.110, an employer shall not be prohibited from permitting employees to confer with it or its representatives or agents during working hours without loss of time or pay;

(c) **To encourage or discourage membership in any employee organization by discrimination in regard to hire, tenure of employment or any term or condition of employment**, but nothing contained in this subsection shall prevent an employer from requiring, as a condition of continued employment, payment of periodic dues and fees uniformly required to an exclusive bargaining representative pursuant to RCW 41.59.100;

(d) **To discharge or otherwise discriminate against an employee because he has filed charges or given testimony under this chapter**;

(e) To refuse to bargain collectively with the representatives of its employees.

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4. Randy Francisco, Respondent v. Board of Directors of the Bellevue Public Schools, Appellant No. 2026-1, 11 Wn. App. 766 (1974), 525.P2d278. (August 14, 1974)

"de novo" requirement supported by three courts of Appeals. Hattrick v. North Kitsap School District 402, 81 Wn.2d 668, 504 P.2d.302 (1972); Denton v. South Kitsap School District 402, 10 Wn. App. 69, 516 P.2d 1080 (1973); Reagan v. Board of Directors, 4 Wn. App. 279, 480 P. 2d 807 (1971).

The legislative intent is clear that the discharged teacher have a full de novo review on the merits in a new trial in a superior court.

6. Reagan v. Board of Directors 4 Wn.App.279,480 P.2d 807

states:

"The one against whom waiver is claimed (…) "must intend to relinquish such right, advantage (or benefit; and his intentions must be inconsistent with any other intention than to waive them."

And - concerning re-employment:

"If such notification and opportunity for hearing is not timely given by the district , the employee entitled thereto shall be conclusively presumed to have been re-employed by the district for the next ensuing terms which would have prevailed if his employment had actually been renewed by the board of directors for such ensuing term."

Also: quoted RCW 28A.58.515: (corresponds to RCW.28A.405.380)

"the teacher elects to appeal the board's notification of probable cause for discharge "directly to the superior court of the county in which the school district is located"

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5. Hill v. Dayton School District 10 Wn. App. 251, 517 P.2d 223:

Under RCW 28A.58.490 the court in its discretion may award to an employee a reasonable attorney's fee, together with his taxable costs in the superior court.

6. Barnard v. Board of Education, 19 Wn. 8, 52P.317 (1898)

(In Randy Francisco, Respondent v. Board of Directors of the

Bellevue Public Schools, Appellant No. 2026-1, 11 Wn. App.p. 772 (1974),

Demonstrate that "employment rights of schoolteachers have historically been "within the power of courts to protect," and under that "test," the school board performs a "judicial" function when it orders the discharge of the teacher for cause.

7. Second Substitute Senate Bill 5973 (the law).

8. **Shoreline** School District – Special Education Cause No.2001-SE-0021. Office of Administrative Hearings for the Superintendent of Public Instruction.

Computation of time rule WAC 10-08-080.

Hearing was postponed, continuance:

"On Prehearing Order dated April 5, 2001, (...) continued to June 25 and 26, 2001.

On July 5, 2001, the Parents submitted a Reply Brief.

The issue for hearing is:

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Whether the District's request to proceed with the evaluation of the Student by (…), over the objection of the Parent, should be granted.

p. 8 WAC 392-172-111 "The evaluation of a student…

WAC 392-172-108 (2)
The evaluation of a student shall be made by a **multi disciplinary team.** The multi-disciplinary team is a group of professionals (…). The MDT did not include the parents.

(Exhibit D p. 10):

15. "It is also consistent with the larger purpose of IDEA – to obligate **school districts receiving federal funds** to comply with its obligations to identify, evaluate, and serve, eligible students. 20 U.S.C. Sec.1412 (a). Although parents participate in the process they do not become responsible and accountable for the procedural and substantive requirements for child find, appropriate evaluations and/or, IEPs

(Exhibit D p. 10):

16. "The IDEA also contains dispute resolution process (…). Specifically, it relates to disputes about evaluations, it provides the right of the parent to obtain an independent educational evaluation at public expense. 34 C.F.R. Sec. 300.502 and WAC 392-172-150. The right to an **independent educational evaluation** at public expense is a specific remedy to address the potential for the disagreement with the district evaluation process, due to bias or other reasons that may result in an inappropriate district evaluation.

As the court stated in *Andress*: "It would be incongruous under the statute to recognize that the parents have a reciprocal right to an independent evaluation, but the school does not," *Andress v. Cleveland Indep. Sch. Dist. 64 F.3d 176, 178 (5th Cir. 1995).*

Intervention in the District's Selection Process

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18. Having held that the District is seeking to override the Parents objection to the evaluation, the issue becomes whether the District has complied with the regulations in conducting that portion of the evaluation in dispute and whether, over the Parents objection, the ALJ should allow the District to proceed with the intended evaluation.

19. Turning first to the regulation at issue, WAC 392-172-108, the ALJ notes that the constraints that operate against the school district's discretion in the selection of its evaluators are found in provision (3) and (13)(a)(ii). The first provides that the selected evaluator must be appropriately credentialed, etc.

20. The second constraint, (13)(a)(ii), provides that if a medical evaluation is obtained it must be in accordance with criteria established by the school district. Generally, such criteria would relate to qualifications and costs, a discussion seen more often in the context of an independent educational evaluation (IEE) regulation. (See WAC 392-172-150(10) related to agency criteria). Hypothetically, a district might have a policy that includes **parents in the selection process.** In such an instance, a parent may be able to seek to enforce that policy through the invocation of WAC 392-172-108(13).

26. (…) the ALJ is not deciding whether the Parents have a good reason not to trust Dr.(…). That may come an issue in a subsequent process hearing (…).

APPEAL RIGHTS:

"This is a final agency decision subject to a petition for reconsideration filed within ten days of service pursuant to RCW 34.05.470. Such a petition must be filed with (…).

A copy of the petition must be served on each party to the proceeding and the Superintendent of Public Instruction. The filing of the petition for reconsideration is not required before seeking judicial review.

(Exhibit D p. 13)

Pursuant to 20 U.S.C. Section 1415 (i) and Chapter 34.05.542 RCW, this matter may be further appealed to a court of law. The Petition for Judicial Review of this decision must be filed with the court and served on the Superintendent of Public Instruction, the Office of the Attorney General, all parties of record, and this office

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within thirty days after the service of the final order. If a petition for reconsideration is filed, this thirty day period will begin to run upon the disposition of the petition for reconsideration pursuant to RCW 34.05.470 (3). Otherwise, the 30-day time limit for filing a petition for judicial review commences with the date of the mailing of this decision.

(Exhibit D p. 14).

Certificate of mailing states:

"This certifies that a copy of the above Findings of Fact, Conclusions of Law and Order was served upon the parties or their representatives on 7/23/01, by depositing a copy of same in the United States mail, postage prepaid, addressed to the following:"

Constitutional Provisions

1. Constitution of the United States Article IV. Section 1

2. Bill of Rights in Preamble states:

(…) adopting the Constitution, expressed a desire, in order misconstruction or abuse of its powers (…)"

The Bill of Rights is "a vital symbol of the freedoms and the as it protects" fundamental principles of human liberty".

3. Constitution of the State of Washington (revised 01-12-11).

Article VII, Section 7 Annual Statement, relation to RCW 28 A.400.030

Article IX Section 5 addresses Mismanagement.

Statutes

RCW 28A.400.300

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Hiring and discharging of employees – Written leave policies-Seniority and **leave benefits** of employees transferring between school districts and other educational employees:

RCW 28 A.405.100 (4):

The failure of any evaluator to evaluate or supervise or cause the evaluation or supervision of certificated employees or administrators in accordance with this section, as now or hereafter amended, when it is her or his specific assigned or delegated responsibility to do so, shall be sufficient cause for the nonrenewal of any such evaluator's contract under RCW 28 A.405.210, or the discharge of such evaluator under RCW 28 A.405.300

RCW 28A.310.250

"Certificated employees subject to the provisions of RCW 28A310.250, 28.A.405.100, 28 A.405.210, (…) shall not include those certificated employees hired to replace certificated employees who have been granted sabbatical, regular or other leave by school districts, and shall not include retirees hired for postretirement employment (…).

"It is not the intention of the legislature that this section apply to any regularly hired certificated employee or that the legal constitutional rights of such employee be limited, abridged, or abrogated" as in RCW 28A310.250, 28.A.405.100, 28 A.405.210 (connected to RCW 28 A.405.900).

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1. **RCW 28A.150.210**

Basic Education act – Goal:

> "The goal of the basic education act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

(1) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;

2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;

(3) Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and

(4) Understand the importance of work and finance and how

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performance, effort, and decisions directly affect future career and educational opportunities.

Findings -- Intent -- 1993 c 336: "The legislature finds that student achievement in Washington must be improved to keep pace with societal changes, changes in the workplace, and an increasingly competitive international economy.

To increase student achievement, the legislature finds that the state of Washington needs to develop a public school system that focuses more on the educational performance of students, that includes high expectations for all students, and that provides more flexibility for school boards and educators in how instruction is provided.

The legislature further finds that improving student achievement will require:

(1) Establishing what is expected of students, with standards set at internationally competitive levels;

(2) Parents to be primary partners in the education of their children, and to play a significantly greater role in local school decision making;

(3) Students taking more responsibility for their education;

(4) Time and resources for educators to collaboratively develop and implement strategies for improved student learning;

(5) Making instructional programs more relevant to students' future plans;

(6) All parties responsible for education to focus more on what is best for students; and

(7) An educational environment that fosters mutually respectful interactions in an atmosphere of collaboration and cooperation.

It is the intent of the legislature to provide students the opportunity to achieve at significantly higher levels, and to provide alternative or

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additional instructional opportunities to help students who are having difficulty meeting the essential academic learning requirements in RCW 28A.630.885.

It is also the intent of the legislature that students who have met or exceeded the essential academic learning requirements be provided with alternative or additional instructional opportunities to help advance their educational experience.

Findings -- 1993 c 336: "(1) The legislature finds that preparing students to make successful transitions from school to work helps promote educational, career, and personal success for all students.

(2) A successful school experience should prepare students to make informed career direction decisions at critical points in their educational progress. Schools that demonstrate the relevancy and practical application of course work will expose students to a broad range of interrelated career and educational opportunities and will expand students' post high school options.

(3) The school-to-work transitions program, under chapter 335, Laws of 1993, is intended to help secondary schools develop model programs for school-to-work transitions. The purposes of the model programs are to provide incentives for selected schools to:

(a) Integrate vocational and academic instruction into a single curriculum;

(b) Provide each student with a choice of multiple, flexible educational pathways based on the student's career interest areas;

(c) Emphasize increased vocational and academic guidance and counseling for students;

(d) Foster partnerships with local employers and employees to incorporate work sites as part of work-based learning experiences;

(e) Encourage collaboration among middle or junior high schools and secondary schools in developing successful transition programs and to

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encourage articulation agreements between secondary schools and community and technical colleges.

(4) The legislature further finds that successful implementation of the school-to-work transitions program is an important part of achieving the purposes of chapter 336, Laws of 1993." [1993 c 336 § 601.]

RCW 28A.150.210

Basic education – Goals of school districts (Effective September 1, 2011).

Change in 2011 (See 5392-S.SL).

A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

(1) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;

(2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;

(3) Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and

solve problems; and

(4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities

> To increase student achievement, the legislature finds that the state of Washington needs to develop a public school system that focuses more on the educational performance of students, that includes high expectations for all students, and that provides more flexibility for school boards and educators in how instruction is provided.
>
> The legislature further finds that improving student achievement will require:
>
> (1) Establishing what is expected of students, with standards set at internationally competitive levels;
>
> (2) Parents to be primary partners in the education of their children, and to play a significantly greater role in local school decision making;
>
> (3) Students taking more responsibility for their education;
>
> (4) Time and resources for educators to collaboratively develop and implement strategies for improved student learning;
>
> (5) Making instructional programs more relevant to students' future plans;
>
> (6) All parties responsible for education to focus more on what is best for students; and
>
> (7) An educational environment that fosters mutually respectful interactions in an atmosphere of collaboration and cooperation.

It is the intent of the legislature to provide students the opportunity to achieve at significantly higher levels, and to provide alternative or additional instructional opportunities to help students who are having

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secondary schools and community and technical colleges.

(4) The legislature further finds that successful implementation of the school-to-work transitions program is an important part of achieving the purposes of chapter 336, Laws of 1993." [1993 c 336 § 601.]

1, RCW 28 A.405.99:

"It is not the intention of the legislature that this section apply to any regularly hired certificated employee or that the legal constitutional rights of such employee be limited, abridged, or abrogated".

1. RCW 28A250.210

"The goal of the basic education act for the schools of the state of Washington set forth in this chapter shall be to provide the students with the opportunity to become respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. (…)"

(1) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;

(2) Know and apply the core concepts and principles of mathematics, social, physical, and life sciences, civics, and history, including different cultures and participation in representative government, geography, arts; and health and fitness;

(3) Think anatically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems, and

(4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

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(…) To increase the student achievement, the legislature finds that the state of Washington needs to develop a public school system that focuses more on educational performance of students, that includes high expectations for all students, and that provides for school boards and educators in how instruction is provided.

The legislature further finds that improving student achievement will

require:

(1) Establishing what is expected of students, with standards set at internationally competitive levels;

(2) Parents to be primary partners in the education of their children and to play a significantly greater role in local school decision making;

(3) Students taking more responsibility for their education

2. **RCW 28A.320.230 (1) (c)**

"This committee shall consist of representative member's of the district's professional staff, including the representation from the district's curriculum development committees (…), the committees may include parents at the board discretion (…) parent members shall make up less than one-half of the total membership of the committee.

"Districts may pay the necessary travel and subsistence expenses for expert counsel from outside the district. In addition, the committee's expenses incidental to visits to observe other districts' selection procedures may be reimbursed by the school district"

3. RCW 28A.400.030 (3)

Superintendent's duties:

In addition to such duties as a district school board shall prescribe the school superintendent shall:

(2) Keep such records (…) required by law (…) higher administrative agencies (…)

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(3) Keep accurate and detailed accounts of all receipts and expenditures of school money. (…) record book of board proceedings for public inspection.

4. CHAPTER 28 A.405 RCWs

School district's ability to terminate a certificated teacher's employment is severely restricted:

"Conviction of serious crimes against children is the sole ground for terminating teacher's employment during the contract year."

5. **RCW 28 A.405.120**

"School district shall require each administrator, each principal, or other supervisory personnel who has responsibility for evaluating classroom teachers to have training in evaluation procedures (measures)"

(That is in connection to *Bills 6696 and 5973* (the law). must have diversity training related to changing world, no monoculture).

6. RCW 28 A.405.320

"any teacher, principal, supervisor, superintendent, or other certificated employee, desiring to appeal from any action or failure to act upon the part of the school board relating to the discharge or other actions adversely affecting his or her contract status, or failure to renew that employee's contract for the next ensuing term, within thirty days after his or her receipt of such decision or order may serve upon the chair of the school board and file with the clerk of the superior court in the county in which the school district is located a notice of appeal which shall set forth (…) the errors complained of".

7. RCW 28A.405.340

"Any appeal to the superior court by an employee shall be heard by the superior court without a jury. Such appeal shall be heard expeditiously".

8. RCW 28 A.405.340:

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constitutional free speech rights (...) additional testimony (...) the court shall hear oral argument and receive written briefs".

9. RCW 28 A. 645.010:

"Any person, or persons, (...) aggrieved by any decision or order of any school official, or board, within thirty days after the rendition of such decision or order, or of the failure to act upon the same (...) filing with the clerk of the superior court the notice of appeal".

10. RCW 28 A. 645.020

"Within twenty days of service of the notice of appeal, the school board, (...) shall file (...) the evidence and the papers and exhibits relating to the decision for which a complaint has been filed (...).

11. RCW 28 A.645.030

"Any appeal to the superior court shall be heard de novo by the superior court. Such appeal shall be heard expeditiously".

12. .RCW 41.59.010 and Chapter 41.59

"It is the purpose of this chapter to prescribe certain rights and obligations of the educational employees of the school districts of the state of Washington and to establish procedures governing the relationship between such employees and their employers which are designed to meet the special requirements and needs of public employment education."

13.

Regulations and Rules, Other Authorities

1. Rule 2.3 (4):

"that all the parties to the litigation have stipulated, that the order involves a controlling question of law as to which there is substantial ground for the difference of opinion and that immediate

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review of the order may materially advance the ultimate termination of the litigation."

1. WAC 357-19-025 When must an employee serve a trial period:

"A permanent employee must serve a trial period upon promotional appointment to a position in a class in which an employee has not held permanent status".

2. WAC 357-19-035: When the trial period is not allowed

"Employers are not allowed to require a trial service period when an employee is being reverted to a comparable position with the same job duties as the position with the same job duties as the position in which the employee last held permanent status".

3. WAC 388-02-0060

relates to answer that the service is complete, response of acceptance or rejection of service, extension time, what missing, acceptance or rejection of filing, extension time, what is missing, the name(s) of persons authorized to accept the communication (correspondence, etc.).

ADD

RCW 34.05.530 Standing:

"A person has standing to obtain judicial review of the agency action if that person is aggrieved or adversely affected by the agency action. A person is aggrieved or adversely affected (…)
(1) the agency action has prejudiced or is likely to prejudice this person;

(2) That person's asserted interests are among those that the agency was required to consider when it engaged in the agency action challenged;

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(3) A judgment in favor of that person would substantially eliminate or redress the prejudice to that person caused or likely to be caused by the agency action.

WAC 308-391-101 Methods to deliver (…).
Time of filing.

(…) records may be (…) for filing at the filing office as follows:

(1) Personal delivery at the filing office's street address. Delivery is accepted between 8 a.m. and 5 p.m. Monday through Friday except state holidays. The file time for (…) record delivered by this method is when the (…) record is first examined by filing officer for processing, even though the (…) record may yet not have been accepted for filing and subsequently may be rejected.

(2) Courier delivery at the filing office's street address. Delivery by courier is considered personal delivery (…)

(3) Postal service delivery to the filing office's mailing address. The file time (…) by this method is (..) the record is first examined by a filing officer for processing, even though the (…) record may not have been accepted for filing and subsequently may be rejected.

(4) Electronic mail and telefacsimile delivery are not accepted.

(5) Electronic filing.

(…) records may be transmitted electronically using XML format prescribed by the filing office. The time of filing (…) by this method is the time the filing office's information management system determines that all the required elements of the transmission have been received by the required format.

(6) Direct web page data entry

(…) may be delivered by on-line data entry using the filing office's web site on the internet. The file time for (…) delivered by this method in the time the entry of all required elements (…) in the proper format is acknowledged by the on-line entry system

10. **WAC 480-07-385** Motion for continuance,

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postponement or extension of time.

(1) Definitions

(a) "Continuance," means any postponement or extension of time.

(b) A continuance to which all parties agree is "an agreed" request.

(2) Procedure. Any party may request a continuance by oral or written motion. (…) may require confirmation letter if a party makes an oral request. The presiding officer may rule on such motions orally at the prehearing conference or hearing session, or by letter, notice, or order. (…) if "the continuance will not prejudice any party or a commission." The commission will grant a timely request to which all parties expressly agree unless it is inconsistent with the public interest (…).

(3) Timing.

(a) A party must file any written motion for continuance at least five business days prior to the deadline as to which the continuance is requested and must serve the motion by means that ensure its receipt by other parties the next business day after filing.

Parties must file any written response within three business days after the motion is served, or two days prior to the deadline that is sought to be continued, whichever is earlier (…).

(4) The commission will grant continuances only to a specified date.

The summary judgment was granted during the September 17, 2010 ruling solely the Rule 2.3 (4) submitted by Tahoma not any other reasons and G. Prouty is not the party that "stipulated" as in that Rule; no evidence as in RCW 28 A. 645.020.

WAC 10-08-110

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Adjudicative proceedings — Filing and service of papers.

(1) Filing.

(a) Papers required to be filed with the agency shall be deemed filed upon actual receipt during office hours at any office of the agency. Papers required to be filed with the presiding officer shall be deemed filed upon actual receipt during office hours at the office of the presiding officer.

(b) The following conditions apply for filing papers with the presiding officer by fax:

(i) As used in this chapter, "fax" means electronic telefacsimile transmission.

(ii) Papers may be filed by fax with the presiding officer. Filing by fax is perfected when a complete legible copy of the papers is reproduced on the presiding officer's fax machine during normal working hours, excluding weekends and holidays. If a transmission of papers commences after these office hours, the papers shall be deemed filed on the next succeeding business day.

(iii) Any papers filed by fax with the presiding officer should be accompanied by a cover page or other form identifying the party making the transmission, listing the address, telephone, and fax number of the party, identifying the adjudicative proceeding to which the papers relate, and indicating the date of and the total number of pages included in the transmission.

(iv) Papers filed by fax should not exceed fifteen pages in length, exclusive of any cover page.

(v) The party attempting to file the papers by fax bears the risk that the papers will not be timely received or legibly printed, regardless of the cause. If the fax is not received in legible form, it will be considered as if it had never been sent.

(vi) The original of any papers filed by fax should be mailed to the presiding officer within twenty-four hours of the time that the fax was sent. The presiding officer has discretion to require this.

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(c) The filing of papers with the presiding officer by electronic mail ("e-mail") is not authorized without the express approval of the presiding officer and under such circumstances as the presiding officer allows.

(2) Service.

(a) All notices, pleadings, and other papers filed with the presiding officer shall be served upon all counsel and representatives of record and upon unrepresented parties or upon their agents designated by them or by law.

(b) Service shall be made personally or, unless otherwise provided by law, by first-class, registered, or certified mail; by fax and same-day mailing of copies; or by commercial parcel delivery company.

(c) Service by mail shall be regarded as completed upon deposit in the United States mail properly stamped and addressed. Service by fax shall be regarded as completed upon production by the fax machine of confirmation of transmission. Service by commercial parcel delivery shall be regarded as completed upon delivery to the parcel delivery company, properly addressed with charges prepaid.

(3) Proof of service. Where proof of service is required by statute or rule, filing the papers with the presiding officer, together with one of the following, shall constitute proof of service:

(a) An acknowledgement of service.

(b) A certificate that the person signing the certificate served the papers upon all parties of record in the proceeding by delivering a copy thereof in person to (names).

(c) A certificate that the person signing the certificate served the papers upon all parties of record in the proceeding by:

(i) Mailing a copy thereof, properly addressed with postage prepaid, to each party to the proceeding or his or her attorney or authorized agent; or

(ii) Transmitting a copy thereof by fax, and on the same day mailing a copy, to each party to the proceeding or his or her attorney or authorized

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agent; or

(iii) Depositing a copy thereof, properly addressed with charges prepaid, with a commercial parcel delivery company.

WAC 10-08-090
Adjudicative proceedings — Continuances.

(1) Postponements, continuances, extensions of time, and adjournments may be ordered by the presiding officer on his or her own motion or may be granted on timely request of any party, with notice to all other parties, if the party shows good cause.

(2) A request for a continuance may be oral or written. The party seeking the continuance shall notify all other parties of the request. The request for a continuance shall state whether or not all other parties agree to the continuance. If all parties do not agree to the continuance, the presiding officer shall promptly schedule a prehearing conference to receive argument and to rule on the request.

WAC 10-08-001
Declaration of purpose.

(3) Adoption of these 1999 amendments to the model rules does not invalidate any variances in rules adopted by agencies between the effective date of the 1988 amendments to the Administrative Procedure Act and the effective date of these 1999 amendments to the model rules.

(4) In the absence of other rules to the contrary, these model rules shall govern any adjudicative proceedings under the Administrative Procedure Act.

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Chapter 10-08 WAC

Complete Chapter

WAC 10-08-080
Computation of time

In computing any period of time prescribed or allowed by any applicable statute or rule, the day of the act, event, or default after which the designated period of time begins to run is not to be included. The last day of the period so computed is to be included, unless it is a Saturday, Sunday, or a legal holiday, in which event the period runs until the end of the next day which is neither a Saturday, Sunday, nor a holiday. When the period of time prescribed or allowed is less than seven days, intermediate Saturdays, Sundays, and holidays shall be excluded in the computation.

In 2016:

EXAMINE:

- Tahoma School District deceit – even in computation of time – ongoing

including the so-called Notices of Non-significance (SEPA), "budget" hearings
(persons responsible for receiving – Lori Cloud and named, installed superintendent Rob Morrow)

Grazyna Prouty **Public Comments** from September 30, 2014, December 9, 2014, and all in 2015 ending in August 2015

- Washington State courts – NO EVIDENCE – education cases

Accountability of judges and education is due,
and – overdue.....

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Research & submission

As in René Wormser's book

example – Monica Benton, the judge connected to "It's Just the Beginning Foundation"

Assigned Judge: Hon. Monica Benton

NONE of Exhibits submitted by GP were considered or laws applied

THE SUPERIOR COURT OF THE STATE OF WASHINGTON
IN AND FOR THE COUNTY OF KING

In re:

Grazyna Prouty, Petitioner

Vs.
Tahoma School Board,

(Tahoma School District)

Respondent(s)

STATE OF WASHINGTON
COUNTY OF KING

No. 10-2-30916-1 KNT
No. 10-2-34635-0 KNT

Noted for hearing: January 28, 2011
at 9 a.m.
(with oral argument)

TRIAL DATE: 04/04/2011

'NO EVIDENCE - courts' routine GP

On January 11, 2011 I, Grazyna Prouty received two orders of Hon. A. Darvas: January 4, 2011 and January 7, 2011 that Hon. A. Darvas ruled on 12th day of November, 2010 granting the Petitioner's Motion Pursuant to RCW 28A.645.020, vacated as Tahoma School Board submitted October 1, 2010 Hon. B. Heller's order.

Hon. A.Darvas has been transferred and Hon. Monica Benton assigned to the cases.

FACTUAL BACKGROUND

1. The state of Washington set the requirements for ELL Program. Neither Tahoma nor the union (Hein from WEA) knew "inclusion classroom support models" (mainstream teachers did not know about it, either) – Exhibit A p.1
The State of Washington (OSPI) nowhere states the ELL (English Language Learners Program is Special Education – its research states that too many ELL students are identified as Special Education).

2. The Tahoma School Board approves "Dance Coaches" and others. Exhibit A p. 2-3.

Nobody advertised "ELL Coach" but B. Zahradnik (Tahoma HR) and WEA (Hein, Lora whose background was "Special Education" as B. Zahradnik's and Carol Banks") – Exhibit A p. 1

3. C. Banks was "administration" (former elementary school principal). C. Banks was meeting with R. Ham and T. Davis – no ELL assessments' idea; "the training" was to "separate me" from the high school and attend Special education "training" that was inapplicable as it concerned "The transitions of Special education students" (Exhibit A p.4).

4. The focus of "separation" from focus what other departments/teachers were doing also in my non-existence in Tahoma Junior website (in April 2009) technology finally placed my name on April 22, 2009 (Exhibit A – p.5) as "a new team" started ELL (Exhibit A – p.6-7). V. Moreno, new ELL coordinator after R. Popp and Thomas Potter left Tahoma excluded me from "the ELL team" (not done before).

5. Tahoma's vice principals called ELL "Inclusion" but on the website Tahoma stated: "the district offers programs outside regular school curriculum" (Exhibit A – p. 8).

6. Teaching and Learning (opposite when I was hired under Dr. Stowitschek) did not regard the value of ELL (Exhibit A – p. 9) the training did not take place. This training was on February 4, 2009 and Skiritt (former ELL supervisor, Teaching and Learning Director) looked for "incidents" and I had to go home despite the fact that I was told to come to the training the Washington State requires by running that meeting Deborah Scratch, the para professional (teacher's assistant) as HR and Teaching and Learning allowed Moreno or Scratch to run meetings.

After I talked to Terry Duty, the principal in Tahoma High School, he called Teaching and Learning and the training concerning the administration of ELL State of Washington testing called WLPT II was cancelled.

7. Exhibit A p. 9: WLPT II (the state of Washington ELL training) Training cancelled, earlier – on February 4, 2009 Teaching and Learning disallowed me to participate. I came to training that N. Skerritt with Dawn Wakeley started incidents and I was forced to leave (not participating, not administering the assessments due to the violence).

8. Exhibit A p. 10: ELL Log I not completed (HR and TEA violence) on March 15, 2010 rescheduled from March 11, 2010; the connection to "records" (Exhibit B p.1) Vanessa Moreno – the third ELL Coordinator (after R. Popp and Thomas Potter left Tahoma).

9. The lack of training under Teaching and Learning had been a norm when Teaching and learning hired Thomas Potter.

As the teacher with integrity, I had to sign that the WLPT training was not in place (Exhibit A p. 11-12).

After that the HR and Teaching and Learning did not allow me to administer the WLPT (Washington State Language Proficiency) Testing but substitute teacher, not trained when Thom Rohm had a conflict teaching French.

This court has on file the standards and WLPT II testing information.

10. No substitute teacher for G. Prouty (Exhibit K p. 8-10).

11. When Rhonda Ham, vice principal in Tahoma Junior School became the ELL supervisor but was not grounded in the position as the Special Education Dpt. wanted to run it as well, her angry encounters were in relation to me (and the students) I could not "plan" the lesson as interruption followed (Exhibit A p. 13).

12. Thom Rohm (Spanish and French teacher, later hired as ELL teacher) who was writing letters to teachers knowing that I was not informed how the ELL students progressed, asked to include me in "cc.;" (Exhibit A p. 14).

Thom Rohm stated to me that he was between "the bosses" – Rhonda Ham, Tony Davis, and – Carol Banks. This is confirmed even in the identification of students; Thom was hired in 2008/2009 as ELL to "train SIOP" he never knew ("they gave me a book and told me to teach others").

Thom told me at the end of 2009 to resign because they would "do to me" what he witnessed in another district done to teachers. Teachers like math teacher (LaRae Kinney) communicated student(s)' needs.

Exhibit A p. 14-15: teachers' communication when no interference R. Ham and T. Davis.

13. Exhibit A p. 16: New Programs Carol Banks and V. Moreno set: Rosetta Stone and Language! Program without the Placement tests. Connected to Exhibit B p. 5. In 2007 Carol Banks did not show me the Placement tests for Language! Program.

Ham, Davis, and Banks were changing the schedule to accommodate their "errands", not students' needs.

V. Moreno stated during ELL meeting that principals, vice principals, etc. used Rosetta Stone to learn Spanish (ELL funds also the Program was free in the King County library system) as they were "open slots" not used for ELL students as Teaching and Learning and Special Education decided to introduce Language! Program without placement tests. Exhibit A p. 16 Carol Banks on December 03, 2007 states:

Exhibit A p. 16: "You can start the program with out the tests".
Please refer to Exhibit A p.13 referring to G. Prouty "errors" and - the Engrossed Second Substitute Senate Bill 6696 and Second Substitute Senate Bill 5973 that make all stakeholders in education accountable and diversity of approaches as the strengths, not deficiencies.

14. The change of schedule came every year when Special education and Teaching and Learning did not agree to continue Language!

The list of students was out of the blue (not shared with me) when R. Ham became the supervisor; no goals, no outcomes for "30 minutes time slot".
The student(s) suddenly in ELL Program not identified when they entered Tahoma, only at the time they did not perform.

Exhibit A p.17 calls for the production of documents what R. Ham, T. Davis, and Carol Banks wanted to be "modified" in Language! Program as this court has on file R. Ham's and T. Davis' "G. Prouty evaluation" (on file) when I refer that the students knew "p" and "b" sounds.

Special Education followed teaching all Special Ed. students and ELL students "from the beginning" as the curriculum trainers indicated (trainer for Language! Program Ms. Lorena Hendricks 2436 N. 3000 W. Rexburg, ID 83440 www.teachlanguage.com – Language! The Comprehensive Literacy Curriculum).

Debra Tarpley who was set by WEA to be "the coach" indicated she would teach everything as I did (she was no longer coming after that; she stated she "talked to my supervisors about that. That is why the production of all language! Program components necessary and I ask this court for the production of Language! Program, Keystone, Rosetta Stone, GLAD, SIOP that this court has on file as not trained in Tahoma.

Exhibit A p. 17: No answer of R. Ham: "How do you determine that these students need the Language? Program?"

15. Exhibit A p. 18 – the letter Carol Banks (Special Education not ELL background) sent to parents/guardians (although addressed only to parents) in 2007 when the students were frantic that I, Grazyna Prouty "will be fired" as the way C. Banks, R. Ham, and T. Davis set it up was a "power struggle" the students comprehended as anomaly. This court has on file "Mrs. Prouty… "of November 2007 when I ask to compel the discovery and the evidence against me).

Banks mentions that Special Ed. Teacher taught that Program for three years in Special Education. ELL is not Special Education but when the educator as Dr. C.

Stowitschek of Special Services understood students' strengths, some universal, some individual approaches, valued diversity, etc. the students were served, the staff respect was across the schools as trust, honesty, etc. was implemented; the Tahoma's HR and Teaching and Learning goal was only to "have" the program not to serve students.

C. Banks was sending fliers, administering tests - not me, talking to students together with R. Ham and T. Davis and both parties were alienating me that was not successful as I was liked in Tahoma and both students and teachers knew I know the English Learners students' needs and have developed ELL in Tahoma under Dr. C. Stowitschek that was promising when Teaching and Learning took it as the forward-looking approach brought the results showing at that time.

This is what the Engrossed Second Substitute Senate Bill 6696 and Second Substitute Senate Bill 5973 identify: the diversity of approaches and the strengths.

16. Exhibit A p. 19: Language! Program training (one day). Information on trainings misleading, "para" (paraeducators: Tahoma High School were not in attendance), place wrong (Exhibit A p. 19); it was in Tahoma Junior School.

17. Exhibit A p. 20-21 R. Ham "observation" after the students were asking me: "Ms. Prouty is the policeman coming to our class? Why do they look at you like that? etc. There were three students R. Ham assigned (only one ELL student) for thirty minute slot of time with no placement tests, no goals when first I taught them all areas in Language! Program, later "narrowed to the title: "ELL Focus".

Teaching and Learning used the template I developed; R. Ham questions as it is of value. The connection of teaching the Habits of Mind is to the students had a purpose (the production of documents: computer records show the responses and communication

patterns that next Exhibits entail – teachers noticing my name excluded from interdisciplinary staffing Exhibit A p.) and not on Tahoma Junior School website (Exhibit A p.5) added in April 2009.

R. Ham asks: "What SIOP strategy could you have used to help the students understand the goal of your lesson?" - SIOP as the "buzz word" as Thom Rohm has not taught the staff yet from the book he was given as he had not taught the SIOP or Tahoma had any SIOP training – this court has the Exhibit A filed by me on November 3, 2010.

18. Exhibit A p. 22-23 has direct reference why there were 4 grievances against R. Ham. T. Davis, Terry Duty as the students were entwined into the "losing of direction" and respect. The custodians in both schools like me (with a smile on our faces) served.

Not only Tahoma High School custodians were picking up after the students (lunch remnants around) – instead of cameras following Ms. Prouty, they needed to focus on the disarray around but T. Davis, etc. "supervised security" so as Thom Rohm I was told by security officer: "I have to do what my supervisor tells me" as the teacher who "kept the students in the room" the same "was told by supervisor" – this court has it on file.

Therefore, the students lost the direction of respect as well.

What happened to Jeannie Wilson (Tahoma Junior School under Rhonda Ham) after she and me stated that "the student" was diving through the window in Tahoma Junior School when she "substituted" for Kathleen Kinney? Tahoma has the information on file.

Who and why retaliated/ "A buzz word" teachers' evaluations?

19. The "observation" of R. Ham and T. Davis has no measuring (focus) and the Language! I taught was directly connected to Lorena Hendricks PowerPoint and Bev Kesselring (Special Education) training and input (Exhibit A p. 24).

20. Exhibit A p. 24: Bev Kesselring e-mail connected to the words of the song before teaching the Language! Program connected to Exhibit G p.7 SONG CHERRY TREE.

Exhibit A p. 20-21 R. Ham's observation; no knowledge what training entitled before teaching the Language! Program (struggling readers, brain research – PowerPoint presentation, singing about reading, etc.).

21. Exhibit B p 1 Vanessa Moreno as previously Thomas Potter "trains" administrators as Rhonda Ham states: "I am not sure what records you are asking about here". ELL is complex; supervisors' observations – no merit – errands that must be accountable.

V. Moreno's goals has been to behave the Tahoma style to get HR approval (as she stated to me as B. Zahradnik was the person deciding on ELL) but in vein as all records were up to date and the Teaching and Learning was blocking the data the state requires and in conclusion B. Zahradnik (HR) and Scott Mitchell (union) on March 15, 2010 disallowed me to record on the log the records I was leaving prior to returning the keys T. Davis failed to give me for over a year (they did not listen to M. Maryanski, the Superintendent (June 2, 2009) to give me the key to open the files and the cupboard.

They came very close to the cupboard and expected me, the woman to (do what) when they were in unsafe distance.

The key I received from another administrator in Tahoma High School (demoralization of front office staff witnessing T. Davis' behaviors when I did not have the key for a year and a half).

Due to the demoralization and internal problems, my inability to access and or leave the records (some of them were stored by other staff at school), the needed keys were issued since T. Davis did not comply with the Superintendent's directives.

22. The opposite spectrum of Vanessa Moreno and "her team" as she was hired to be the third ELL Coordinator after Thomas Potter left Tahoma and on whom she gave similar feedback (even to me) as on me in Exhibit B p. 1 are the Tahoma teachers who were genuinely concerned about the student(s) and the work we did (I worked with Bud Cross, the Science Teacher).

Teachers knew my name stopped appearing in meetings, website, etc. due to R. Ham's "directives" (Exhibit B. p. 2 – Tahoma Junior School).

23. Exhibit B – p.3 "Lost direction" impacted staff – things were not done "right," affected a lot of people directly or indirectly involved. Efficacy is the basis for learning.

24. I received the e-mail that Rhonda Ham did not include me when informed the teachers (science and English) that I would serve the students not only in the classes they teach but during SSR (Sustained Silent Reading) the whole school Tahoma Junior participated, except those students. Teachers shared it was a concern my name was there as cc. (Exhibit B p. 4).

25. Exhibit B p. 5; Carol Banks does not know what assessments are needed – placement tests.

The content mastery are the tests after the students learned some content; summative assessments are after unit 5 or 6.

This e-mail even confirms that Carol Banks did not have a capacity to coach as she lacked the basic knowledge not only concerning ELL; this e-mail was after the Language! Training.

26. Exhibit B p.6 -7 connects to Language! Program training and no longer teaching the students reading, stories, etc. as Rhonda Ham, Tony Davis and Carol Banks used 30 minute slots when it was convenient for them to run errands, to alienate the students (pull-out from the mainstream classes) and continuing to destroying the Language! Program intent – teaching mainly phonics (the production of documentation and the Language! Program is vital and crucial as after understanding what R. Ham, T. Davis, and C. Banks did in Tahoma, the Engrossed Second Substitute Senate Bill 6696 and Second Substitute Senate Bill 5973 is of fundamental importance in relation to educating the students and all certificated employees equal responsibility.

The Placement tests were later in my box – copies cut out so I was unable to administer.

Tahoma did not take responsibility.

C. Banks states (Exhibit B p. 4 and A p. 24 Lorena Hendricks' PowerPoint applicable and Bev Kesselring "famous people who had difficulties reading" and the song about reading; C. Banks failed to have a follow-up training with ELL that were the PowerPoint was for dyslexia versus the Language! Training approach of the impact of changes on the brain with changing behaviors: the purpose incorporate brain research in teaching and learning what Tahoma failed to do.

27. Demoralizing behaviors (as the resources more than enough) were entertained by R. Ham, T. Davis and Carol Banks as other were committed to serve. There were enough resources and enough space.

Exhibit B p. 8-10 ELL students were not to use one computer lab but the secretary knew the resources were ample and not utilized. The staff witnessed those behaviors asking when it would end as R. Ham, T. Davis, and C. Banks did it "for years".

The staff witnessed "classroom visits", "meetings", etc. I was told by teachers they would really want me not to come to their classes not because of me but because of the "input" R. Ham wanted from them.

With three students in the class, I was happy to move to the library or small computer lab as they rarely were used completely. In 2009/2010 school year gradually the big lab was used regularly but not at the time of e-mail (labs were pretty open), especially in Tahoma Junior school.

28. Resources: Exhibit B p. 9 states that 50 slots of Rosetta Stone Program that Teaching and Learning purchased were NOT for ELL students; the purchase was for "small administrators", some teachers, etc. who were learning a foreign language disclosed at ELL meetings, etc. versus designated for ELL students.

That is why the district purchased "slots" versus hard disc copies that were the option because the ELL department would have the hard disc copies to use for years to come (no expiration date) but due to non-identification of ELL students, the Teaching and Learning (again, the Program Rosetta Stone was free in public libraries at that time) purchased it so the Administration Building staff and Teaching and Learning "team" – principals and vice principals access the learning of foreign language.

Skirritt did not know ELL and authorization of funds for the purchase was for the self-interest.

This court has on file the previous ELL Coordinator funds and "small administrators' access (as they called themselves: Thomas Potter, Vanessa Moreno), Grazyna Prouty's requests, etc. They confirm the flow (it is only a fraction) of funds through the Teaching and Learning. The receipts of the purchases of SIOP (Sheltered Instruction Observation Protocol) books (program from California) and the production of them and the documentation related shows disjointed purchases and direct correlation to "the curriculum" that was never "developed" with the goals and objectives.

Tahoma School District Board failed to account for that (I attended the board meetings) and the Language! Program was mentioned as "work in progress" – a slogan of Teaching and Learning directed to Special Education. The Tahoma Board has not seen the Language! Program (red books) that I was to teach and that impacted students when R. Ham, T. Davis, C. Banks and HR decided to only "do the Focus on ELL" as the Program started in December 2007 (Exhibit A p. 16), abandoned in ELL, resurrected in April 2009 (Exhibit B p.10) for R. Ham and T. Davis to waste public funds ("unsatisfactory") evaluations as R. Ham, T. Davis, and C. Banks "directed me" (Exhibit A p.17) to teach only "Focus on ELL" that was not clear as the focusing on ELL was not explicit to teach the sections "Focus on ELL".

The productions of the letters of Tahoma by Tahoma School District testify that the students witnessing "the visits" wanted me to act in their defense. I did it when Tahoma exploited them. Therefore, the letters are in public interests and they were

written to improve the behaviors not for Tahoma to designate the resources for retaliation against the teacher speaking for students.

29. Exhibit B p. 10 states that R. Ham, T. Davis, and C. Banks "did not support" using the technology by ELL students
"using the lab (...) how it supports the curriculum"
due to the fact that the learning and the teaching was restrained that the students do not extend the knowledge in engaging in more than the sounds and sounding out words by Angelina., Juan and Lewis.

These students later asked me (beyond whether "policeman comes to the class"): "Mrs. Prouty, do they think you do not speak English that they ask you teach it to us? Only sound or this school thinks we are stupid people, pre-K, etc. Angelina" who was referred for 'stuttering", Special Ed.). Teachers stated they did not hear the student "stutter".

This is how the "assignments" in the educational system restrain the students (and the teachers) to be the potential they are meant to be.

The production of all Language! Program components by Tahoma School Board is crucial to connect and resolve it for the sake of the students.

30. Exhibit B p. 11: the counselors and teachers did not know the reading levels of the students (May 27, 2009); DRP (Reading Proficiency tests T&L results not shared).

31. As in point # 23 (leads to Exhibit B p. 13) the teachers shared they would want me not to come to their classes not because of me but because of the "input"

R. Ham wanted from them. Here: the counselor Lori Lewis when R. Ham, vice principal did not restrain the information, I was told about the staffing and was to be given the date; no follow-up (reference – e-mail of March 30, 2009).

Another counselor Naomi Whylie - father was the Dean of Students in Shadow Lake, the school Vanessa Moreno (whose former teacher was Terry Duty, Tahoma High School principal) worked (connection to the Haags, the Zahradniks, the Feists, etc. "couples working, not mentioning Rhonda Ham and her relative Vonnie Johnson on union grievance committee when the grievances against R. Ham, Vonnie Johnson's Craig Johnson's husband in Tahoma Junior School, etc.) stopped the communication)contrast to previous years) when Rhonda Ham restrained them (the chorus: I follow Rhonda Ham's directives; the same in Tahoma High School: T. Davis').

Exhibit B p. 13 teachers who saw my name missing (I pasted the e-mail) communicated with me that Lori Lewis omitted my name as Naomi Whylie did concerning another student (I attended all meetings when informed but I was not).

Previously, Lori Lewis communicated the planned staffing in oral conversation. Connection to Exhibit A p.17 – R. Ham's "felt it was important to get WLPT scores" (Teaching and Learning) WLPT (Washington State Language Proficiency when needed to happen if the students was ELL (that student was not) testing of Lewis when he exhibited reading difficulty/"could use more help in reading" (Exhibit A p.17) and Exhibit B p.11 Lori Lewis, the counselor does not have students' reading level(s) on file and the teachers did not possess it, either until May 2009.

32. Exhibit B p. 12 Lori Lewis states that she acted as the other counselor; Naomi Whylie and adds: "I was unaware I should include you."

Connection to Exhibit G p. 8 Tahoma "Inclusion Protocol".

33. Exhibit G. p. 8: Teaching and Learning (R. Ham and T. Davis' "Inclusion Protocol" and Exhibit B p. 11-12 connect to Exhibit G p. 1 students' aggressiveness (supposed as I have seen Magot in despair – Exhibit B p. 14 when R. Ham and T. Davis 'visited" the ELL class. It connects to Exhibit B p. 15 – the "performance" of Black, Hispanic, and Native American students as there is a lack of Quality Control (Exhibit B p. 14) and a lack of the administrators' accountability – Exhibit B p. 16-17.

34. Exhibit B p. 14 Quality Control: absent in Tahoma, impact on students and – me.

35. Exhibit B p. 15: the "performance" of black, Hispanic, and Native American students – Washington State research.

36. Exhibit B p. 16-17: RCW 28A.405.300 crucial as the above has to connect to accountability of administrators connected to the students; performance who drop out off school (Exhibit B15 and lag behind).

37. Exhibit B p. 18: Spanish-speaking student(s) in the first year of Spanish learning: "la computadora" – "a computer", "la clase" – "classroom", "el casete" – "the cassette tape", "el disco compacto" – "a compact disc", "el mapa" – "a map", el proyector" – "a projector", "el telefono" – "a telephone," "el televisor" – TV set, "el estudiante" – "a student", el professor – (a teacher, a professor – in high school).

38. Exhibit B p. 19: Spanish-speaking student(s) in the first year of Spanish learning: "Today is Monday. Tomorrow is Friday, etc."

39. Exhibit B 20: student (Spanish class) shows me that he was at counselor's office (over half an hour late to class: 45 minutes).

40. Exhibit B p. 21 -24: G. Prouty attachment to the evaluation, not responded. The information (Exhibits B p.22-24 will be further connected to Language! Program presentation and the brain research.

41. Exhibit C p. 1: Language! Program student's workbook example as one component as the Language! Program included Teacher's manual, reading book, etc. all must be produced as documentation from Tahoma School Board.

42. Exhibit C p.2: The Table of Contents. However, Rhonda Ham and Tony Davis decided that the Focus on ELL will be taught. No grammar.
When Debra Tarpley came as a "sample coach" from Seattle the Language! Program as trained was taught and she would not teach it differently than me (see Language! Teacher's Manual Tahoma has).

43. Exhibit C p. 3-4: Lesson Objectives and the components included.

44. Exhibit C p. 5: Rhonda Ham and Tony Davis chose for Tahoma Junior School and Tahoma High School ELL students: sounds, spelling three letter words, etc.

45. Exhibit C p. 6: Tahoma Junior School and Tahoma Senior High School students learn to "sort nouns into correct columns".

46. Exhibit C p. 7: The "Essential Words" ELL students learn: "do", "said", "to", "who", "you", "your".

47. Exhibit C p. 8 in English speaking country Rhonda Ham and Tony Davis chose that the Tahoma Junior School and the Tahoma High School students will practice the intonation: "the cat", "is fat", "The cat is fat". "Mac"., "has a mat". "Mac has a mat". "I", "am". "I am Tam", "Sam", "is" "at bat." "Tam. "has" "a fat cat", "Tam has a fat cat".

48. Exhibit C p. 9 has to refer to Teacher's Manual or the testing booklet as the teacher dictates the given text and the students write.

49. Exhibit C p. 10 Tahoma High School ELL students and Tahoma Junior school Ell students (including student(s) five years in the U.S.A. learn verbs.

50. Exhibit C p. 11 – learning intonation.

51. Exhibit C p. 12: Students have to identify short /a/ sound in the words they hear.

52. Exhibit C p.13: Essential words; "a", "are", "is", "that", "the", "this" in reference to page T.43 in Teacher's Manual.

53. Exhibit C p.14 related to Teacher's Manual T 50: short /a/ sounds and the story based on "Batty about Bats".

54. Exhibit C p. 15: "s" sounds like /s/ and /z/.

55. Exhibit C p. 16-26 Language! Program taught as according to the training; in 2009: only "production of sound" – "Focus on ELL" Tahoma must show as it is in Teacher's Manual of the Language! Program.

56. C – p.1 – In April 2009 Lori Lewis sent the message on the student's scores that was done on R. Ham's directives.

The test was questionable not only because of the observations of Lewis but also because he was not ELL student. The Colorado assessment not transferable and also indicates the capability of the student: intermediate level of speaking and writing. Level one of Reading not only questionable but writing does not precede reading.

Lewis read the book "Night" on Holocaust well and with understanding (not a newcomer to the USA).

Connected to other student "stuttering" (included mine), "aggressiveness" of another student, etc. and connection to Exhibit F p.24 of "forgetting", "misunderstanding" due to the "school climate" that was a concern (surveys done in Tahoma as the production of documents vital) and what the students' witnessed, were involved in Tahoma High School and Tahoma Junior School.

This court has on file information – student (Magot) coming to the ELL class and asking: "Mrs. Prouty is it true that you teach us what we already know?"

I conveyed to Tahoma and Rhonda Ham's relative's spouse Craig Johnson disciplines Magot for being aggressive (Exhibit G p. 1).

57. Exhibit D p.1-2: Tahoma High School ELL students and Tahoma Junior School Ell students learn singular and plural form and identify "people", "places", and "things".

58. Exhibit D p. 3 – 21: examples of "Picture cards" C. Banks, Ell Program Coordinator gave to teach students "nine", nineteen", knife",lamb",lamp", lemon",lettuce", "lid", etc.

59. Exhibit D p. 22-25: Sentence Review, Bats in China.

60. Exhibit E p. 1 – 4: The e-mails Carol Banks "in collaboration with Rhonda Ham and Tony Davis" – no placements tests for students I taught.

61. Exhibit E p. 5: Carol Banks gave the picture cards purchased with the Language! Program: "nut", 'toilet", "tomato",; teaching consonants and three word sentence review, etc.

62. Exhibit E p.14: Connection to Mini- Dialogs, teaching nouns.

63. Exhibit E p. 17-20: every unit lesson objective, plan; here Unit 2.

64. Exhibit E p.21 in correlation to Teacher's manual page T142 - 149: students write sounds: /a/, /r/, /s/, /h/, j/, /l/, /p/, /b/, /f/, etc.

65. Exhibit E p. 22- 26: spelling, intonation, "living things,", "actions (plant, plan, can, etc.), students circle nouns that are "subjects".

66. Exhibit F p. 1- 21: Language! Program unit 3 taught according to training.

66. Exhibit F p. 22: Language! Materials were resurrected for Rhonda Ham's and Tony Davis' self interest. I picked up the materials.

67. Exhibit F p. 23: Spanish-speaking student in the first year of Spanish class. Reference to "Inclusion" that has nothing to do with "Inclusion" – Exhibit I p. 1 (written by Rhonda Ham and Tony Davis in Tahoma School District – if approved by the Board - not confirmed.).

68. Exhibit F p. 24: Rhonda Ham "explained" to students new schedule refers "they were intentional" not coming. Rhonda Ham came to English class and disrupted all the students (and the teacher). Tahoma teacher(s) called "oppression".

69. Exhibit G p. 1: Example of Rhonda Ham's relative – Craig Johnson punishing the student from Sudan as "aggressive".

70. Exhibit G p.2: The Tahoma Counselor does not know reading levels of students; out of state assessments inapplicable.
Non- Ell student "tested" using ELL assessment.

71. Exhibit G p.3: Rhonda Ham and Tony Davis "direct" Grazyna Prouty to teach only sounds. Production of documents – Language! Teacher's Manual by Tahoma a must.

72. Exhibit G p.7; "Cherry Tree" – the song that is to be introduced before teaching the Language! Program (Language! Program training).

73. Exhibit G p. 8-12; many picture cards required to teach "Focus on ELL".

74. Exhibit G p.13-24: Language! Related to Teacher's Manual that in 2009 Rhonda Ham and Tony Davis shortened to Focus on ELL – pictures and sounds.

75. Exhibit H p. 1: Rhonda Ham's and Tony Davis' Inclusion and "Focus on ELL" – Language! Program in relation to the 21st century goals.

76. Exhibit H p. 2-3: students ask (G. Prouty's notes communicated to the Superintendent Mike Maryanski):

"What does the school think about us? Stupid people? Pre-Kindergarten?"

Relate to Tahoma teachers: "oppression" (American-born communicated in letters to the Superintendent Mike Maryanski).

77. Exhibit H p. 4: every lesson had an objective.

Computer records show all the lesson plans. A must to produce by Tahoma School Board as evidence.

78. Exhibit H p. 5-8: Lesson Objective as in language! Training.

79. Exhibit H p. 9-10: Language! Connections and connections to Tahoma dropouts of ELL students as well as the results of black, Hispanic students success, etc. (Exhibit B p. 14, point 33), and Exhibit A p. 20-21 R. Ham's observation; no knowledge what training entitled before teaching the Language! Program (struggling readers, brain research – PowerPoint presentation, singing about reading, etc.).

80. Exhibit H p. 11- 15: skills that are updated to the 21st century and the brain research root in properly taught Language! Program.

81. Exhibit H p. 16: R. Ham and T. Davis elected "Focus on ELL" so Carol Banks (Special Services) will have "a task" – Language! Program not listening that Language! Program is/was more than "teaching sounds", etc. (G. Prouty notes).

82. Exhibit H p. 17: as in letters to the Superintendent (retired-rehired) Mike Maryanski.

83. Exhibit H p. 18: R. Ham – sole communicator and the results.

84. Exhibit H p. 19 Connection of Language! Program, R. Ham's and "the team" "errands" called observations to students' well being (and the teachers' – previous connections to December 2010 and January 3, 2011 filings).

85. Exhibit H p. 20: connection to Teacher's Manual corresponding to page over 200 (a lot of teacher's preparation).

86. Exhibit H p. 21-24: words: "tag", "tambourine", "telephone", "tie", etc. Others like tent, television, tiger, banjo, fire engine, garbage can, jacket, jam, jeans, jelly, juice, orange, pajamas, refrigerator, turtle, turkey, etc. Tahoma produces and shows that the 21st century skills were directed (emphasized in e-mails) by R. Ham and T. Davis who still work, Tahoma provided lawyers for them, and are not accountable.

87. Exhibit H p. 22: Students explore three columns (sorting)

88. Exhibit H p. 23: Students taught Habits of Mind 0 example: considerate.

89. Exhibit H p. 24: G. Prouty developed the connection to senses.

90. Exhibit I p. 1: Tahoma "Inclusion".

91. Exhibit I p. 2-3: Tahoma Junior School posted a poster: "Be a Change" Gandhi. – I copied when waited for the meeting.

When R. Ham and T. Davis came from the administration meeting, the principal Rob Morrow had a conference with them (his son involved in follow-up on me on file – never talked to me).

How did Tahoma administration follow up?

92. Exhibit I p. 4: Connection – my follow up with the Superintendent Mike Maryanski: how differently Tahoma was going to address ELL?

93. Exhibit I p. 5: "No teaching of grammar". Directive: sound: /t/ p. 78 – Tahoma production of Teacher's Manual: Language! Program a must.

94. Exhibit I p. 6: Lesson Plan on the website.

95. Exhibit I p. 7-15: Mini-dialogs as in Language! Program.

96. Exhibit I p. 16-64 – Language! Program Tahoma and union enlisted Debra Tarpley, Carol Banks, Rhonda Ham, Tony Davis, Kathleen Kinney, etc.

For Mary Pachek – the name referred to SIOP (Sheltered Instruction Observation Protocol and – Keystone!).

97. Exhibit J – p.1: Tahoma announced it will be looking at the budget (March 2009).

98. Exhibit J p. 2-3: G. Prouty picked up to teach many components of Language! Not "Focus on ELL". C. Banks and T. Davis, and R. Ham as during the meetings – group think Exhibit J p. 7-9

99. Exhibit J p. 4: Ideas were uncoordinated, sudden, implications on students (not enough notice)

100. Exhibit J p. 5 – no placement tests: letter to Superintendent Mike Maryanski.

101. Exhibit J p. 6: no communication, especially if family members, administrators' neighbors, etc. – impact on students.

102. Exhibit J p. 7-9: Groupthink

103. Exhibit J p.10: No teaching what has impact.

104. Exhibit J p. 11-12 – the administrators did not give the key (connection to Exhibit J p. 7-9); they disregarded the Superintendent asking them to give the key.

105. Exhibit J p. 13 –Terry Duty "tried" to give me the key.

106. Exhibit J p. 14-16: e-mails re. the key

107. Exhibit J p. 17-21: e-mails – the key.

108. Exhibit J p. 22 – 26 e-mails: the key.

109. Exhibit K – p. 1- 3: Group think affects students.

110. Exhibit K p. 4: Davis, Ham's, etc. did not know what "strengths" in education meant.

111. Exhibit K p. 5-7: Ideas for "training".

Ham and Davis did not want the students to learn more than sounds (no grammar, etc.) and no trainings that impact working relationships.

112. Exhibit K p. 8-10: no substitute teacher for G. Prouty

113. G. Prouty has not taken discretionary leave for five years working in Tahoma and in 2009 she wanted to take it at the end of the year. The leave was refused. Other teachers used what was (like others): internal secret" in Tahoma "once in a lifetime event". Grazyna Prouty was again refused.

Also, the substitute for the classes she taught was not assigned (as Thom Rohm, Kathleen Kinney, etc. had).

Exhibit K p. 8 – I came across the people who could be substitutes.

Exhibit K p. 11 – it was brought to G. Prouty attention. Tahoma supervisors, etc. were saying that there were no ELL qualified people who could substitute. It was not the case.

114. Exhibit K p.12-15 Bruce Zahradnik (HR) does not let other employees to talk to me

(G. Prouty notes when Letta Morris, Leave/Substitute teachers coordinator came to in front of reception in Tahoma Administration office and he was in the hall).

115. Exhibit K p. 16: notes – Ham and Davis said they would answer questions depending who would evaluate them – Tahoma knew that in June 2009 (meeting with Mike Maryanski - the meeting scheduled only with the Superintendent to interview the leader he agreed and changed his mind; he invited HR).

116. Exhibit K p. 17-20: the teaching moment for the student from Sudan who was wondering if policeman comes to class – encouraged Mr. T. Davis to help/talk since students were anxious when "the visits" (computers, constant writing continued) ; Davis "This is what you do".

One teacher alone cannot do the "educating". There were only 3 students. The observations and walk-ins had an effect on them (not only the curriculum that they contributed).

117. Further Exhibits – in relation to curriculum and the lack of Placement tests.

I declare under penalty of perjury that the above is true and correct.

Respectfully submitted: This 13th day of January, 2011

Petitioner: Grazyna Prouty

Presented by:

Petitioner: Grazyna Prouty

courts' record

Address

FOUNDATIONS - Gates' Foundation and WEA

http://www.gatesfoundation.org/What-We-Do/US-Program/Washington-State/Education-Pathways

http://www.weasam.org/index.php/about-us-mainmenu-10/pictures-mainmenu-59

https://www.washingtonea.org/wea-pac/

WEA PAC

http://www.avvo.com/attorneys/98004-wa-kathleen-heiman-1519863.html

http://www.avvo.com/support/avvo_rating

http://www.kentreporter.com/news/98639004.html

Kent - Heiman, Wood

TARGET - of DIRECTOR - HEIMAN, Kathleen

https://depts.washington.edu/pcls/documents/wa-state-research/BellevueTeacherStrike.pdf

http://www.weasam.org/

KNOW YOUR 2016 LEGISLATORS

Read WEA's 2016 Legislative Information here:

Legislative District 5

Rep. Jay Rodne	jay.rodne@leg.wa.gov	360-786-7852
Rep. Chad Magendanz	chad.magendanz@leg.wa.gov	360-786-7876
Senator Mark Mullet	mark.mullet@leg.wa.gov	360-786-7608

Legislative District 41

Rep. Tana Senn	tana.senn@leg.wa.gov	360-786-7894

Rep. Judy Clibborn	judy.clibborn@leg.wa.gov	360-786-7926
Senator Steve Litzow	steve.litzow@leg.wa.gov	360-786-7641

Legislative District 45

Rep. Roger Goodman	roger.goodman@leg.wa.gov	360-786-7878
Rep. Larry Springer	larry.springer@leg.wa.gov	360-786-7822
Senator Andy Hill	andy.hill@leg.wa.gov	360-786-7672

Legislative District 48

Rep. Patty Kuderer	patricia.kuderer@leg.wa.gov	360-786-7936
Rep. Joan McBride	joan.mcbride@leg.wa.gov	360-786-7848
Senator Cyrus Habib	cyrus.habib@leg.wa.gov	360-786-7694

Heiman, Kathleen (Ratsimihah ?) made sure with Zahradnik Grazyna Prouty has NO RIGHTS 0 before her, errands of Lora Hein

http://www.weasam.org/index.php/about-us-mainmenu-10/staff-mainmenu-41

WA State School Director's Association

THERE IS NO CRYING in POLICYMAKING (????!)

http://www.wssda.org/Portals/0/Documents/Washington%20Council%20of%20School%20Attorneys/AGENDA_2013%20COSA%20Fall%20Workshop%20(2).pdf

221 College St NE, Lacey, WA 98516

Washington State Council of School Attorneys 221 College Street North East | Olympia, Washington 98516-5313 | 360-252-3018

CONNECTED

https://www.nsba.org/services/council-school-attorneys-cosa

National School Boards Association

http://docplayer.net/2771087-2012-washington-council-of-school-attorneys-membership-roster.html

Some environments are extremely unsafe for a teacher.

The bottom line is - no USA citizen should feel this way - and I, Grazyna Prouty do. That is WHY when on February 29, 2016 I plan to testify, the CLARITY is on page number 1:

1. I signed up to testify during hearings - every session - the Bills enumerated.

2. I expect that the assistant checks and confirms with the Chairman it is the case.

3. I brought one copy of documentation that connects to the Bills I will testify - from educational Bill to others of my interest, experience - both education and as MBA (Master of Business Administration) connections.

On February 29, 2016 (Monday) **Committee: Senate Ways and Means**

Senate Hearing Room # 4

The Senate Ways and Means Committee considers the operating and capital budget bills and related legislation, including the authorization of state debt. The Committee also deals with tax policy and other fiscal issues such as pension policy and compensation in addition to bills with operating budget fiscal impacts.

Senate Ways and Means Committee staff are part of Senate Committee Services, the organization which provides nonpartisan staff services for all standing committees of the Washington State Senate.

Worth - connecting to:

The House Capital Budget Committee considers the state capital budget which approves money for the construction and repair of public buildings and for other **long-term investments**, such as land acquisitions and transfers. In addition, the committee considers state money that is either given or lent to **local governments or nonprofit** organizations for infrastructure, housing, and **cultural and heritage facilities.** The committee also considers bills relating **to public works contracting**, state buildings and land, and the authorization of state debt.

Citizens' Guide:

http://leg.wa.gov/Senate/Committees/WM/Pages/Reports.aspx

Grazyna Prouty - at the moment of submitting the documentation for the **Committee: Senate Ways and Means** (I expect full committee to have copies scanned for all members upon the receipt):

SIGNED UP to testify - and / or - available for questions

at all the times: first: at 12:30 p.m.

second: 2:30 p.m.

third 3:30 p.m. - continuation as on website: from 12:30 p.m.

IF any discrepancy, STAFF please let the Chairman know so I will focus on what I want to convey versus reminding....

Once the public registers - e.g. at the kiosk, the public (teacher) expects the input to be heard.

1. HB 1541 SENATE BILL REPORT 4SHB 1541

FOURTH SUBSTITUTE HOUSE BILL 1541 State of Washington 64th Legislature 2016 Regular Session

2. E2 SHB 2573 - Teachers' shortage

E2 SHB 2573 - concerning teacher's and substitute **teachers' shortage**

http://app.leg.wa.gov/billinfo/summary.aspx?year=2015&bill=2573

3. HB 2360 Eliminating Quality education council

http://app.leg.wa.gov/billinfo/summary.aspx?bill=2360&year=2015

Title: An act relating to eliminating the quality education council.

4. 1295 - **Breakfast after the bell**

Title: An act relating to breakfast after the bell programs in certain public schools.

http://app.leg.wa.gov/billinfo/summary.aspx?bill=1295&year=2015

E3SHB 1295

Sponsors: House Committee on Appropriations (originally sponsored by Representatives Hudgins, Magendanz, S. Hunt, Walsh, Walkinshaw, Lytton, Senn, Jinkins, Sawyer, Stokesbary, Reykdal, Robinson, McBride, Stanford, Tharinger, Bergquist, Clibborn, Pollet, Fey, Gregerson and Tarleton).

6. HB 2895 - Enhancing **crime victim participation** in the criminal justice system process

http://app.leg.wa.gov/billinfo/summary.aspx?year=2015&bill=2895

7. HB 2936 - 2015-2016 - **Concerning public investments**

http://app.leg.wa.gov/billinfo/summary.aspx?bill=2936&year=2015

HB - 2667 and AHB 2667 House Capital Budget

HB 2366 Basic Education Bill passed SB 6195

http://app.leg.wa.gov/billinfo/summary.aspx?bill=2366&year=2015

Concerning basic education obligations - no evidence from McCleary matter - **WHAT to fund**

On February 24, 2016 was delivered to the Governor.

E2SSB 6195

Sponsors: Senate Committee on Ways & Means (originally sponsored by Senators Rivers, Rolfes, Litzow and Billig).

Title: An act relating to basic education obligations.

http://lawfilesext.leg.wa.gov/biennium/2015-16/Pdf/Bill%20Reports/House/6195-S2.E%20HBR%202ND%2016.pdf

Brief Summary of Engrossed Second Substitute Bill

Establishes the Education Funding Task Force to continue the work of the Governor's informal work group to make recommendations to the Legislature on implementing the program of basic education.

Directs the Washington State Institute for Public Policy to contract for independent professional consulting services.

Directs the Legislature to take legislative action by the end of the 2017 session to eliminate school district dependency on local levies for implementation of the state's program of basic education.

Appropriates $500,000 to the Evergreen State College.

ALL WA State Courts failed to connect and -

no evidence on educational past formulas:

- why contempt to all people - no evidence?

Basic Education Funding Formulas.

Under the prototypical school formula established in Chapter 548, Laws of 2009 PV (ESHB 2261) and Chapter 236, Laws of 2010 PV (SHB 2776), the state allocates funding to the state's 295 school districts for implementation of the state's program of basic education.

These bills called for phased-in implementation of specified enhancements to the basic education program and the funding to support it."

- **what education program were not supported? - no evidence**

In connection to SCANNING by Legislative assistant(s) the February 23, 2016 - OPEN LETTER submitted to Education Committee to the Ways and Means: full committee as expected in attendance as the overview of the Bills ties to

- AGENDA 21 called now 2015-2030 Plan
- "FOUNDATIONS. Their Power and Influence' as Rene A. Wormser states.
- Bibliography including Charlotte Iserbyt, Anita Hoge, John Taylor Gatto - Ultimate Lesson of American Education, Dr. Samuel Blumenfeld "NEA - the Trojan Horse of American education."
- The theme: a lack of accountability
- Merging three branches of government - legislative, judicial and executive.

On February 23, 2016 (Tuesday) Committee: Senate Early Learning and K-12 Learning

PLACE: 311 J. A. Cherberg Building - Senate Hearing Room # 4. Time: 1:30 p.m.

311 J.A. Cherberg Bldg., P.O. Box 40482, Olympia, WA 98504-0482
Committee Hearings & Bill Information: (360) 786-7715
Legislative Hotline Operators: 1-800-562-6000

The Senate Early Learning & K-12 Education Committee considers policy and finance issues related to schools and learning from birth through twelfth grade and preparation for later learning experiences.

Hearing - public input:

The BILLS Grazyna Prouty signed to testify - or available for questions:

1. **HB 1541 SENATE BILL REPORT 4SHB 1541** - 'educational 'opportunity gap'

2. SGA 9310 Berl L. Colley - Eastern Washington program under Special Education

SGA 9310 - DIGEST

BERL COLLEY, appointed February 20, 2015, for a term ending July 01, 2019, as a Member of the Washington State School for the Blind Board of Trustees.

https://app.leg.wa.gov/CMD/document.aspx?agency=7&year=2016&cid=12228&lid=9310

3. 2 SHB 1408 - family engagement coordinator

4. SHB 1867 - **classroom teacher evaluation(s)** - concerning frequency of evaluations for certain classroom teachers

5. E 2 SHB 1983 - teacher financial assistance, creating **TEACH pilot project**

6. E2 SHB 2573 - concerning teacher's and substitute **teachers' shortage**

http://app.leg.wa.gov/billinfo/summary.aspx?year=2015&bill=2573

https://app.leg.wa.gov/CMD/Handler.ashx?MethodName=getdocumentcontent&documentId=FRkjxHpX-1w&att=false

7. HB 2476 - 180-school day waivers

8. HB 1295, E3SHB 1295 - breakfast after the bell

http://app.leg.wa.gov/billinfo/summary.aspx?year=2015&bill=1295

9. SHB 2851 - school directors' compensation

Public Schools--state funding of kindergarten through twelfth grade (K-12) school districts--is the next largest category of total budgeted expenditures at 23%, although it represents the majority of the state general fund budget (see page 13).

From:

http://leg.wa.gov/Senate/Committees/WM/Pages/Reports.aspx

During the writing and reading the bills - one thing that was clear is - re-writing our rights, substituting old for new and I came across - ALEC

The Center for Media and Democracy article "ALEC Exposed" and the experience - bloodlust as in Lives of Others - parallel to STASI work in East Germany.

It explains why there are no media in the USA and - no rights for teachers.

It explains WHY when I signed up for more than FIVE Bills, only after educating the legislators on February 23, 2016 that when I inform an assistant (a worker on the side), the person should go with a sticky note to the Chairman and inform that public wants to testify IF there was a computer glitch - the claim that my name was not there.

http://www.sourcewatch.org/index.php/Evergreen_Freedom_Foundation

"Through the corporate-funded American Legislative Exchange Council, global corporations and state politicians vote behind closed doors to try to rewrite state laws that govern your rights. These so-called "model bills" reach into almost every area of American life and often directly benefit huge corporations.

In ALEC's own words, corporations have "a VOICE and a VOTE" on specific changes to the law that are then proposed in your state. *DO YOU?* Numerous resources to help us expose ALEC are provided below. We have also created links to detailed discussions of key issues, which are available on the left. "

ALEC is a corporate bill mill. It is not just a lobby or a front group; it is much more powerful than that. Through ALEC, corporations hand state legislators their wishlists to benefit their bottom line. Corporations fund almost all of ALEC's operations. They pay for a seat on ALEC task forces where corporate lobbyists and special interest reps vote with elected officials to approve "model" bills. Learn more at the Center for Media and Democracy's ALECexposed.org, and check out breaking news on our PRWatch.org site.

Scholars' Connections to Charles and David Koch

- Kay Coles James previously worked at the Heritage Foundation, which has received funding from the Koch Family Foundations.[26]

"ASK your legislator about ALEC" - I am asking now...

http://www.alecexposed.org/wiki/Ask_Your_Legislator_about_ALEC

"Email your state legislators and ask them if they are members of ALEC" -

Then forward your legislators' responses to us at alec@moyersmedia.com.

However, since I am at the hearings personally, I ask ALL legislators to contact me by mail (short note) with the answer - it does make a difference. Thank you.

Junkets

From ALEC Exposed

UPDATED! "Buying Influence," a Special Report Released; ALEC Corporate Slush Fund Pays for State Lawmakers' Junkets

Corporate backers of the ALEC have funneled an estimated $4 million in gifts to state legislators for travel, hotel rooms, and meals at posh resorts with corporate lobbyists since 2006.

I came across that 'education and ways and means committees -

Washington Liberals:

http://waliberals.org/steve-litzow-and-andy-hill-benefit-from-koch-brothers-funding/2014/04/18/

Steve Litzow and Andy Hill benefit from Koch brothers funding

by Don Smith on April 18, 2014 at 5:58 pm

Government of the corporations, by the corporations, and for the corporations.

As teacher - a crucial part of public openness versus brainwashing mode - passive aggressive approach , **I expect the following**: please refer to page 1.

On February 29, 2016 (Monday) Committee: Senate Ways and Means

"Education is for intrinsic enhancement of the individual because the individual can then continue the culture, instead of having limited learning for livelong labor."

Cynthia Weatherly

from Exposing Global Road to Ruin through Education

(speakers included Charlotte Thomson Iserbyt (Deliberate Dumbing Down of America - who connected to Lionni Paolo book "The Leipzig Connection" and Skinner,'s Pavlov's conditioning of people, language used called 'dialectic," and whose hero is John Taylor Gatto - start with the the interview "The Ultimate History Lesson. The Weekend with John Taylor Gatto."

HB 1295 - 2015-16 Senate: **E3SHB 1295**

Concerning breakfast after the bell programs.

Sponsors: Representatives Hudgins, Magendanz, S. Hunt, Walsh, Walkinshaw, Lytton, Senn, Jinkins, Sawyer, Stokesbary, Reykdal, Robinson, McBride, Stanford, Tharinger, Bergquist, Clibborn, Pollet, Fey, Gregerson, Tarleton

Companion Bill: SB 5437

Feb 29 Scheduled for public hearing in the Senate Committee on Ways & Means at 12:30 PM. (Subject to change)

Title: An act relating to breakfast after the bell programs in certain public schools.

Brief Description: Concerning breakfast after the bell programs.

Brief History: Passed House: 3/04/15, 65-33; 1/27/16, 69-28.
Committee Activity: Early Learning & K-12 Education: 2/23/16, 2/25/16 [DPA-WM]. Ways & Means: 2/29/16.

Majority Report: Do pass as amended and be referred to Committee on Ways & Means. Signed by Senators Litzow, Chair; Dammeier, Vice Chair; McAuliffe, Ranking Member; Billig, Fain, Hill, Mullet, Rivers and Rolfes.

"Background: Free and Reduced-Price Meals. School breakfast and lunch programs are subsidized by the U.S. Department of Agriculture, the state, and student co-pays based on

family income. In order for students to qualify for free meals, their families' income must be at or below 130 percent of the federal poverty level. Students whose families have income between 130 percent and 185 percent of the federal poverty level are eligible for reducedprice meals. For the period of July 1, 2015 to June 30, 2016, 130 percent of the poverty level is $31,525 for a family of four; 185 percent is $44,863.
Provision 2 of the National School Lunch Act reduces administrative burdens for free and reduced-price meals. Any school that participates in the National School Lunch Program or the School Breakfast Program may opt for Provision 2. (...)

The Office of Superintendent of Public Instruction (OSPI) reports that in October 2014 483,750 or 45.7 percent of public school students were eligible for free and reduced-price lunch in Washington."
(...) **Instructional Hours**. Under the program of basic education, school districts must provide a specified minimum number of instructional hours per year, which are defined as those hours during which students are provided the **opportunity to engage in educational activity planned** by, and under the direction of, school district staff. Time actually spent on meals does not count under the definition.

Summary of Bill (Recommended Amendments): Breakfast After the Bell Requirement. Beginning in the 2017-18 school year, each high-needs school must offer breakfast after the bell to each student and provide adequate time for students to eat. The state must provide and OSPI must administer, one-time start-up allocation grants of $6,000 to each high-needs school implementing a breakfast after the bell program. The grant must be used for the costs associated with launching a breakfast after the bell program, including, but not limited to, equipment purchases, training, additional staff costs, and janitorial services.
(...)

All public schools are encouraged to offer breakfast **after the bell** even if not required to do so".

Basic Education. The Legislature does not intend to include the funding for breakfast after the bell programs within the state's obligation for basic education funding under Article IX of the state Constitution.

OSPI. Before January 2, 2017, OSPI must develop and distribute procedures and guidelines for the implementation of breakfast after the bell programs, which must be in **compliance** with federal regulations governing the school breakfast program. These guidelines must include ways schools and districts can solicit and consider families' input regarding implementation and continued operation of breakfast after the bell programs.
OSPI must dedicate staff to offer training and technical and marketing assistance to all public schools and school districts related to offering breakfast after the bell, including assistance with various funding options available to high-needs schools, including the community eligibility provision, programs under Provision 2 of the National School Lunch Act, and claims for reimbursement under the school breakfast program.

PRO: This bill is about feeding hungry kids and improving their educational outcomes.

ATTENTION:

IT IS NOT - about lunches - it is about disruption of students' rights - free time engaging with others or remain alone while eating - students' rights - when they enter the school and breakfast, lunch or snacks are ready.....

IT IS ABOUT **TRANSPOSING the meaning and the language** that is to be referred to the documentation referred as OPEN LETTER - 200-page documentation that is to be scanned - **77 pages OPEN LETTER dated February 23, 2016 plus APPENDIX (**cover page**) plus 125 pages** (pages 109 - 124 are optional because ONE CANNOT legislature conscience, belief in God - many people believe they are from monkey versus God's creations) - and attached like Table of Authorities - the EXHIBITS 21 pages ending with the judicial oath that were submitted to the Court of Appeals - that lay foundations of 'no human rights for USA citizens, teachers" if not connected by being 'transferred", family members, etc.

In reference to the oath, the question to be answered is whether those who do not believe in God, and what the Bible says, swear on the Bible like on a toilet paper - the results are clear..... disrespect - contempt for others who do believe and celebrate humanity.

Examine and - discern.....

The LENTEN SEASON (FEBRUARY 28, 2016 (Sunday) is:

"Are you a burning bush or fruitless fig tree?"

Again -

IT IS NOT - about lunches - it is about disruption of students' rights, teachers' counted time as instruction.

HB 2573 - 2015-16 SB 6332

Concerning the shortage of public school teachers and substitute teachers.

Sponsors: Representatives Santos, Magendanz, Kilduff, Reykdal, Rossetti, Muri, Pollet, Hickel

Feb 29 Scheduled for public hearing in the Senate Committee on Ways & Means at 12:30 PM. (Subject to change) (Committee Materials)

http://lawfilesext.leg.wa.gov/biennium/2015-16/Pdf/Amendments/Senate/2573-S2.E%20AMS%20EDU%20S4970.1.pdf

S4970.1

E2SHB 2573 -

By Committee on Early Learning & K-12 Education

Strike everything after the enacting clause and insert the1following:

"NEW SECTION. **Sec. 1.** A new section is added to chapter **28A.3003RCW** to read as follows:

(1) Subject to appropriations specifically provided for this purpose, the office of the superintendent of public instruction, in consultation with school districts, educational service districts, and other state agencies, shall develop and implement a comprehensive, statewide initiative to increase the number of qualified individuals who apply for teaching positions in Washington.

In
developing and implementing the initiative, the office of the11superintendent of public instruction, in partnership with the employment security department, shall:

13
(a) Develop and **implement a teacher recruitment campaign** that targets individuals with teaching certificates who are not employed as teachers, undergraduate college students who have not chosen a major, **out-of-state teachers, military personnel and their spouses**, and other groups of individuals who may be interested in teaching in Washington public schools;

(b) Incorporate certificated positions into the employment security department's existing web-based depository for job applications that allows for access by school districts in the state for purposes of hiring teachers and other certificated positions. The services and tools developed under this subsection must be made available initially to small school districts, and to larger districts as resources are available. When defining small districts for the purpose of this subsection, the office of the superintendent of public instruction must consider whether a **district has fewer than three hundred certificated staff;** and

(c) Create or enhance an existing web site that provides useful information to individuals who are interested in teaching in Washington.

Code Rev/SCG:amh 1 S-4970.1/16
(2) This section expires July 1, 2020.

NEW SECTION.

(1) Subject to an appropriation specifically provided for this purpose, the workforce training and3education coordinating board, in collaboration with the **professional educator standards** board, shall work with the student achievement council, the office of the superintendent of public instruction, school districts, educational service districts, the state board for community and technical colleges, the institutions of higher education, major employers, and other parties to develop and disseminate information designed to increase recruitment into professional educator standards board-approved teacher preparation programs. The information must be disseminated statewide through existing channels.

(2) This section expires July 1, 2019.

as follows:
The agency responsible for educator certification shall adopt1 rules for professional certification that:

(1) Provide maximum program choice for applicants, promote portability among programs, and promote maximum efficiency for applicants in attaining professional certification;

(2) Require professional certification no earlier than the fifth year following the year that the teacher first completes provisional status, with an automatic two-year extension upon enrollment;

(3) Grant professional certification to any teacher who attains certification from the national board for professional teaching standards;

(4) Permit any teacher currently enrolled in or participating in a program leading to professional certification to continue the program under administrative rules in place when the teacher began the program;

(5) Provide criteria for the approval of educational service districts, beginning no later **than August 31, 2007**, to offer programs leading to professional certification. **The rules shall be** written to encourage institutions of higher education and educational service districts to partner with local school districts or consortia of school districts, as appropriate, to provide instruction for teachers seeking professional certification;

Code Rev/SCG:amh 2 S-4970.1/16

http://waliberals.org/washington-state-legislature-adds-insult-to-injury-for-struggling-ged-students/2016/02/15/

> "An unfair GED test keeps low income students out of even these basic jobs because they **cannot get these entry level jobs because they cannot pass the unfair Pearson** GED **test**. By the end of 2016, more than 30,000 low income students in Washington state will have been denied access to a fair GED test by Reykdal (...) in Olympia. About 3,000 of these struggling low income students will wind up committing major crimes and being sent to prison. But the real crime will have been committed by Reykdal, the State legislature and the SBCTC."

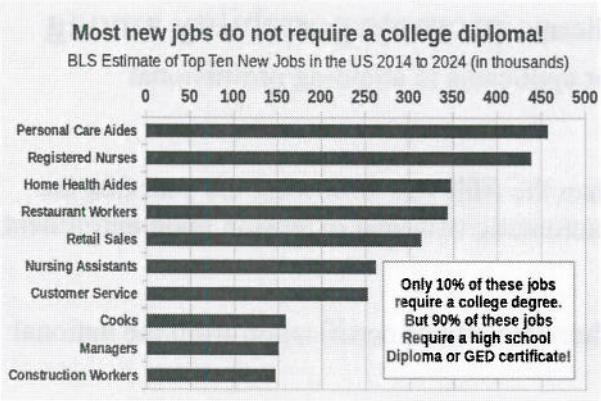


Diagram from: http://waliberals.org/washington-state-legislature-adds-insult-to-injury-for-struggling-ged-students/2016/02/15/

" Here are the results after 3 to 5 years of Common Core in New York, Kentucky and **Washington state** using the National Assessment of Educational Progress 8th Grade Math test:

The article further states:

"Which brings us back to Chris Reykdal and his shameful 2016 House Bill 2743. Instead of providing struggling low income students with what they really need – which is a fair GED test so that they could get a job or go to college, Reykdal's bill would bill would eliminate the stigma of having a GED certificate by turning it into a normal high school diploma.

Let's be clear about this. There is no stigma from having a GED certificate! Nearly all employees and colleges accept a GED certificate as being the same as a high school diploma. The real stigma is inflicted on those who don't have a GED certificate and cannot get a GED certificate because they cannot pass the unfair Pearson Common Core GED test and because Chris Reykdal refused to let these tens of thousands of Washington state students take a fair GED test. Shame on Chris Reykdal and shame on the Washington state legislature for going along with his Pearson GED Monopoly scam."

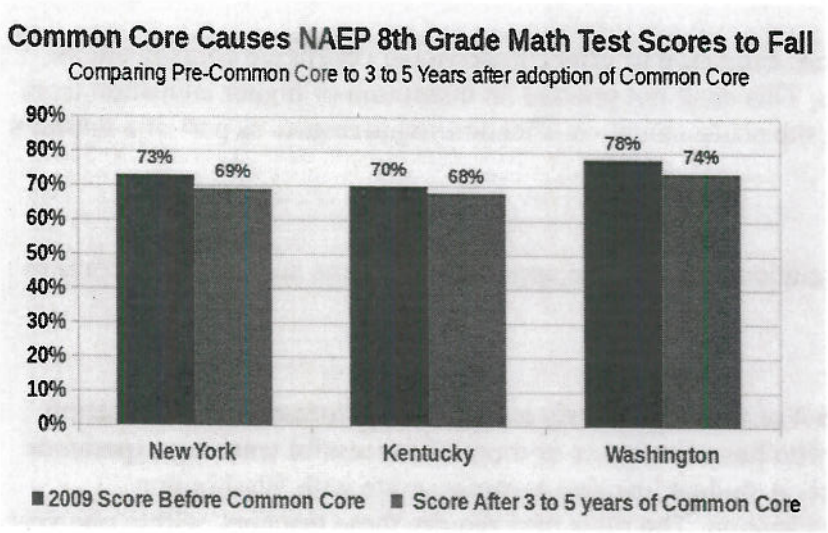


Diagram from: http://waliberals.org/washington-state-legislature-adds-insult-to-injury-for-struggling-ged-students/2016/02/15/

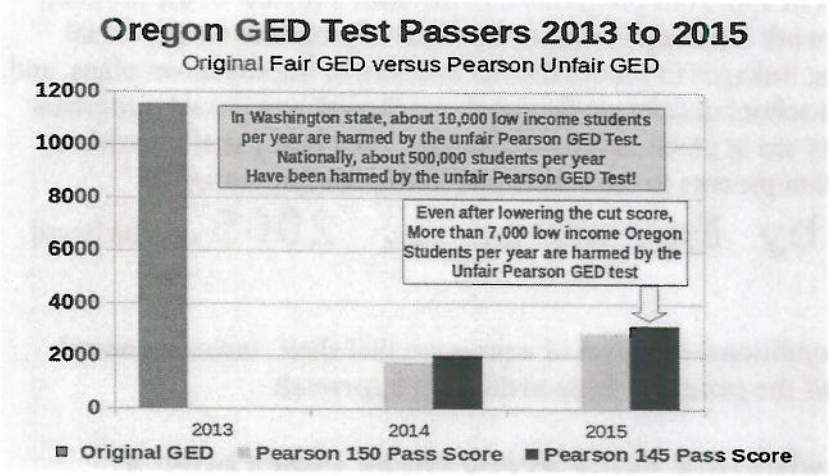


Diagram from: http://waliberals.org/washington-state-legislature-adds-insult-to-injury-for-struggling-ged-students/2016/02/15/

(6) Encourage institutions of higher education to offer1professional certificate coursework as continuing education credit hours. This shall not prevent an institution of higher education from providing the option of including the professional certification requirements as part of a master's degree program;

(7) Provide criteria for a liaison relationship between approved programs and school districts in which applicants are employed;

(8) Except as provided in section 4 of this act, identify an expedited professional certification process for out-of-state teachers who have five years or more of successful teaching experience ((to demonstrate skills and impact on student learning commensurate with Washington requirements for professional certification. The rules may require these teachers, within one year of the time they begin to teach in the state's public schools, take a course in or show evidence that they can teach to the state's essential academic learning requirements)). A professional certificate must be issued to these experienced out-of-state teachers if the teacher holds a valid teaching certificate issued by the national board for professional teaching standards; and

(9) Identify an evaluation process of approved programs that includes a review of the program coursework and applicant coursework load requirements, linkages of programs to individual teacher professional growth plans, linkages to school district and school improvement plans, and, to the extent possible, linkages to school district professional enrichment and growth programs for teachers, where such programs are in place in school districts. The agency shall provide a preliminary report on the evaluation process to the senate and house of representatives committees on education policy by November 1, 2005. The board shall identify:

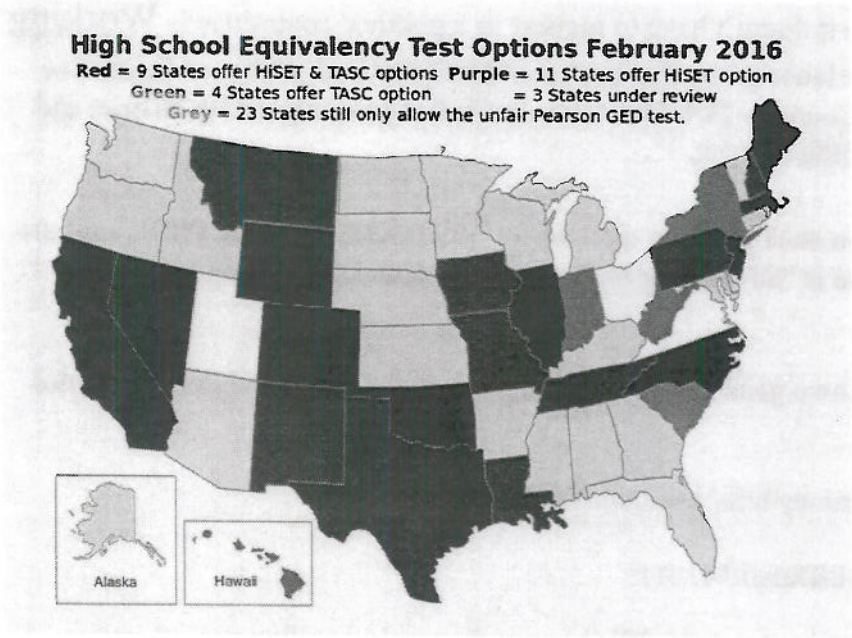
(a) A process for awarding conditional approval of a program that shall **include annual evaluations of the program until the program is awarded full approval;**

(b) **A less intensive evaluation cycle every three years once a program receives full approval unless the responsible agency has reason to intensify the evaluation;**

(c) A method for investigating programs that have received numerous complaints from students enrolled in the program and from those recently completing the program;

(d) A method for investigating programs at the reasonable39discretion of the agency; and

Code Rev/



WA State - still Pearson Test - Diagram from: http://waliberals.org/washington-state-legislature-adds-insult-to-injury-for-struggling-ged-students/2016/02/15/

The examination of connection of the bills and connections to the foundations - should be examined in Olympia - Legislature, courts, executive - like OSPI, etc - **non-profit groups,** etc.

as in the documentation to be scanned - dated February 23, 2016 as submitted to the K-12

Learning Committee during the public hearing

Read more here:

http://www.thenewstribune.com/news/politicsgovernment/election/article25890175.html#storylink=cpy

http://www.thenewstribune.com/news/politics-government/election/article25890175.html

> "American Values First has reported spending more than $27,000 to "support" Sheldon in the 35th District of Mason, Thurston and Kitsap counties, (...) But the organization isn't disclosing where it gets its money.

Another group that says it doesn't have to register as a political committee is Working America, a nonprofit labor group that has spent $160,000 in Washington legislative races including Pierce County's 28th District, eastside King County's 45th District and South King County's 30th District.

Renee Ruiz, Washington state program director for Working America, said the group's primary purpose is "advocating for laws and policies that are important to working families."

The group also uses its own general treasury funds to pay for its campaigning activities (...)"

It is great that 'transparency bills' are sponsored as

https://www.billtrack50.com/BillDetail/541011

Last Action: Senate Rules "X" file. (on 2/25/2016) but as the teacher - talking on education - I did observe the safety concern not only in Washington State schools - like Tahoma School District but also at least two legislators - I would not enter the door these legislators work - **extremely unsafe for a teacher.**

The bottom line is - no USA citizen should feel this way - and I, Grazyna Prouty do. That is WHY when on February 29, 2016 I plan to testify, the CLARITY IS RE-WRITTEN ON THE FIRST PAGE.

HB 2360 Eliminating Quality education council

http://app.leg.wa.gov/billinfo/summary.aspx?bill=2360&year=2015

Title: An act relating to eliminating the quality education council.

What did legislature learn? - connect to **HB 1541**

- **learning is doubtful**
- **no Strategic Plan - strategies non-existent -** ad hoc **councils, committees - eliminate as in HB 1541 - 'opportunity gap"**

- **committee** (" Implementing strategies to close the educational opportunity gap, based on the recommendations of the educational opportunity gap oversight and accountability committee.

Therefore, parallel - eliminate now - EOGOAC - educational opportunity gap oversight and accountability committee as in

http://app.leg.wa.gov/billinfo/summary.aspx?bill=1541&year=2015

"**Background**: Quality Education Council (QEC). In 2009, the Legislature created the QEC for the stated purpose of recommending and informing the implementation of basic education by the Legislature; to identify measurable goals and priorities for the educational system in Washington State; and, with the Legislature, monitor and oversee three technical working groups, which have all submitted final reports. The members of the QEC are eight legislators, and one representative from each of the following: the Office of the Governor, the Office of Superintendent of Public Instruction (OSPI), the State Board of Education (SBE), the Professional Educator Standards Board (PESB), the Department of Early Learning, and the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC). The
QEC is limited to meeting no more than four times per year. The Legislature directed the QEC to report to the Governor and the Legislature in 2010 but the QEC has no annual reporting requirement. SBE. In 2013, the Legislature directed the SBE to work with other state education agencies to identify system-wide performance goals and measurements for statewide indicators of the health of the education system and to report on the status of each indicator in each even number year.

Respectfully submitted for the PUBLIC Knowledge and REJECTION of the Bill 1541 in its entirety on February 29, 2016 during the Public Comments' time, Olympia, and in regards to all Bills as G. Prouty testifies.

Grazyna Prouty

Teacher: Master's degree - six endorsements – Teacher in good-standing
(Removed against the law under 'teacher evaluations –
too much money floating for waste)

MBA (Master of Business Administration), Global Management

HB 1541

Is the purpose to implement deceit - no strategies with no Strategic Plans, related standards...

SENATE BILL REPORT 4SHB 1541

http://lawfilesext.leg.wa.gov/biennium/2015-16/Pdf/Bill%20Reports/Senate/1541-S4%20SBA%20WM%2016.pdf

As of February 26, 2016

Title: An act relating to implementing strategies to close the educational opportunity gap, based on the recommendations of the educational opportunity gap oversight and accountability committee.
Brief History: Passed House: 3/05/15, 53-45; 2/04/16, 50-47.
Committee Activity: Early Learning & K-12 Education: 2/23/16, 2/25/16 [DPA-WM]. Ways & Means: 2/29/16.

BRIEF SUMMARY:

" Makes **a number of changes to student discipline law**, including prohibiting certain types of suspensions and expulsions, limiting the length, and requiring policies and procedures.
Requires the development of cultural competence training for school staff and encourages the use of this training.
Mandates that teachers assigned to the Transitional Bilingual Instructional Program have a bilingual education or English language learner endorsement.
Directs the Office of Superintendent of Public Instruction to assist school districts in developing language proficiency instructional practices and evaluation.
Requires phased-in collection and reporting of student data further disaggregated by sub-racial and sub-ethnic categories and creation of a task force to provide guidance.
Establishes the **Washington Integrated Student Supports Protocol** to coordinate academic and non-academic supports and allows it to be funded by the Learning Assistance Program."

http://apps.leg.wa.gov/billinfo/summary.aspx?bill=1541&year=2015

4 SHB- H-3881.1

- empty phraseology - **Washington Integrated Student Supports Protocol** compare on (courts') files - Tahoma INCLUSION Protocol or SIOP - Sheltered Instruction Observation Protocol - no existent in Tahoma, yet 'mandated' by OSPI
- Title: OSPI 'Gap" is their logo, and - failure versus 'achievement' gap
- OSPI creates 'gaps' as IS NOT accountable;
- OSPI has to cease existence or be accountable - how gaps failed to improve - OSPI failed to submit evidence - now open gate to new ideas for **further gaps**
- contributes to teachers' shortage
- failed to inform legislators that there are CONTINUED TEACHERS - the educators like Grazyna Prouty (over 10% of endorsements - possesses six out of 42)
- failed at coherence - certification and accountability of administrators
- WA State schools are certified by retired (transferred //) Federal Way and Renton teachers and administrators - Bob Harmon - OSPI - no monitoring that there was no ELL in Tahoma when Teaching and Learning took over the Program - no compliance (SIOP books bought one year later - only for elementary)

FOURTH SUBSTITUTE HOUSE BILL 1541 State of Washington 64th Legislature 2016 Regular Session

By House Appropriations (originally sponsored by Representatives Santos, Ortiz-Self, Tharinger, Moscoso, Orwall, and Gregerson) READ FIRST TIME 01/25/16. p. 1 4SHB 1541

"An ACT relating to implementing strategies to close the educational opportunity gap, based on the recommendations of the educational opportunity gap oversight and accountability committee; (...)

NEW SECTION: Section 1

(1) The legislature has already established that it is a goal of the state to provide for a public school system that gives all students the opportunity to achieve personal and academic success. This goal contains within it a promise of excellence and opportunity for all students, not just some students. In 2012, in ***McCleary v. State of Washington,*** the Washington supreme court reaffirmed the positive constitutional right of every student by noting, "No child is excluded." In establishing the educational opportunity gap oversight and accountability committee in 2009, the legislature recognized that additional work was needed to fulfill the promise of excellence and opportunity for students of certain demographic groups, including **English language learners.**

(2) In its 2015 report to the legislature, the educational opportunity gap oversight and accountability committee made the6following recommendations in keeping with its statutory purpose, which is to recommend specific policies and strategies to close the8educational opportunity gap: (...)"

More in -

http://lawfilesext.leg.wa.gov/biennium/2015-16/Pdf/Bills/House%20Bills/1541-S4.pdf

HB 1541

SENATE BILL REPORT 4SHB 1541

implementing strategies to close the educational opportunity gap, based on the recommendations of the educational opportunity gap oversight and accountability committee

[for February 29, 2016 - added: **'An act relating** to....the above}

Resources - concerning the meaning:

https://www.google.com/#q=an+act+-+definition

noun
noun: **act**; plural noun: **acts**

1. **1.**

a thing done; a deed.

"a criminal act"

synonyms: deed, action, feat, exploit, move, gesture, performance, undertaking, stunt, operation; More
achievement, accomplishment
"acts of kindness"

2. **2.**

a pretense

"she was **putting on an act** and laughing a lot"

synonyms: pretense, show, front, facade, masquerade, charade, posture, pose, affectation, sham, fake;
*informal*put-on
"it was all just an act"

- a particular type of behavior or routine

http://dictionary.reference.com/browse/act

1.
anything done, being done, or to be done; deed; performance:
a heroic act.
2.
the process of doing:
3.
a formal decision, law, or the like, by a legislature, ruler, court, or other authority; decree or edict; statute; judgment, resolve, or award:
an act of Congress.
(...)

VERB PHRASE:

verb (used without object)

10.
to do something; exert energy or force; be employed or operative:
11.
to reach, make, or issue a decision on some matter:

16.
to perform as an actor :
15.
to pretend; feign:

Verb phrases

23.
act on /upon,

1. to act in accordance with; follow:

24.
act out,

1. to demonstrate or illustrate by pantomime or by words and gestures:

25.
act up,

1. to fail to function properly; malfunction:

to become painful or troublesome, especially after a period of improvement or remission:

2 SHB 7983

SENATE WAYS and MEANS COMMITTEE

http://leg.wa.gov/Senate/Committees/WM/Pages/MembersStaff.aspx

Senate Ways & Means Committee

Legislature Home > Senate > Committees > Ways & Means > Committee Members & Staff

Committee Members

Senator	Room	Phone
Hill, Andy (R)	303 John A. Cherberg Building	(360) 786-7672

Chair		
Braun, John (R) Vice Chair	407 Legislative Building	(360) 786-7638
Dammeier, Bruce (R) Vice Chair	205 Irv Newhouse Building	(360) 786-7648
Honeyford, Jim (R) Vice Chair, Capital Budget Chair	107 Irv Newhouse Building	(360) 786-7684
Hargrove, Jim (D) Ranking Member	411 Legislative Building	(360) 786-7646
Keiser, Karen (D) Assistant Ranking Member on the Capital Budget	219 John A. Cherberg Building	(360) 786-7664
Ranker, Kevin (D) Ranking Minority Member, Operating	215 John A. Cherberg Building	(360) 786-7678
Bailey, Barbara (R)	109B Irv Newhouse Building	(360) 786-7618
Becker, Randi (R)	110 Irv Newhouse Building	(360) 786-7602
Billig, Andy (D)	412 Legislative Building	(360) 786-7604
Brown, Sharon (R)	202 Irv Newhouse Building	(360) 786-7614
Conway, Steve (D)	212 John A. Cherberg Building	(360) 786-7656
Darneille, Jeannie (D)	227 John A. Cherberg Building	(360) 786-7652
Hasegawa, Bob (D)	223 John A. Cherberg Building	(360) 786-7616
Hewitt, Mike (R)	204 Irv Newhouse Building	(360) 786-7630
Nelson, Sharon (D)	316 Legislative Building	(360) 786-7667
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Padden, Mike (R)	106 Irv Newhouse Building	(360) 786-7606
Parlette, Linda Evans (R)	305 Legislative Building	(360) 786-7622

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Rolfes, Christine (D)	233 John A. Cherberg Building	(360) 786-7644
Schoesler, Mark (R)	307 Legislative Building	(360) 786-7620
Warnick, Judy (R)	103 Irv Newhouse Building	(360) 786-7624

Committee Staff

Coordinators			
Bryon Moore	Staff Coordinator	JAC 323	(360) 786-7726
Michael Bezanson	Operating Budget	JAC 331	(360) 786-7449
Richard Ramsey	Capital Budget	JAC 330	(360) 786-7412
Dean Carlson	Revenue	JAC 337	(360) 786-7305
Brian Sims	Fiscal Coordinator	JAC 334	(360) 786-7431
Analysts			
Michele Alishahi	Fiscal Analyst	JAC 327	(360) 786-7433
Mark Eliason	Fiscal Analyst	JAC 328	(360) 786-7454
Steve Jones	Budget Counsel	JAC 329	(360) 786-7440
Sherry McNamara	Fiscal Analyst	JAC 336	(360) 786-7402
Julie Murray	Fiscal Counsel	JAC 325	(360) 786-7711
Lorrell Noahr	Fiscal Analyst	JAC 324	(360) 786-7708

Juliana Roe	Revenue Counsel	JAC 340	(360) 786-7438
Sandy Stith	Fiscal Analyst	JAC 326	(360) 786-7710
Travis Sugarman	Fiscal Analyst	JAC 333	(360) 786-7446

Click WMstaffAssignment.pdf for a detailed list of state agency analyst assignments.

Staff Support			
Jasmin Adams	Committee Assistant	JAC 339	(360) 786-7716
Laurel Gordon	Session Committee Assistant	JAC 311	(360) 786-7715
Conner House	Session Committee Clerk	JAC 311B	(360) 786-7389

311 J.A. Cherberg Bldg., P.O. Box 40482, Olympia, WA 98504-0482
Committee Hearings & Bill Information: (360) 786-7715
Legislative Hotline Operators: 1-800-562-6000

EDUCATION COMMITTEE:

Early Learning & K-12 Education

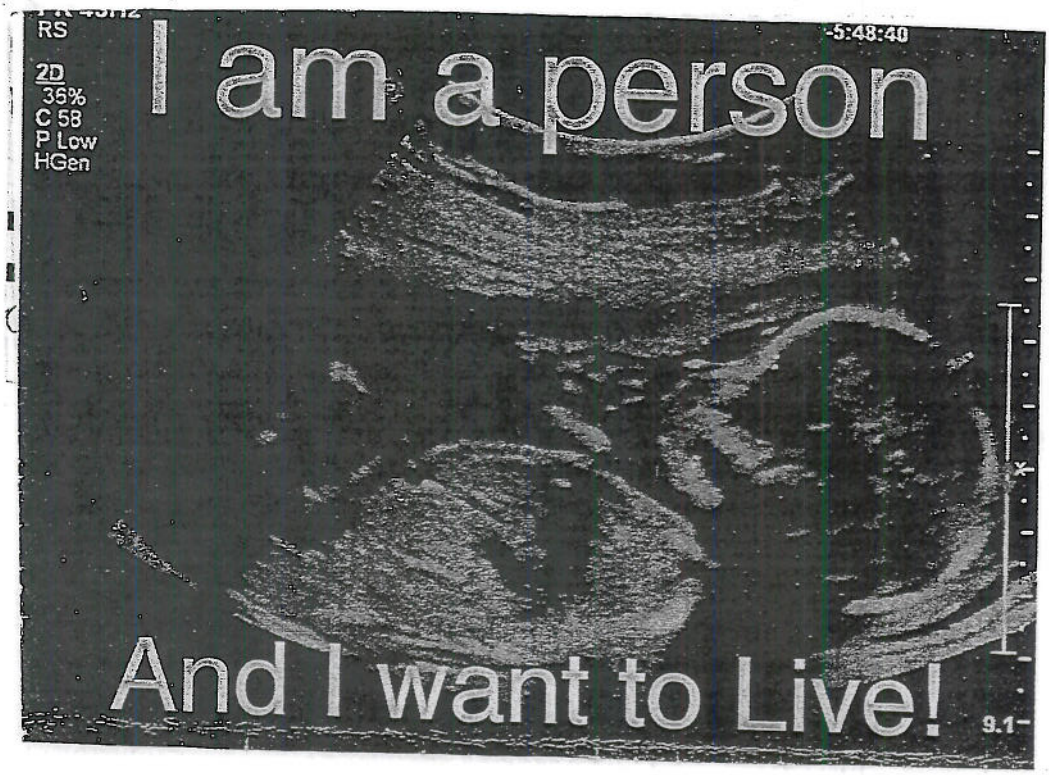
The Senate Early Learning & K-12 Education Committee considers policy and finance issues related to schools and learning from birth through twelfth grade and preparation for later learning experiences.

http://leg.wa.gov/Senate/committees/EDU/Pages/default.aspx

http://leg.wa.gov/Senate/Committees/Pages/default.aspx

There is no teachers' shortage - there are planned, systemic, systemic actions against the teachers - 3-year abuse of Grazyna Prouty - G. Prouty was withdrawn from trainings on State WLPT tests as retired-rehired (Thom Rohm) hired with no experience in testing as demoralization is not limited to demoralizing students.....Tahoma \worked at installing transferred teachers and administrators, family members.....

After three administrators retired - Nancy Skerritt, Michael Maryanski, Bruce Zahradnik, the predators - who knew nothing about ESL / ELL were installed.....



It all starts with the basic truth

- allowing the potential
- allowing respect for another person's life
- allowing rights versus CONTEMPT

Welcome to the United Nations. It's your world.

SUSTAINABLE DEVELOPMENT
KNOWLEDGE PLATFORM

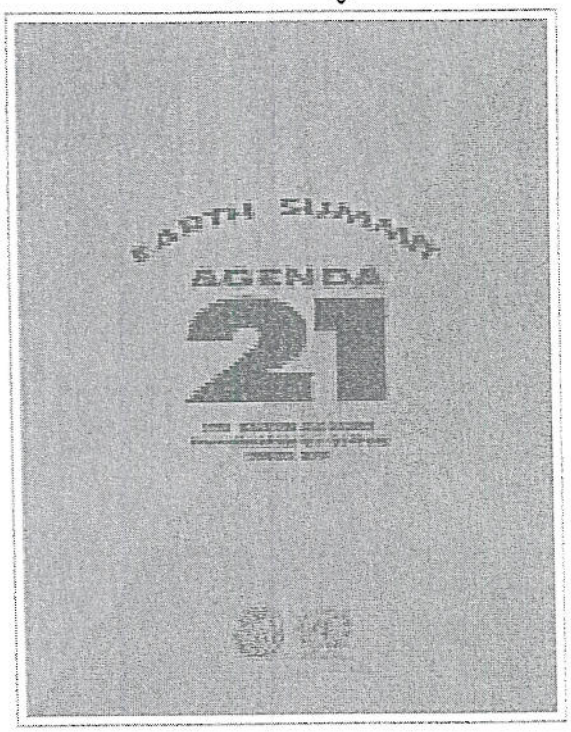
SIGN IN/CREATE ACCOUNT

NAVIGATE "Comprehensive Plan" (on every City Planner's desk)

Agenda 21 — optional to implement

UNCED, 1992

Agenda 21 is a comprehensive plan of action to be taken globally, nationally and locally by organizations of the United Nations System, Governments, and Major Groups in every area in which human impacts on the environment.



Agenda 21, the Rio Declaration on Environment and Development, and the Statement of principles for the Sustainable Management of Forests were adopted by more than 178 Governments at the United Nations Conference on Environment and Development (UNCED) held in Rio de Janerio, Brazil, 3 to 14 June 1992.

The Commission on Sustainable Development (CSD) was created in December 1992 to ensure effective follow-up of UNCED, to monitor and report on implementation of the agreements at the local, national, regional and international levels. It was agreed that a five year review of Earth Summit progress would be made in 1997 by the United Nations General Assembly meeting in special session.

The full implementation of Agenda 21, the Programme for Further Implementation of Agenda 21 and the Commitments to the Rio principles, were strongly reaffirmed at the World Summit on Sustainable Development (WSSD) held in Johannesburg, South Africa from 26 August to 4 September 2002.

DOWNLOAD PDF VIEW PUBLICATION

From September 15, 2015 it is called 2015 - 2030

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Peter Snyder ← U.N. page 2030
"The End of American Dream"

206

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CHARLOTTE ISERBYT'S STATEMENT ON S1177 PASSAGE (hyperlink)

#NoWayESEA

CHARLOTTE ISERBYT'S WARNING ON S1177 PASSAGE 7-18-15

Common Cores Global Management

http://www.newswithviews.com/iserbyt/iserbyt131.htm

Tuesday, January 20, 2015 Attn.: Lamar Alexander's Re-authorization of ESEA

A Preliminary Analysis of the Bill by **Anita Hoge** **#NoWayESEA**

Source: http://www.help.senate.gov/imo/media/AEG15033.pdf

Koire, Rosa on AGENDA 21: "Open your mind conference"

Iserbyt, Charlotte Thomson. (1999). The deliberate dumbing down of America. A chronological paper trail: Conscience Press, Ohio (1)

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1. Written as "a tribute to the late Honorable John M. Ashbrook, 17th Congressional District of Ohio whose work in Congress during the 1960s and 1970s exposed the **treasonous** plans which ultimately led to internationalization and deliberate dumbing down of American education"

Treason – betrayal, subversion – opposite to allegiance

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CHARLOTTE ISERBYT'S STATEMENT ON S1177 PASSAGE (hyperlink)

#NoWayESEA **President Obama signed OCTOBER 2015**

U.S.A.'s PUBLIC knew very little

CHARLOTTE ISERBYT'S WARNING ON S1177 PASSAGE 7-18-15

Common Cores Global Management

http://www.newswithviews.com/iserbyt/iserbyt131.htm

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Google: **Norm Dodd** "Hidden Agenda"

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Anita Hoge – in 1986 (1) in Pennsylvania challenged the use of a test given to children in school district called Educational Quality Assessment (EQA).

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RESEARCH SEPA - WAC (139 pages) RCW (49 pages) n State of Washington

Rosa Koire AGENDA 21 - speaks in Bradley County, TN.

https://www.youtube.com/watch?v=0K6CACOGdEM

Sustainable Destruction - Exposing Agenda 21 in Rural America - Dan Happel

https://www.youtube.com/watch?v=V-U-Ov1Ay30

https://twitter.com/DineshDSouza

D'Souza told WND the title of his new book will be "Stealing America."

Karen S 3 months ago
I have studied and written on Agenda 21 for over 6 years and this information is accurate. However, in regards to ICLEI I would like to add the following information: that NGO has for many years been conducting TRAINING sessions for politicians - divided into governors, mayors, city councils, and county government -- the purpose of that training has been to teach politicians how to implement Agenda 21 programs without raising alarm locally; what phrases and words to use; and how to develop local plans to implement through local planning commissions - all of this has been well orchestrated and geared to training on how to blind-side the public. In addition, with all communities having financial problems, ICEI is also offering funding for certain programs at local levels -- programs that THEY want but that communities can't afford - so all politicians are glomping on to these programs and the funding. I urge any who disbelieve to go to their local planning commission and ask to see their 10-year plan - it will show how land use and laws are going to change and are in accord with Agenda 21. It further identifies bodies of water and land areas that they are going to close off to human use - likely impacting an enormous number of residents! THIS IS ALL REAL, THIS IS HAPPENING NOW AND HAS BEEN FOR YEARS, AND THIS WILL HAVE A NEGATIVE IMPACT ON EVERY HUMAN BEING IN THE US - PERIOD.

Philip Zimbardo, Boyd, John (2008). The Time Paradox. The New Psychology of Time that will change your life. Free Press: New York, London, Toronto, Sydney