

Below are the speeches presented at the EPIC march, sponsored by NAPTA. As President of NAPTA, I wove the contents together to help paint a picture of what was occurring. I gave my speech exactly as below, only I interjected a few comments about the pathetic thinness of the crowd due to EducRAT intimidation and I asked if anyone was there from the press. No one responded, although I later discovered that someone from the Washington Post was there, but did not identify herself while we were being filmed. It is important that people read what was said since this was not reported or followed up on by the Washington Post. I hardly think many citizens would agree that this was not newsworthy.

Good afternoon. My name is Karen Horwitz. I am the director of an organization founded to unite teachers & parents who had discovered what I had discovered - **most of our schools are no longer institutions for education.**

I am not here to blame our policymakers or the media. I believe they do not really know what is going - - the lack of regulations coupled with tax subsidized propaganda has led to the unimaginable.

Today they have a clean slate. After today we must watch them and not leave them alone until they protect our children by learning a truth about the education world that they failed to learn about the financial world: **unregulated** means disaster.

I was called to teach. Pushed out of my teaching career on trumped up charges, I felt compelled to teach the public about what is going on in education. I wrote a book entitled White Chalk Crime: The REAL Reason Schools Fail, to provide a course in it.

I am here today to give you a quick lesson on how special interests have seized control of this system.

I heard Bill Gates say that our education system is gypping people. No one disputes that. What needs to be understood is how that is being done.

I must tell you that this is a complex issue. When people head up a corrupt operation, one of the first things they do is make things painfully convoluted so that outsiders will not figure out the game.

One really quick way of helping you understand this is to compare it to our current financial crisis.

Our schools are on the same trajectory as our banks and what we will find at their inescapable crash will be worse. It will be dysfunctional children and the destruction of the American dream. You see, at the top of education we have the same greedy types as we have in our financial institutions and that is what some of us have been desperately trying to expose! **This** is why our schools are a mess. It is not bad teachers, lazy parents, or worthless kids, although we do have some of each. It is greed at the top.

But why don't you know this? Well, there is a convenient tactic in place called teacher abuse that terrorizes dedicated educators into silence.

I bet some of your heads are spinning hearing talk about teachers being terrorized. Head spinning is perfect for people who wouldn't support something if they understood it. Most everyone thinks you cannot fire a teacher and that unions give teachers too much power. This is propaganda straight from the people who are leading this special interest bonanza, who I call EducRAT\$, with an emphasis on the **rats**.

The truth is that it is expensive to terminate teachers so they don't waste their money firing bad teachers. They fire teachers like those you are going to hear today, who get in their way. (Actually, they don't fire that many of us because the majority accept settlement offers, sign gag orders, and resign.)

Our economic experts tell us that Wall Street failed because we trusted them. Not let's examine that. We trusted people whose **sole** purpose was to **make money**? Then how would you identify what we are doing with the **alleged** humanitarians leading our schools? I would describe it as something between blind trust and hero worship.

Folks, if our financial world could crumble so badly due to a lack of regulations, how could our schools have a chance when there is absolutely, positively, unequivocally no oversight? I can prove this. I taught in an affluent District in the north shore of Chicago. I was a returning teacher in my forties. The next year they hired a 29 year old inexperienced principal. She wanted the older teachers out and proceeded to abuse us regularly so we would resign. Now, I think you know that it is illegal. We have a law against age discrimination. But when I appealed to my superintendent, he told me that if I escalated the issue he would make my life miserable. I then went to the board for protection from her. The board refused to investigate what she was doing to me. Instead, they built a phony case against me and fired me. I was entitled to a due process hearing. The hearing officer said that he did not care if they were picking on me. He found me insubordinate for calling my EducRAT\$ untruthful, **after** he banned all testimony that proved my EducRAT\$ were indeed untruthful. He simply chose to trust the EducRAT\$.

I appealed this ruling all the way up to our US Supreme Court. Despite my undeniable proof that I was abused out of my position while children were harmed, our highest court had no interest in a case that screamed WE NEED OVERSIGHT IN OUR SCHOOLS. It could not and would not hear this.

The tacit agreement in this country is - we trust our schools. End of story. The futility of the legal path, along with the media's failure to investigate made this a court of public opinion issue and why we had to be here today.

Let me further explain the no regulations claim. When I was threatened by my superintendent, I called the Illinois State Board of Education trying to figure out who regulates schools. A gentleman explained to me that state boards are not watchdogs. He said that the only power over a district – the only power – is the local school board. I asked, who watches over them? He said **the people. It is all about elections.**

I thought about the last election. They had smeared all attempting to change the rubber-stamp-board, you know the board that *refused to investigate*. I must have asked this man the same question a hundred ways. I just could not believe there was no one making sure these people obeyed the law.

Saying the local paper was in the district's pocket would fail to describe their closeness. They worked together as though they owned each other's first born son.

But, this is still the America I grew up to love. I am here speaking. I was taught to know I could do this. I am here today to make sure we take our schools back before the inevitable education crash.

And this crash will be the end of our democracy because the institution that ensures our democracy will have been taken over by power mongers who have no interest in democracy. Our dysfunctional schools lay the groundwork for a system of top down control agreed to by the undereducated. When the beneficiaries of good schools are no longer here, there will be no one to speak truth to power.

You need to know White Chalk Crime in order to end it. It is white collar crime with a twist. It includes the biggies like embezzlement, but it also includes harmful leadership and teacher abuse.

Given that good teachers are the vital part of a school, cleansing principled people who refuse to obey directives that are harmful to children, is probably the EducRAT\$' single most destructive act. Whether their motive is to replace them with their political allies or to make sure no one with a conscience remains close to the wrongdoing taking place, the loss of dedicated teachers destroys our schools while it destroys the lives of these very gentle souls.

Because outsiders just cannot believe that this is happening, teachers suffer in isolation.

Meanwhile, colleagues, crippled with fear, submit to **whatever**.

For years you have heard the unions blamed for the education mess. Sorry to burst your bubble, but they are only secondary players.

Our schools boards and superintendents, the ones that hold the power, leave even our unions with no choice.

To remain in business, they capitulate and participate in teacher abuse just as the teachers that want to keep their jobs look the other way when their colleagues are led to slaughter.

We have even had teachers call the organizer of this march and say their unions told them they cannot participate or they will get "in trouble." Although unions serve their masters well, making sure that the public is turned off to teachers, unions are the passengers, not the drivers.

So as appalling as some of their acts are, you must stay focused on those who control and direct this human horror show.

Further, there are many secondary players, some by intention and some by default.

Lawyers typically flip on teachers once they figure out the politics. Schools boards with their bottomless pockets of tax monies can drive any adversary to the poor house and lawyers are not inclined to go along for that ride.

The media, well beyond the local papers, indulge the powers that be, keeping the truth hidden. Vendors enjoy kickbacks. Textbook companies thrive. These predatory accomplices keep the gravy train going, but if we expect to change things, we must get to the engineers.

At this point, I want to introduce to you a true American hero that will help you understand that there is a litany of bad acts happening regularly in our schools. He wrote a book entitled *School Corruption: Betrayal of Children and the Public Trust*, in which he details White Chalk Crime state by state. I proudly introduce former superintendent Armand Fusco.

(ARMAND FUSCO spoke about the \$12 million dollar embezzlement in Roslyn, NY and how this fraud was destroying our schools. He went on to say: “I am a retired school superintendent and I am sorry to see that my former colleagues are nowhere to be found at such an important and historic event.

First let me say that I am honored and feel privileged to be here because many of you had the courage to speak out about abuses in the system; although I have not been a victim, I am being victimized right now by the educational establishment because, among other reasons that will become obvious, I published a book in 2005 that exposed a pervasive and despicable problem that has been hidden and denied for decades. The title says it all: *School Corruption: Betrayal of Children and the Public Trust*.

Although it took me five years of research to write the book, the problem of teacher abuse never showed up on my research radar screen so you should not be surprised that it is hidden from public view in the same way that corruption continues to be hidden. Had I known then what I know now, I would have had additional content and a different title for my book: *School Corruption: Betrayal of Children, Teachers, and the Public Trust*. So I understand your plight and concern, but although you are here today to focus national attention about what can only be described as the brutality of teacher abuse by administrators and boards of education who are the perpetrators of such abuse and who should know better, it will not solve the problem just as my book has not solved the problem of school corruption.

However, I did propose a number of solutions in my book and one of them was to establish citizen audit committees in every school district composed of citizen volunteers who are trained to assess whether there is efficiency, effectiveness, and economy in the use of school resources (human, financial and physical) and to determine if there are effective monitoring practices to ensure accountability, transparency and participation.

Although I never dreamed that I would ever see the establishment of citizen audit committees, my dream was realized in December, when I helped to start the first one in

Enfield, CT. I also provided the training they needed to perform needed oversight, accountability and transparency for administrative and board of education actions and inactions.

It was successful beyond my wildest dreams but it was due to one very tenacious board member—Sue Lavelli--Hozempa who made it all possible; she is a model to be emulated by all school board members. If there were more like her, there would never be a problem of teacher abuse.

At the end of June, the subcommittees produced four very professional and extremely illuminating reports that identified numerous waste and mismanagement problems along with deficiencies in monitoring and oversight responsibilities of the board. The best way to summarize their findings is a quote from the budget subcommittee conclusion: we were shocked at what we found.

What the Enfield audit committee proved beyond any doubt is that ordinary citizens, if properly trained and supported, can do what high priced administrators and boards of education are either unwilling or unable to do.

However, Enfield should not be viewed as an anomaly because citizen audit committees will find waste and mismanagement, if not worse and lax monitoring practices in any district. As a result of the Enfield success, I am now in the process of establishing and training several more audit committees not only in Connecticut where I do so at no cost, but now starting in mass and New Hampshire.

It is important to understand that a citizen audit committee does not need the sanction of a school board or any other body to exist. Any individual can form one, but typically it is a taxpayer group or local advocacy group that starts one.

The critical importance of audit committees is evidenced by fact that the Connecticut association of school boards and the Connecticut association of public school superintendents, and the teacher's union, see such committees as very threatening and they have gone to extreme measures to stop me from establishing the committees. As an example, the two goliath associations sent out a memo to every school district in the state telling them to stay away from me. At least David had a slingshot to bring down goliath; I have no slingshot only a passion and belief that greater oversight and accountability must be demanded from those who are responsible for ensuring that our public schools remain vibrant and viable in promoting our democratic way of life.

Fortunately, they have failed in every effort to bring me down and are so frustrated in trying to shut me down that they have just hired a public relations firm to deal with me. Obviously, all of the resources that they have at their disposal have not been enough to stop the audit committee express train that is now chugging along at full steam.

What is more shocking is to realize that they do not believe that citizens have a right to know how their money is being spent or to know if the district is managed according to our democratic values and beliefs that encompass justice and due process.

I am firmly convinced that citizen audit committees are the answer to preventing the problem of teacher abuse. Such abuse only occurs because individual teachers who speak out are identified very easily and then victimized because they exercised the most fundamental of their constitutional rights—the right of free speech. This should come as no surprise because a recent study by the Kettering Foundation found that educators have indeed lost sight of democracies role in education and what better example than victimizing those who practice free speech.

Since audit committees are concerned with ensuring accountability of administrative and board actions by conducting fiscal review and analysis functions, and following proven performance review audit criteria, investigating teacher abuse in a district would fall within the scope of their responsibilities. Furthermore, and most important, they would be obligated to do so in a confidential manner so that the identity of any courageous teacher who has ethical and moral convictions would be protected; and at the same time, the loss, abuse and misuse of school resources that they are concerned about would be exposed and perhaps even resulting in personal lawsuits and investigations by law enforcement agencies where malfeasance of office or federal dollars have been misused.

To help those who may be interested in learning more about audit committees, I have developed a manual on *citizen audit committees* and, I have also prepared an interesting manual: school district: *accountability, transparency and participation index* as a means to score a school district in those three critical areas. These are available at no cost.

In addition, I have authored, ending corruption and waste in your public school: a manual for taxpayers that lists ten questions to determine whether or not there is waste and mismanagement, if not worse, in the district. It is available as a free download from yankeeinstitute.org.

What I am proposing as a viable, practical and no cost solution to prevent teacher abuse and other practices, whether administrative or fiscal that need far more accountability and transparency, is to have NAPTA and EPIC support the establishment of audit committees in every school district. I would be glad to assist them in such a needed and democratic effort.

But, there is another very important outcome that a citizen audit committee would achieve and provide some level of comfort to those who have been victimized and abused by administrators, boards and sadly enough, by unions, the courts and other public officials that should be protective and supportive of courageous teachers who try to expose wrongdoing.

There is overwhelming evidence to support my belief that audit committees can identify wasteful and mismanagement practices, if not worse, involving the use of school resources, and be able to identify arrogance and the abuse of power where it exists. Such public exposure will result in the victimization of those who are responsible for reprehensible behaviors against teachers and even administrators who have the courage of their convictions.

I wish you every success in your endeavors today. Thank you.)

Thank you Armand. When I read Armand's book, I found it interesting that he missed teacher abuse. But I knew why.

He was a dedicated superintendent and thus would no more think of abusing teachers than he would commit the scandalous crimes detailed in his book. At the same time, the career killing evaluations that make up blacklisting would have caused him to not hire NAPTA teachers.

Here's how it works. My school pushed me out and smeared my reputation despite my excellent evaluations. My EducRAT\$' thinking was: "We can't let her wind up at Armand's school where he actually cares about education! She might win a Golden Apple award and embarrass us."

EducRAT\$ **must** finish off their prey since so many of these targeted teachers have won awards. If their careers survive, the truth will emerge.

There is so much to convey about teacher abuse such as how EducRAT\$ intimidate teachers with psychiatric examinations. My school's hitman psychiatrist found that I was fit for duty, **but** if I **continued** to "**imagine**" harassment, I would need psychological testing – a convenient way of saying drop your lawsuit or suffer.

This Soviet Union stuff – that by the way violates one's right to file a lawsuit - is over the top, but they figure who will find out?

Sadly, all of these abuse tactics leave much more than fallen teachers. It is wrong for children too! Children deserve better. From being placed in classes stacked so teachers will fail, to having their best teachers ripped from them, children suffer

Teacher abuse is **purposeful**.

Just as some of our ancestors used lynching's to incite fear amongst African Americans to keep them in their place, our EducRAT\$ use psychological lynching's to keep teachers in their place.

One member of my group wrote: "It is humiliating and demoralizing to be treated not as a professional, but as something less than human, something to be controlled and kept silent."

Today, we come out of the closet figuratively and even literally for the Florida band teacher ordered to report to a converted closet while false charges against him were being investigated, who was then bit by a brown recluse spider in that very closet and had to undergo \$80,000 in plastic surgery and choose a new career, who can't speak today because he signed a gag order, and for the Philadelphia teacher who was ordered to report to the damp basement of an old office building, and who spent months looking at the Liberty Bell through barred windows as he contemplated the unjust nature of this ploy to drive him to quit, and for the hundreds of teachers ordered to spend months and even years in Guantanamo-like rubber rooms in New York without even knowing their charges, and for all the teachers unable to afford a trip to this event today!

You will hear patterns in their stories showing how they were set up to fail.

You will hear the use of insubordination to dispose of them, even when the orders they refused were unreasonable and unlawful.

Listen carefully. The answer to what is wrong with our schools lies within these stories.

Teachers, who were to pass the torch of democracy, and to model it and teach it and thus turn out upstanding citizens, are being replaced with teachers who fall into line as Stepford teachers, ready to serve their political masters.

Most every concern from the 33% drop out rate to teachers having sex with their students can be answered with three words: **White Chalk Crime.**

Our first teacher has a story that will show you this no **way out situation** that confronts many teachers. I would like to introduce Bennett Packman, high school Physical Education teacher from Miami, Florida, who was once a basketball star and is now a role model for the teachers we need in our schools.

(BENNETT PACKMAN spoke about a scandal at his school whereby they were improperly issuing academic credit not continuing education credit that resulted in an administrator being incarcerated after a grand jury investigation. He was laid off for a year for having reported the wrongdoing. But once he was able to get a local news reporter to do a story on it, it led to teacher firings. He said: “School board rules require employees to report illegal behavior. If you don’t report illegal activity you can be fired but if you do report illegal activity that the school system is involved in, the school system will protect itself at all costs. ‘This is the catch 22.’ This is the no win situation that teachers find themselves in. If you try to upset the natural order of things you will be a target.” He told about how his principal told him, “I hope you are a really good teacher because we are going to single you out.” This is because he refused a directive to attend a bogus course in Driver Ed. He said, “This man committed extortion, tried to entrap me, endangered the welfare of the students.” He pointed out that children were on the road prepared by teachers who never attended the classes.

He said, “I was willing to risk it all for what was right because this was a public safety issue. I was blacklisted. I went for 60 jobs and didn’t get one. You must be ready to go to war.”

He then pointed out the uselessness of the union. He said, “The union could not get me a transfer and constantly tried to get me to return to American High stating that I would definitely be terminated. The UTD stated that my case had no merit. The union only stepped up their effort when the media got involved. After a year of being out of work the OPS called me in and the union said that no one has ever beat the OPS. A minimum of a reprimand and probably a suspension was what the union was saying would come my way. Instead of OPS issuing a decision they let me win by default by not reducing the meeting to writing within 45 days. The union never told me of the 45 day rule. They let me suffer unnecessarily for 55 additional days.”

He mentioned how his situation included the unlawful destruction of public records and recommended how to fight back: “Speak at board meetings, seek attorney advice, contact the media, network with NAPTA and contact political leaders.”)

Thank you Bennett. (I want to point out that most states require teachers to sign oaths to put children first. It is the rare teacher who keeps his vow due to **teacher abuse**.) So much for public safety! You will now meet another champion for children. This next teacher will show you just how dangerous teacher abuse will become if we privatize our schools without first eliminating White Chalk Crime. Meet Kandise Lucas of Virginia.

(Dr Kandise Lucas ended up speaking more about the bus loads of teachers from Henrico County, VA – approximately 400 - who were intimidated into not attending this event. She had gotten word from some of them earlier that morning that an email had frightened them into cancelling the trip. She did mention that her reporting an abused child at a private school resulted in a 1.1 Million dollar fine against her and how she had to represent herself in court to get it overturned. She spoke more about the importance of getting the word out and encouraged both EPIC and NAPTA not to become discouraged by this event having been sabotaged by EducRATS. She spoke of the high price of not speaking out and how educators must support each other.)

Thank you, Kandise. Keep in mind that Kandise is a mandated reporter of child abuse - as all teachers are by state law. However, because she reported child abuse the owner of this private school got a JUDGMENT OF \$25, 000 against her for ruining his business. And it was REDUCED FROM \$1.1 MILLION!

Can you imagine dealing with that? Those of us who taught in public schools may have been denied our First Amendment rights to free speech, but our schools did not have the power to sue us for talking.

All they could do was shut us up by depriving us of our reputations so no one would take us seriously.

If at the onset of **my** experience I had known it could cost me thousands of dollars and legal expenses if I dared to ruin my school's reputation, which is exactly what needed to be done to these out of control power mongers who operated above the law, **even I might have kept silent**. Free speech means the freedom to report governmental wrongdoing.

Until we are no longer a democracy, we will have that right to try to report it unlike in private business. So anyone who sees privatization as the answer for our schools had better think long and hard about White Chalk Crime and how it would expand under a business model.

And think about how these crooks would use vouchers. Would they issue easy grades to attract customers? Absolutely! Forced grade changing is rampant now.

When it is all about money and perks, it is not about educating well!

And teacher abuse occurs even in parochial schools. Our next speaker will impart just how painful it is to not only have your ideals shattered, but to have your religion do the shattering. I want you to meet middle school teacher Julie Devine.

(JULIE DEVINE: “I HAD A DREAM as a young child to teach but I had no idea that my dream would turn into a nightmare. My dream as well as my nightmare materialized in a Catholic School System in the Diocese of Metuchen. I learned the hard way Catholic School Teachers are terrorized as well as our public school counterparts but Catholic School teachers are not protected under the Constitution OR BY A UNION. As teachers’ we trade off a high paying job for security. After 22 years of service the “Teacher of the Year was known as the teacher Out on her Ear”. Job security, a dual profession of teaching and ministry, a National Catholic Education Association (NCEA) grant award winner and a long time love of teaching meant NOTHING to the tribunal that informed me that they were NOT going to renew my contract on that fateful day of June 8, 2006. They were prepared to compensate me for my time with \$10,000 as long as I met their stipulations of keeping my MOUTH SHUT. I did not open my mouth publicly until now - but

I still did not receive the \$10,000. I was completely immobilized by this HEARTLESS decision. They may have as well shot me in the heart. NO REASONS were given for not renewing my contract, TENURE meant absolutely nothing. I was left without even my yearly retirement that they are suppose to contribute in my IRA account, no life insurance, no medical insurance and no unemployment insurance. I left that room that day with essentially nothing except my years, YES, I was 60 years old, without dignity, with a stress related medical problem that had yet to emerge. To add the vinegar to the journey because of my immobility they sent me a certified letter to FIRE ME – THE EPITOME OF CRUELTY. Father FORGIVE them, they know not what they do. Yes, I do pray that the Lord will forgive these people that were inculcated with this decision.

This action to remove me from the staff without provocation was pre-empted by four years of terror by the administrator that set me up as a TARGET for BULLYING. First, after 16 years of teaching 5th grade, I was placed in fourth grade; my assigned room was moved to the hottest side of the building without ventilation or air conditioning; I had an administrator who lacked leadership

qualities, respect for others except her favorites and personal self-esteem. The administrator would run into my room at her beck and call yelling at me in front of students, parents and other teachers. It was apparent that SHE ACTED VISUALLY UPSET WITH ME FOR NEARLY EVERY PROFESSIONAL DECISION I MADE, while praising others for the same actions.

She refused to investigate a parent’s harassment of me to the point that I had to file a police complaint with the DARE officer. When these same parents harassed another teacher, the parish priest asked the family to leave the school.

This is just a sampling of what a professional teacher had to go through...I am fully certified with a degree in education, an M. E. as a Reading Specialist and also ABD (all but dissertation) as I pursue my doctorate in education. I loved education as much as teaching but the terror was too much to bear for an honest, hard-working person. I empathize totally with people who say no to education. All I know is that children DO DESERVE BETTER THAN TERRORIZED TEACHERS. Let us not wait as long as we did with the priest scandal.)

Thank you, Julie. You heard this former Teacher of the Year's plea -- we should not have to wait as long as it took the priest scandal to break open. The *Boston Globe* was the hero that exploded that story. Where is **our** hero? (Definitely not here today!) This affects our **entire** nation!

Did you hear a presidential candidate say during the last debate that education is the solution to our financial crisis? Can we wait for **our** Boston Globe?

And can you believe religious leaders paying off teachers to keep their mouth shut? **I can. I know White Chalk Crime.** It tips the depravity scale.

And by the way, she said that Catholic schools are not protected under the Constitution or the Unions. Our core point today is NEITHER ARE THE PUBLIC SCHOOLS, although as long as we are a democracy, there is hope we can elect a wise leader that will make sure our Constitution as well as the unions' legitimate purpose are followed!

You see, the law, **when followed**, is a regulator – a check and balance for local control. Private schools mean less regulation, as in why the banks failed.

One more thing to ponder. Can you see how addictive this power is? It is like a drug that pervades the boundaries of society's moral leaders.

Incidentally, I received the first White Chalk Criminal confession just last month after 12 years of doing this work. He told me I was 100% correct about what people like him - in his case a special education director - are doing. He said that it is like drugs. The money and power are so addictive that he followed orders and lied to parents with a pit in his stomach. He joined NAPTA as a reformed White Chalk Criminal wanting us to know that many of his cohorts felt "dirty" playing the game, but were good people who got caught up in it. I urged him to speak today. However, his former district turned the tables on him using the very psychological terrorism in which he had engaged at one time, and he is too preoccupied with lawsuits and too messed up to take on more responsibility right now.

Sadly, there is even more to learn. Here is an important concept: calculated chaos works for EducRAT\$ at any type of school. Focusing on bad textbooks or controversial programs or even problem teachers distracts the community from the White Chalk Crime. The more divisive the better. If an EducRAT plans to embezzle millions, his best bet is to start a program teaching same sex parenting. NO one will pay attention to what he is doing!

And the mother of all distractions is No Child Left Behind. It is so laden with problems that the public is preoccupied fighting against it, rather than the real reason children are being left behind.

As you heard, what happened at Columbine can be both indirectly and directly linked to teacher abuse.

Indirectly, I can share the story of a Florida teacher who soon after Columbine discovered that a student was selling guns at his school. He reported this to his Assistant Principal and then to the police. His superiors went ballistic. He was not to bring in outside scrutiny.

The teacher, who is afraid to talk, but whose story was actually on the local TV news, suffered continual torment over this. His life was a mess. After a couple of years he managed to broker a deal where they left him alone.

Obviously, the TV interview gave him leverage. On that interview his fellow teachers said what a chilling effect his experience had had on them. They were afraid to report anything.

Now for the direct link. One year before the horrific event, a Columbine teacher had a trial over a First Amendment issue. It was a high profile case. Tension was high. The teacher lost. That trial reminded the Columbine staff of the political muscle at the top. So it is logical that when teachers heard what these two highly disturbed students were up to, they wanted to avoid a confrontation.

What if they **reported** them and then got written up for making such a wild accusation?

They did not have to know about the Florida teacher who was retaliated against for reporting guns in school to know how White Chalk Crime works. You keep your mouth shut. So they did. Countless potential Columbines exist all over this nation. Our next teacher, Jane Weaver, a 7th grade language arts teacher from Illinois, will tell you about a program at her school that should have been in place at Columbine.

However, if it had been in place at Columbine the way it was in place in Jane's school, it would not have made a difference. I would like you meet Jane Weaver.

(JANE WEAVER-KODROS came on stage with a bag on her head in honor of all the teachers afraid to attend. She said: "Karen is right! Our education system is clogged with corruption, infested with EduRAT\$. Politically savvy and so relentless in their personal pursuit of power that educating children is not their top priority.

One principal was trying to flunk a group of struggling students. She asked for teachers to "vote" on whom to retain. District policy stated that no student could be retained unless they had been through a series of interventions called the Student Support System.

Abandoning district policy for her own brand of justice, she encouraged teachers to forgo these interventions. Worse yet, she asked the teachers to lie. She invited faculty to forge paperwork to make it appear as though they had been put through the program. As chairperson of this Student Support System, I attempted to protest this injustice to the children. I went through chain of command and common protocol. After my pleas were ignored, I circulated information regarding the district retention policy to the families. I was written up for insubordination.

Yes, I have been bitten by the EduRAT\$ that Karen speaks about. They are real and they have infested our schools. Their corruption gnaws away at the foundation of our education system. True reform begins with the elimination of these EducRAT\$.)

Thank you Jane. Our next speaker, Robin Simmons Blount was a high school Theatre and Dance teacher in North Carolina, with excellent evaluations for 15 years, until a student's accusation struck her down.

(Robin Simmons-Blount said: "I am a dedicated teacher known for my strong leadership skills and success with students. These qualities did not protect me from teacher abuse since it also includes being falsely accused by students and denied a defense. This happened to me while teaching behavior disorder students. When I hired a lawyer to file a federal lawsuit, my district hired twenty lawyers, forcing me to give up over the expense. What's more, my district tampered with the evidence. It is not just about what this has done to my life, but what giving this outrageous power to our children is doing to them. This is wrong for children."

Thank you, Robin. Last but far from least I want you to understand this from a parent's perspective.

We hear lots about special needs children not getting services. Some people are sympathetic with EducRAT\$ figuring that it **is** too costly.

Others think a lot of this game playing is due to these poor EducRAT\$, left without enough funds. If you read Armand Fusco's book, you will learn a lot about where money really goes! Nevertheless, it is **not** necessarily about the money. EducRAT\$ do not want to deal with the kind of teachers needed to help these special kids. These teachers care too much. They don't fit well in this system of players. After all they were called to help the most challenging children, so most of them are principled not political. Bottom line - denying services helps EducRAT\$ maintain the robotic staff that they need.

But regardless, if a child is entitled to an education by law and we support bucking that law, we find ourselves on that slippery slope, where a little embezzling doesn't seem so bad either. We end up with a culture of psychological terrorism where power wins over principle every time rather than a culture of law or coded morality.

Parents of special needs children endure much of what abused teachers endure.

A Florida parent advocate said: "When an IEP meeting is facilitated by a dictator from a corrupt administration, it becomes hell for everybody and drives a wedge between the family and the teachers. Everyone suffers, but especially the child."

The following is an excerpt from a speech her son bravely gave to his school board after reading a news article in which the school board's attorney had labeled parents' legal cases on behalf of their special needs children as "frivolous":

"My name is Nick and I am 15 years old. I read the article in yesterday's newspaper and I am here today because I don't think that you know what the district is doing to kids like me. You should find out, because it is horrible and you don't know how bad kids like me feel. What happened to me is not frivolous like it said in the newspaper, it was a horrible experience. If you don't know what happened to me maybe you should try and find out. If people here won't tell you, why don't you just ask me or my parents? You spend money on lawsuits when you could be spending that money on giving education and helping kids like me learn.

My school experience has been horrible since I got here in 4th grade and the people don't care about me or other kids or what happens to them. While you were working in a brand new nice building, I was sitting in classrooms getting sick from mold. You are able to come to work everyday and not worry about getting bullied or pushed or called names. But I was getting bullied at school and no-one stopped it. (Does Columbine come to mind?)

Even though I kept getting sick and told everyone what was happening, it only got worse because no-one cared except my parents. When I couldn't go to school anymore my parents were told they could go to jail and that is how we ended up in a lawsuit. I should not have to go through this."

There is something wrong with a country in which a child has to write such a speech.

Neither presidential candidate truly gets what is wrong with our schools based on their comments at the last debate. Although one did get that our failing schools are directly linked to our failing financial institutions. I don't think he knows that it goes beyond that. We won't need more money to fix our schools if we end White Chalk Crime. **Doing this will free up funds!**

Currently, outstanding math and science teachers are being disposed of while charter schools are devising new ways of cheating the public. Vouchers are tickets to nowhere. The choice of White Chalk Crime is not a choice. Join us at EndTeacherAbuse.org or WhiteChalkCrime.com. Let's demand that our leaders level the playing field so real teaching can begin once again.