

# PARENTS IN CONTROL©

Parents in Control is a program to train you as parents to be in control of the first and greatest institution – your family. By first learning to control your life, you can then teach your children to control themselves. Then together you can bring order out of chaos for other institutions.

# **Parents in Control®**

## **EMERGENCY HANDBOOK**

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# PARENTS in CONTROL

## How much is your child worth?

To you, your child is a priceless gift.  
A child that can read is worth \$1,000,000 more in lifetime earnings.

How much is your child worth to your School District?

The School District receives its income from your taxes:

- Local county taxes
- State income and sales taxes
- Federal taxes

So how much is your child worth to your School District?

Your School District budget is a matter of public record.  
The number of children enrolled in your district is a matter of public record.  
Find out what these numbers are. Call and ask for them. If the school district doesn't want to give them to you, see the Freedom of Information section. You have a right to know how your tax dollars are being spent. To request a copy of your local school budget use the Superintendent's office.

To request a copy of the all the state school districts statistics such as income, expenses, certified teacher's and classified/staff pay, use the Department of Education, Office of Local Fiscal Services or on the Internet at: <http://www.as-is.org/search/ASRO102.pdf>.

For example: The State of Arkansas for K-12 has a budget of about 2.5 billion dollars with about 444,709 students. Divide the number of students into the total budget. That comes to about \$6,111 each. The Little Rock School District has an income of \$205,000,000 with 23,332 students which is \$8701.95 per student.

Your child is worth \$\_\_\_\_\_ to your School District.

The average private school tuition is under \$3,000 per year. Are you getting your money's worth? Is your child getting the best education \$6,111 a year can buy?

\$6,111 multiplied by 13 years – almost \$ 80,000!

# **“I’m mad as hell and I’m not going to take it anymore!”**

## **So what do you do?**

Before you start taking on the school system, the government and assorted scoundrels, make certain your home is secure.

First and always, love your child and stand up for your child;  
Create a safe, nurturing environment at home;  
Love and accept your child unconditionally;  
Emphasis self-esteem that comes from building skills;

As a parent **you** also must develop a passion for learning. Make learning an important part of your life. Children model what they see at home. Spend time with your child doing work together. (Watching TV together does not count!)  
Develop a balanced life with your child. A balanced life is a life that builds and maintains the mental, physical and spiritual life.

## **So how do you start with the scoundrels?**

As a parent, you have inherited a century of turning control of your live over to governments. Abraham Lincoln’s government *of the people, for the people, and by the people* has become **government to the people**.

You thought you were doing a good job – that you had done the right thing for yourselves. Your parents thought they had done the right thing also, and your grandparents.

But now the facts are in,

- ◆ **OUR SCHOOLS GIVE US A REPORT CARD THAT SAYS THEY ARE FAILING;**  
Yes, the top 5% of the students are doing great! But we have to live with the other 95%!
- ◆ **OUR HEALTH CARE COSTS ARE SKYROCKETING;**  
Money is taken away from the working poor for Medicare/Medicaid contributions leaving them with no health care for their families;
- ◆ **OUR LOCAL STREETS ARE FILLED WITH POTHOLES;**  
But you can jet around the world safely and quickly,
- ◆ **OUR COURTS ARE CLOGGED WITH NUISANCE SUITS:**  
But money buys justice – if you have it
- ◆ **OUR ENVIRONMENT IS POLLUTED;**  
You can’t be healthy if our water, air, land, our minds aren’t.

What do you want to do? Just keep talking about it?

Do you really want to get in control of your life or continue whining?

Do you want to have a healthy economy, environment, and educational system to your grandchildren besides taking care of your children right now?

It won't be easy. It is very difficult to change even one bad habit. And we have more than a bad habit, we have an addiction – an addiction to government goodies.

We contribute to campaigns to get another goodie, then we elect to get a goodie, then we re-elect to keep on getting those goodies.

Just as too much sugar goodies makes our teeth rotten, too many government goodies also cause rot and decay.

Our addiction has hurt not only us, but millions of others. Our literacy rate was over 98%. Now the National Institute for Literacy reports that 50% of our adult population cannot read well enough to fill out a deposit slip, sign their name, and pick out food items from a menu. This means that they do not know their rights, responsibilities and privileges. It is up to literate, caring people just like you to show them how they can be **Parents in Control**.

## WHAT KIND OF SCHOOL DO YOU WANT?

“My children must have a good education if they are to have a chance to make it in the world in which they are growing up. In my dream school, the teacher will teach basics very well and prepare all children for a job or for college. The teacher would have high expectations of all her students. The school would also teach self-discipline and character education. It includes a good extracurricular program, including athletics, drama, music, special interest clubs, and other things that round out a young person’s development and also provide different avenues to getting recognition. Above all I want a safe school, a school in my neighborhood where my children don’t have to ride the bus. My children are precious to me, and I don’t feel I am a good parent if I left them some place where they might suffer harm. The classrooms must be orderly so the teacher can teach and students can learn.”

*Plain Talk: The Future of Little Rock Public Schools*

Parents also want schools with lots of choices:

- Curriculum
- Themes
- Schedules
- Calendars
- Teachers
- Locations

Parents want choices whether their choice is for a public, private or religious school.

### **For your child, what kind of school choices do you have?**

Many things affect what kind of choices you have for your child’s education:

- Age of the child
- Economics
- Handicaps
- Gifts and talents
- Time and distance
- Family values
- Educational goals
- Local community

Then there is the delivery system for the kind of education you want:

- Public School
- Private School
- Religious
- Cooperative School
- Home Schooling
- Tutoring
- Storefront Learning Center

You also have a choice in the philosophy of the school:

- Work-based
- Classical
- College Prep
- Montessori
- No philosophy or vision

## WHAT KIND OF SCHOOL DO I HAVE?

What is a school?

A school is a place where learning takes place: Is learning taking place in your school?

Does your school have standards?

Academic standards have clear goals and a way to know if those goals have been met. Goals help parents, teachers, and students know what is expected of them, and then measure if they are meeting those expectations. For standards to improve your school three conditions must be met:

1. The standards are clear, plain, definite, and explicit;
2. The students are tested to see if they have met them;
3. The students and the school must be held accountable if they don't meet them.

This is a form for you to use to monitor or see what kind of school you have. These are questions used by accreditation teams that review the top private schools. These types of questions are also used in top schools Parent Satisfaction programs.

- ✓ Read all this Emergency Handbook before you start
- ✓ Dress appropriately and professionally.
- ✓ Be of model of respect.
- ✓ Don't travel alone -take another parent with you
- ✓ Check into the office and sign the visitor's register.
- ✓ Ask if you may talk with the principal while you are in the building.

# MONITORING FORM

**PURPOSE: To consider if quality desegregated education is being distributed equitably and learning is taking place in this school.**

Definitions from Webster's Collegiate 10<sup>th</sup> Edition.

**Quality:** A degree of excellence; superiority; acquiring skills

**Segregate:** To separate or set apart from others. Set apart or separated from others of the same kind or group, race, class or ethnic. The separation for observation or special treatment such as gifted into accelerated classes.

**Distributed:** To divide among several or many in equal parts; to be properly apportioned,

**Equitably:** Freedom from bias or favoritism, fairly and equally

**Learning:** Knowledge or skill acquired by instruction or study.

	NO		YES
<b>SEPARATION OR SEGREGATION:</b>			
Are classes separated by any method?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is school separated by any method?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the District separated by any method?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you observe segregation of any kind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SAFETY:</b>			
Are entrances and exits well marked?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a fire alarm, burglar alarm system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is playground visible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the outside appearance trash-free, trees and bushes trimmed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were you greeted at door?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where you greeted by teachers and students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the office clearly marked?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a visitor sign-in?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>ABOUT PRINCIPAL:</b>			
Is the principal in the building?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is principal or designated person available for questions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**QUESTIONS TO ASK PRINCIPAL:**

- |   |                          |                          |
|---|--------------------------|--------------------------|
| Is your teacher turnover over 5% per year?                          | <input type="checkbox"/> | <input type="checkbox"/> |
| Have a majority of your teachers been here over five years?         | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the average length of time your teachers have been teaching?     | <input type="checkbox"/> | <input type="checkbox"/> |
| Is every subject being taught by an experienced, qualified teacher? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do teachers have approval of professional experts?                  | <input type="checkbox"/> | <input type="checkbox"/> |
| Do teachers have national endorsements?                             | <input type="checkbox"/> | <input type="checkbox"/> |
| Did you see student satisfaction surveys?                           | <input type="checkbox"/> | <input type="checkbox"/> |
| Did you see parent satisfaction surveys?                            | <input type="checkbox"/> | <input type="checkbox"/> |

**PHYSICAL:**

- |  |                          |                          |
|--|--------------------------|--------------------------|
| Do the hallways have any unpleasant odors or smells?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Does the cafeteria have any unpleasant odors or smells?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Is food covered and appropriately refrigerated or heated?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Are restrooms free of odor?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Are there paper products and soap available?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Are there any physical barriers inappropriate for school?  | <input type="checkbox"/> | <input type="checkbox"/> |
| How does school sound?<br>Circle one: Orderly    Running & Shouting    Silent Shuffle    Military-like March |                          |                          |
| How do classrooms sound and look from hall?<br>Circle one: Orderly    Silent    Disorderly    Unorganized    |                          |                          |
| Are the children on task?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the teacher speaking in normal voice?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Is classroom set up for different subjects, teaching & learning styles?                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| Does school have a tangible energy?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Does school have fingerprints, smears, grunge?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Is fresh bright work displayed in halls?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Are bulletin boards student generated, timely and new?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Are trophy cases polished and up-to-date?  | <input type="checkbox"/> | <input type="checkbox"/> |

Are there any awards for academics in trophy case?	<input type="checkbox"/>	<input type="checkbox"/>
Are there any awards for individual and team athletics in trophy case?	<input type="checkbox"/>	<input type="checkbox"/>
Are the floors in all areas swept and clean?	<input type="checkbox"/>	<input type="checkbox"/>
Are trash containers available?	<input type="checkbox"/>	<input type="checkbox"/>

**SELF-DISCIPLINE:**

How many children are issued behavior documents a day?	<input type="checkbox"/>	<input type="checkbox"/>
How many suspensions and/or expulsions did you have last month?	<input type="checkbox"/>	<input type="checkbox"/>
Is your behavior program punitive?	<input type="checkbox"/>	<input type="checkbox"/>
Is there positive guidance in behavior program?	<input type="checkbox"/>	<input type="checkbox"/>
Are teachers taught a positive program?	<input type="checkbox"/>	<input type="checkbox"/>
Are students taught a positive program?	<input type="checkbox"/>	<input type="checkbox"/>
Are parents involved in behavior program?	<input type="checkbox"/>	<input type="checkbox"/>

**PARENTAL INVOLVEMENT:**

Does school have a policy for parents?	<input type="checkbox"/>	<input type="checkbox"/>
Are parent-teacher interviews scheduled?	<input type="checkbox"/>	<input type="checkbox"/>
Are parents phoned for absences?	<input type="checkbox"/>	<input type="checkbox"/>
Are parents phoned for behavior problems?	<input type="checkbox"/>	<input type="checkbox"/>
Are parents phoned for something exemplary?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a balance between athletic and non-athletic activities?	<input type="checkbox"/>	<input type="checkbox"/>

**COMMUNITY INVOLVEMENT:**

Does school have a theme or focus?	<input type="checkbox"/>	<input type="checkbox"/>
Does school have a business partner? Who?	<input type="checkbox"/>	<input type="checkbox"/>
_____		
_____		

How do they interact with their business partner?

Do a majority of parents attend parent meetings?

Does community help maintain and use playground?

Are there organized teams and activities?

**ACADEMICS:**

Do over 50% of your student's graduate from High School?

Do more than 50% of your students take the ACT/SAT tests?

Are your student's average ACT/SAT scores above national average?

Does your school rank above national average on standardized tests?

Does your school rank over 60% on standardized tests?

Does your school rank over 70% on standardized tests?

Does your school rank over 85% on standardized tests?

Are there more than 20 points between lowest and highest rankings?

On standardized tests, do any classrooms differ more than 10 points from other classrooms?

Are more than 5% of the student enrollment in remediation?

Are more than 25% of the student enrollment not working on grade level?

Are more than 25% of student enrollment not **reading** on grade level?

Are more than 1% of student enrollment on school administered prescriptions for behavior?

(Ex: Ritalin)

**ATTITUDES:**

Did school personnel greet, look you in the eye, answer your questions or find someone who could?

Does school have a mission statement written and posted?

Does each classroom have mission, goals, and plans for year?

Does each child have goals or lessons planned for a specific time?

**SKILLS:**

Does school have programs besides basic academics?

(Basic Academics: reading, writing, grammar, geography, arithmetic, spelling)

Are there trained teachers for programs other than basic academics?

Foreign languages? Music? Art? Dance? Drama? Athletics?

Are student instructed in life skills?

Homemaking? Yard care? Car care? Use of small tools?

Do students go outside of school into community to:

Observe others working?

Help others in neighborhood?

**REMARKS:**

What impressed you most about this school?

Did you see, hear, or feel anything that needs immediate attention?

Name of School \_\_\_\_\_ Date of  
Report: \_\_\_\_\_

# DOCUMENT, DOCUMENT, DOCUMENT

If it isn't written down, it hasn't happened.

Document or write down everything you do when you are investigating any problem. Simple notes or a journal are wonderful.

Rules:

- Date everything
- Who you talked to (ask them to spell it)
- Name of organization
- Subject
- What both of you said would happen next.

Ask the person you were speaking with to send you a note, letter, fax stating what they or their organization is going to do. You will be amazed at the power of the simple phrase, "Would you please put that in writing for me?"

If there are witnesses, ask them to write down, date and sign what they saw, heard, etc. Or memories dim quickly when it comes to remembering facts that may be unfavorable to someone else. They don't want to get involved. Who would want to spend hours in court? Simple statements gathered at the time of the incident can keep it from ever going to court.

If you think an incident or recurring probably could ever end up in court, as you are documenting for in your journal, send a copy through the US Mail to a friend or relative. Ask them to keep it for you **UNOPENED**. This also makes excellent court evidence.

The **Scientific Method** that we were supposed to learn in school can now be used to handle the information that we have collected:

1. Recognize that there is a problem
2. Write the problem down
3. Collect data about the problem through observation and experiment. (Easy on this one.)
4. Decide what you want the outcome to be. (Formulate your hypotheses.)
5. Test it.
6. Write down exactly what you have done.
7. Find someone else to follow your steps.
8. If they have the same results, you may say;
9. "We have found a solution to our problem!" or "We have found a theory that explains until new information is uncovered.:

Carefully doing 1-8 will avoid errors

Then there are Rules of Evidence that are used in legal proceedings or Court. Learn about them. Remember them. Use them. Train yourself to be objective in your observations. Objective means getting the facts. Subjective means how did you FEEL about something.

Evidence is a legal term meaning the information that is permitted in questions of fact. Evidence can contain:

**KINDS OF EVIDENCE:**

1. Direct. Which establishes the fact and is relevant.
2. Circumstantial, which requires the fact to be inferred.

**PERMITTED EVIDENCE:**

1. Oral statements of witnesses;
2. Documents;
3. Data gathered from scientific tests and appliances  
These usually involve experts.

**EXCLUDED EVIDENCE:**

1. Hearsay: which is a statement made by someone other than the person testifying;
2. Privileged:
  - a. Evidence that may do more harm than good.
  - b. Husband/wife, doctor/patient, lawyer/client.
  - c. Self-incrimination or Fifth Amendment rights.
3. Obtained illegally, without.
  - a. Probable cause. Against Fourth Amendment
  - b. Due Process and self-incrimination. Fifth Amendment
  - c. Miranda Rights

# RESPECT

Webster's Definition: Respect:

1. An act of giving attention;
2. Worthy of high regard;
3. Decent and correct in character and behavior.

All three meanings of RESPECT must be earned. But strangers also deserve respect. That is probably the reason for the first definition:

**An act of giving attention.**

With stranger killing stranger over a perceived act of disrespect, let's look at what common courtesy and respect means to most people:

Interviews with children defined this kind of respect:

## RESPECT ME

**See me, I'm here.**

**Call me by my name.**

**Don't shout at me.**

**Don't put your hands on me.**

**Don't touch my stuff.**

**Say Please, Thank You, May I, and Excuse Me.**

As a parent how do you give strangers, people who work with, people who help you in stores, the respect they need. Respect is contagious. Respect is the first step we must take to build a relationship.

You both give and command respect when you:

- **Greet people, look them in the eye;**
  - **Use their name throughout the conversation;**
  - **Use an even, level voice;**
  - **Keep a distance of 3 feet between you;**
  - **Keep your hands to yourself;**
  - **Say, Please, Thank You, May I, Excuse Me, and I'm Sorry.**
- .  
**Saying you are sorry, doesn't mean you are guilty, only that you are sorry something happened, or someone is upset.**

# DISCIPLINE

**Stop** thinking of discipline as punitive or punishment.

**Start** thinking of discipline as training that corrects, molds and perfects the mental faculties and moral character by self-control.

Both of these definitions are from the Webster's 10<sup>th</sup> Edition Collegiate Dictionary. The word discipline comes from the Latin *discere*, meaning to follow a path of learning.

As a parent you are responsible to discipline your children. You must help them follow a path of learning that teaches them to think and gives them self-control.

Many surveys show that parent's greatest concern for their children in the classroom is safety. Police records show that there are very few reported incidents of violence in the classroom. So why do we have a perception of unsafe classrooms?

You believe you are unsafe in a classroom when the students and teachers do not show self-control or self-discipline. If you think you are not safe, then you are not safe.

Classroom management taught to some teachers uses voice control. The louder you talk, the more you shout and yell, the more you are in control. When you are shouting, who is doing the thinking? Walk the halls of the schools and listen at the doors. Who is in control at this school?

The practice of self-discipline and self-control cannot be ordered by the school board, the superintendent or principal. But it can be taught. Self-discipline is a skill that can be learned just like tying your shoes or learning to read.

Why isn't self-discipline and self-control being taught in our classrooms? Could it be when we took virtue-based education out of the classroom, we took self-discipline and self-control. Self-discipline and self-control are biblical and worldwide traditional virtues.

Teacher surveys state that up to 85% of their classroom time is spent on trying to control the classroom. When do they find time to teach?

What can you do to bring discipline and safety to the classroom?

1. Teach your child self-discipline and self-control
2. Demand, insist, order, require, and issue ultimatums, that self-control and self-discipline be taught to all the school building personnel.
3. Make certain that self-control and self-discipline are practiced in the school building. Go see for yourself - monitor the classroom, halls, and playground.

## Children don't care how much you know, until they know how much you care.

“For children to succeed, they must believe you care about them, that you have confidence in their ability to solve problems, and they must experience mutual respect. The stronger the relationship, the easier it is to resolve differences. If done in a calm, respectful environment, this responsible thinking process can help build that relationship. It also teaches self-discipline through responsible thinking. Teaching is done by asking questions in a calm, respectful, curious voice, never yelling or telling, always asking.” - from Ed Ford's discipline program.

“There are seven key ingredients to teaching children to have self-discipline. These are the same key ingredients that assure them success.

1. **Confidence.** To have self-discipline, we need to help our children develop a sense of control and mastery of their bodies, behavior, and world. They need to have the feeling that they will succeed and as adults, we are there to help them do it by themselves.
2. **Curiosity.** Encourage the child's natural desire to learn and be curious about the world and that being an explorer is positive and self-rewarding.
3. **Intentionality.** Self-disciplined people have direction, a plan. They can delay gratification to meet their plans.
4. **Self-control.** Help you children stop and think before they act and realize that they have choices.
5. **Relatedness.** Self-disciplined people relate to others. Understanding the rules and the needs and wants of people helps develop relatedness.
6. **Capacity to communicate.** Self-disciplines have the desire to exchange ideas, felling, and concepts. Listen to your children and help them learn to listen to others.
7. **Cooperativeness.** The self-disciplined person balances his need with the needs of the group. We do our children a disservice when we try to do it all for them.

# READING

Fifty percent of the adults in the United States cannot read well enough to add two numbers together sign their name on a document or pick food items from a menu. Even more unfortunately, four percent of our college graduates are in this group. Why haven't they learned how to read? Nobody taught them. – National Institution for Literacy

The disastrous news is that our 4 to 7-year-olds "don't have a clue" that the letters of the alphabet have a name and a sound.

We know without a doubt that without intervention these children will never be successful readers. Unfortunately we have not been able to find a way to let the parents know that they lack the skills necessary to be successful readers.

Testing by the Yopp-Singer over the country for ten years shows us this. Personally we tested children in preschools in Pulaski County and had the same results. We were so naïve to think that as soon as the preschool teachers and directors had this news that they would want to tell the parents what their responsibilities were so the parents could start fixing it.

No! Not!

Why not?

These are some of the really unbelievable reasons or excuses we were given:

Out of 34 preschools, 33 told us that they couldn't give the parents any information about their responsibilities regarding reading skills because it

1. Might upset them.
2. Their lawyers said they had too much liability to let the parents know. (If you know a child needs some instruction and you don't give it, you could be liable for damages.)
3. The preschool owner/operators themselves didn't know about Stage 0 and Stage 1 of reading.
4. All their four-year-olds came to school already knowing how to read.

Parents really get upset when they find their third grader can't read.

Parents really get upset when their children don't graduate from even high school.

Parents really get upset when they see a future of failure – drugs, welfare, and prison.

Let's get a little upset now, and get it fixed.

- ◆ Have you given your child the skills necessary to learn to read?
- ◆ Do you know if your child has these skills?
- ◆ What are you going to do, if no one taught you the skills to teach your child?

Children who have the skills necessary for successful reading will earn at least one million dollars more in their lifetime.

This simple Yopp-Singer Phoneme Segmentation Assessment measures a child's ability to separately sound out each of the sounds of a spoken word in order. One of the skills necessary for successful reading is the ability to hear the sound of the language and break it down into small pieces. For example: sat would be the SOUND of the letters s - a - t, not the name of the letters.

Reading is complex - it is made up of many little skills. There is one skill that all other reading skills are based on, the connection between speech and print -where the letter P represents the sound /p/.

There are five stages of reading:

- Stage 0 - Discovering the world of print
- Stage 1 - Recognition that letters represent speech sounds.
- Stage 2 - Mastering the rules of the language
- Stage 3 - Higher-order learning and thinking skills - reading to learn.
- Stage 4 - Analytical reasoning while reading.

Without Stage 0 and 1 skills, Stage 2 and 3 cannot be achieved. This is the state of 95% of our seventeen-year-olds and the reason that 50% of our adult population is illiterate by U.S. Government reports. Since 1986 the illiteracy rate is increasing at the rate of 10% per year.

**As parents do you know that:**

- You are responsible for Stage 0 & 1 before the child starts to kindergarten.
- Stage 0 & 1 training starts at birth - some experts even say, before birth.

The first two stages of reading - reading aloud to a child and teaching the child both the letter names and sounds of the alphabet are to be done **BEFORE** the child starts to school - but nobody told the parents. Don't feel bad if you don't know. No one told you. Were your children born with a book of instructions?

When we were convinced of this problem and the solution, and then recognized the need for this early training, went to the international reading experts, Montessori AMI teachers. Their teachers developed a program for busy parents to use at home.

**Just Have Your Child READ**

Cereal boxes - Soup cans - In the grocery store - Billboards - Advertisements - Stop Signs - Menus - License Plates - Bumper Stickers - House Addresses - Signs on Trucks - Television Screens - Comics in Newspapers - Street Signs - Anything!  
Just Read! to recognize print and hear the sound of our language.

This is the Yopp-Singer Phoneme Segmentation Assessment. Just follow the instructions.

# A TEST FOR ASSESSING PHONEMIC AWARENESS IN YOUNG CHILDREN

*The Yopp-Singer Test of Phoneme Segmentation provides teachers with a new tool for assessing children's phonemic awareness and identifying those children who may experience difficulty in reading and spelling.*

What is **Phonemic Awareness**? Phonemic awareness is the understanding that speech consists of a series of sounds.

Most youngsters enter kindergarten lacking phonemic awareness. Indeed, few are conscious that sentences are made up of individual words, let alone that words can be broken down into individual sounds.

Research has demonstrated that phonemic awareness is a very important ability. There is substantial evidence that phonemic awareness is strongly related to success in reading and spelling. Researchers conclude that phonemic awareness predicts reading achievement over nonverbal intelligence, vocabulary and listening comprehension.

Studies indicate that phonemic awareness is a necessary prerequisite for success in learning to read regardless of instructional approaches. Both whole language and traditional classrooms require phonemic awareness.

How can teachers determine which students have or need this critical ability?

The Yopp-Singer Test of Phoneme Segmentation measures a child's ability to separately articulate the sounds of a spoken word in order. For example: sat would be the SOUND of the letters s - a - t.

A child's score is the number of items correctly segmented. No partial credit is given. Teachers of young children should expect a wide range of performance on this test. The median score for public schools on both the east and west coast was 11.5. Without training these students will experience difficulty with reading and spelling. This test can also be used with older individuals, including adult emerging readers.

(For a copy of references and article from The Reading Teacher Vol.49, No.1 Sept 1995 - Call 1-800-874-1238)

# Yopp-Singer Test of Phoneme Segmentation

Name \_\_\_\_\_ Date \_\_\_\_\_

Score (Number correct) \_\_\_\_\_

Directions: Today we are going to play a word game, I am going to say a word and I want you to break the word apart. You are going to tell me each sound in the word in order. For example, if I say "old," you should say /o//d/. (Administrator: Be sure to say the sounds, not the letters.)

Practice Items: (Assist the child in segmenting these items.) ride, go, man

Test Items: (Circle those items that the student correctly segments; incorrect responses may be recorded on the blank line following the item.)

- |               |                 |
|---------------|-----------------|
| 1. dog _____  | 12. lay _____   |
| 2. keep _____ | 13. race _____  |
| 3. fine _____ | 14. zoo _____   |
| 4. no _____   | 15. three _____ |
| 5. she _____  | 16. job _____   |
| 6. wave _____ | 17. in _____    |
| 7. grew _____ | 18. ice _____   |
| 8. that _____ | 19. at _____    |
| 9. red _____  | 20. top _____   |
| 10. me _____  | 21. by _____    |
| 11. sat _____ | 22. do _____    |

(The author, Hallie Kay Yopp, California State University, Fullerton, grants permission for this test to be reproduced. The author acknowledges the contribution of the late Harry Singer to the development of this test.)

# LEARNING DISABILITIES AND SOCIAL SKILLS

“Your child may have a learning disability”.

Don't panic. After all this is YOUR child. You know more about him than anyone else.

What is a Learning Disability? Having difficulty in learning a basic scholastic skill because of a disorder that interferes with the learning process. “Learning Disabilities” is a general term used to describe a group of disorders believed to be caused by central nervous system dysfunction. These disorders involve difficulty in developing and using listening, speaking, reading, writing, reasoning, or mathematical skills. (Hmm. don't most children have at least one of these?)

Learning disabilities do not suddenly appear at age 8,9,10 but have been a problem since early childhood. Each person is unique in the variety, severity and pattern of problems. Skills may improve with treatment and training, but learning disabilities are considered a lifelong problem.

Before you receive a diagnosis from a MEDICAL DOCTOR do not, do not, let an untrained, unqualified person put a label on your child. The school may receive more state and federal funds for learning disabled children so it could be in their interest to have children labeled. If the school district wants your child tested there are Federal funds to pay for the testing.

“In the past twenty or thirty years, our schools have labeled hundreds of thousands of children **dyslexic, attention deficit disorder, minimally brain-damaged, learning disabled, LDD**, or what have you. They didn't learn to read by whatever standard was used, *therefore*, there was something wrong with them . . . I don't mean to say that there are no children with organic disorders, but they are few and far between. The vast majority of those unhappy, stigmatized children are simply the victims of look-and-say (whole language).” – Dr. Rudolph Flesch *Why Johnny Can't Read*

“Parents are told that their children have disabilities that they do not have. Families are subjected to misperceptions of their children's abilities and behavior: they are told that they do not provide enough attention to the children, that family stresses are causing the child trouble, that the child lacks self-esteem, that psychological or social services are necessary. They are told that medications are required to correct the child's ability to “focus” or “stay on task”. In many instances, this is simply false. The child merely needs to be taught to read.” – James J. Campbell M.D. *A Teachin' Deficit*

Find out what your school and your school district believe about learning disabilities. As a parent, you need to assume responsibility for your child. Assert some authority with the local school, administration, and school board. Ask questions.

1. What is the evaluation process to assess/diagnose a learning disability?
2. Does this evaluation/diagnosis involve a medical doctor?
3. What are your rights if your child is assessed as learning disabled by evaluation/diagnostics?
4. How many children are classified as learning disabled in this school?

5. How many children are classified as learning disabled when their problem is that they are not being taught to read?
6. How many school and community resources are being wasted or misspent on classifying, evaluating, treating, and degrading children?
7. What kind of reading program does this school have?
8. If it is a whole language reading program, why is it not under criticism?
9. Does the school board evaluate and approve reading instruction material?

Again, remember, Learning Disabilities is a very broad term used by many people to mean many things. When it is your child, start asking questions and don't quit until you get the answers you need and want.

### **Does my child have a learning disorder?**

This is an article that was written by Charles C. Lampton, Ph.D. of the Rice-Lewis Clinic, 1801 Executive Ctr., Little Rock (501) 225-0576

**Q.** My 9-year-old son is having difficulty sitting still at school and completing homework assignments. How can I know if he has Attention-Deficit Hyperactivity Disorder?

**A.** Attention-Deficit Hyperactivity Disorder or ADHD is a developmental disorder characterized by higher than normal levels of inattention, overactivity, and impulsivity. Children with ADHD often develop symptoms early in childhood, and symptoms are usually observed both at school and at home.

**Inattentiveness** is the inability to sustain attention over time, particularly on repetitive, unexciting tasks such as homework or household chores. Symptoms of inattentiveness are described in terms such as "fails to finish assigned tasks," "easily distracted," "daydreams," "Can't stay on task," and "requires constant supervision to get work done."

**Overactivity** consists of excessive levels of movement or talking compared to age peers. Overactivity is often described as "talks constantly," "can't sit still," "always on the go," "often hums or makes odd noises," and "fidgety,"

**Impulsivity** is the inability to restrain behavior in response to situational demands. In a child with ADHD, this often looks like breaking in line, being unable to wait for their turn, taking "short cuts" in school work, unnecessary risk taking, and interrupting the conversation of others.

The presence of several symptoms persisting over time is necessary to be labeled with this disorder. A qualified professional should do a thorough evaluation before a diagnosis is made and treatment is started.

Charles C. Lampton, Ph.D.

Human behavior is divided into four pure behavioral styles. The styles are called by different name according to different studies.

This describes one style, the Dominant, Driver behavior style:

Ambitious, forceful, decisive, direct, independent, challenging. They are extroverted, task oriented, direct, impatient and are looks for result or efficiency; they also have a short fuse.

Quick decision makers, they love change, fight back, fast, always in a hurry to get somewhere, they are efficient but not neat, high risk-takers, may tend to break rules if end justifies the means, very competitive, they interrupt, jump to the next response, fast, always going somewhere.

Does this behavior style look like the ADHD child?

This behavior style is the goal-oriented, problem solver that is persistent, inquisitive and responsible.

Do we want to medicate and break the spirit of this personality style? There is another answer. Understand them and help them understand themselves. Simple understanding like clearly explain the results you expect, negotiate commitments one-on-one; define the rules and the consequences, provide challenging assignments.

## **Methylphenidate (Ritalin)**

(From Physicians Desk Reference)

A stimulant, amphetamine-like drug, Controlled, U.S. Schedule 2

A prescription drug used to improve the mood, confidence, initiative and performance in states of fatigue and depression. Also used to reduce restlessness, distractibility and impulsive behavior characteristic of the abnormally hyperactive child, as seen with minimal brain damage. It works in the areas of the brain that are responsible for higher mental functions.

### **Cautions:**

- ❑ This drug can produce tolerance and psychological dependence. Avoid long-term use. Do not discontinue abruptly. Careful supervision during withdrawal to prevent severe depression and erratic behavior.
- ❑ Suppression of growth is a possible effect in extended use. Have blood pressure and complete blood cell counts.

Food: Avoid foods rich in tyrosine.

- ❑ Aged cheeses
- ❑ Beef & chicken liver
- ❑ Salted dried fish
- ❑ Broad bean pods
- ❑ Sour cream
- ❑ Raspberries
- ❑ Avocado
- ❑ Yeast
- ❑ Chocolate beverages

# YOUR CONSTITUTIONAL AND CIVIL RIGHTS

The Constitution is the Highest Authority of Law in the United States.

All other laws whether they are legislated by the Congress or each state's general assembly ALL must agree with the minimum protection under the United States Constitution.

## Hierarchy of Government

- ↓U. S. Constitution      Supreme Court      Military Law
- ↓Legislation by Congress
- ↓State Constitutions
- Legislation by State General Assemblies

Yes, it is possible to have unconstitutional Rules and Regulations and even unconstitutional legislation. That is one reason for the Supreme Court.

Our civil and constitutional rights come from the Constitution, the Bill of Rights, and the Civil Rights Acts.

## BILL OF RIGHTS

These are the First Ten Amendments of US Constitution ratified by the states in 1791.

### AMENDMENT I      FREEDOM OF RELIGION, SPEECH, PRESS ASSEMBLY AND PETITION

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech; or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

### AMENDMENT II      RIGHT TO BEAR ARMS

A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

### AMENDMENT III      HOUSING TROOPS

No Soldier shall in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

### AMENDMENT IV      SEARCHES AND SEIZURE

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

### AMENDMENT V      LIFE, LIBERTY, AND PROPERTY

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or in public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any Criminal Case to be a witness against himself, nor be deprived of life, liberty, or property, without the due process of law; nor shall private property be taken for public use, without just compensation.

#### AMENDMENT VI RIGHT TO A SPEEDY, FAIR TRIAL

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation, to be confronted with the witnesses against him; to have compulsory process for obtaining Witnesses in his favor, and to have the Assistance of Counsel for his defense.

#### AMENDMENT VII CIVIL SUITS

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any Court of the United State, than according to the rules of the common law.

#### AMENDMENT VIII BAILS, FINES, AND PUNISHMENTS

Excessive bail shall not be required, not excessive fines imposed, nor cruel and unusual punishments inflicted.

#### AMENDMENT IX OTHER RIGHTS

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

#### AMENDMENT X OTHER POWERS

The powers not delegated to the United States by the Constitution, not prohibited by it to the States, are reserved to the State respectively, or to the people

### **Constitutional and Civil Rights**

A constitutional right is a right guaranteed to the citizens by the Constitution to prevent legislative interference or invasion by the government or any of its agencies. Our Constitution's first duty is to protect us, the citizens.

Our basic freedoms are the First Amendment freedoms, sometimes call the Four Freedoms:

- Freedom of religion
- Freedom of speech
- Freedom of the press and assembly
- Freedom to petition the Government

And the Due Process clause of the 14<sup>th</sup> Amendment.

Civil liberties or Civil Rights are the personal, natural rights guaranteed and protected by the Constitution. The Civil Rights Acts, after the Civil War, 1957 and 1964 strengthened and gave more force to these basic personal rights. They prohibit discrimination based on race, color, age or religion.

**DUE PROCESS** of law is a Constitutional right and has two parts.

- I. Due Process of Law means the orderly, regular course of the administration through the courts. Due Process is an orderly proceeding where:
  1. a person is served with notice
  2. has an opportunity to be heard
  3. has an opportunity to enforce
  4. has an opportunity to protect his rights

5. is before a court having power to hear and determine the case.

II. Due process also means that you have been handled fairly. The Due Process means you are guaranteed fair procedures and also protects your property for unfair government interference or taking. Fair means impartial, honest, free from prejudice, favoritism and self-interest, just equitable, even-handed, equal, as between conflicting interests. A fair hearing is the right to present evidence, to cross-examine and to have finding supported by evidence.

Due Process is one of our most precious rights and many be abused through ignorance. Don't let it happen to you.

## **WHERE DO LAWS COME FROM?**

Our laws come from the U.S. Constitution, Legislation by Congress, State Constitutions, State General Assemblies.

**OUR FORM OF GOVERNMENT** is both a republic and a democracy.

A **republic** is a form of a government where supreme power resides in a body of citizens entitled to vote and is exercised by elected officers and representatives.

A **democracy** is a form of government by the people; rule by the majority; a government where the supreme power is vested in the people and exercised either directly or indirectly through a system of representation.

With the exception of Louisiana, our state laws are based on Mosaic or Biblical Law, and the English Common Law. Louisiana's state laws are based on the Napoleonic Code because of their French heritage.

## **FOUR TYPES OF LAW**

There are four basic types of law in the United State:

- The U.S. and state constitutions  
These laws established the country/state and the structure of government. All other laws must be in agreement with the principles and rights set forth in the U.S. Constitution.  
State constitutions establish the structure of the state's government and may give individuals **greater** rights than the U.S. Constitution, never less.
- Statutes which are laws passed by Congress, state legislatures and local councils  
Statutes are laws passed by elected legislatures.
- Administrative rules and regulations  
Administrative rules and regulations are the rules issued by regulatory agencies.
- Case law  
Case law is known as common law. It is created by judges, guided by the Constitution, and laws passed by Congress and state legislatures, when deciding individual cases. These serve as precedent for courts facing similar cases in the same jurisdiction.

## **THE DIFFERENCE BETWEEN CRIMINAL AND CIVIL LAW**

Criminal law involves punitive (punishing) action by the government, initiated by prosecutors to protect people and property from the harmful acts of others. Guilt is beyond a reasonable doubt; guilt carries the possibility of a prison sentence.

Civil law involves lawsuits brought by private individuals and companies to obtain financial compensation or court orders requiring or forbidding specified acts. Guilt is a majority of the evidence; may be ordered to pay money to other party; fulfil a contract; cease a particular action.

Civil and criminal law cases must be filed separately in separate courts.

# PARENTS RIGHTS

***In loco parentis*** is a legal term that means, “taking the place of a parent, with a parent’s rights, duties and responsibilities. This does not mean you gave away your parent’s rights to the school when you enrolled your child. **You are still in control.**

The U.S. Constitution is for the protection of all citizens regardless of age. Children have the same constitutional and civil rights as adults. In some state courts, they have more rights but never less.

The following Parental Rights are protected to varying degrees by the U.S. Constitution:

1. physical possession of child;
2. right to discipline your child;
3. right to teach your child your moral and ethical standards;
4. right to control and manage child’s earnings and property;
5. right to have your child bear your name;
6. right to NOT have your child adopted without your consent.

It is your responsibility to tell your child’s school what your moral and ethical standards are. You hire them to teach your child. Tell them what you want taught.

This is a sample letter to send to your child’s teacher, your local school, and your local school board to notify them of your wishes. Keep a copy in your files and a copy in the school office and with your child’s teacher.

Sample letter based on Hatch Act and Constitutional Law:

Date:  
From: Your Name  
Address  
City, State, Zip

To: Your Local School Board

I am the parent of \_\_\_\_\_ who attends \_\_\_\_\_ school.  
Under U.S. Legislation and federal court decision, parents have the primary responsibility for their children's education, and pupils have certain rights that the school may not deny.

Parents have the right to be assured their children's beliefs and moral values are not undermined by the schools. Pupils have the right to have and to hold their values and moral standards without direct or indirect manipulation by the schools through the curricula, textbooks, auto-visual materials or supplementary assignments.

Under the Hatch Amendments, I hereby request that my child NOT be involved in any school activities or materials listed below unless I have first reviewed all the relevant materials and have given my written consent for their use.

- Psychological and psychiatric treatment that is designed to affect behavioral, emotional, or attitudinal characteristics of an individual or designed to elicit information about attitudes, habits, traits, opinions, beliefs or feelings of an individual or group;
- Values clarifications, use of moral dilemmas, discussion of religious or moral standards, role-playing or open-ended discussions of situations involving moral issues, and survival games including life/death decision exercises;
- Contrived incidents for self-revelation; sensitivity training, group-encounter sessions, talk-ins, magic-circle techniques, self-evaluation and auto-criticism, strategies designed for self-disclosure including the keeping of a diary or a journal or a log book.
- Sociograms, sociodrama; psychodrama; blindfold walks; isolation techniques;
- Death education, including abortion, euthanasia, suicide, use of violence, discussions of death and dying;
- Curricula pertaining to drugs and alcohol;
- Nuclear war, nuclear policy and nuclear classroom games;
- Globalism, one-world government or anti-nationalistic curricula;
- Discussion and testing on interpersonal relationships; discussions of attitudes toward parents and parenting;
- Educating in human sexuality, including pre-marital sex, contraception, abortion, homosexuality, group sex and marriages, prostitution, incest, bestiality, masturbation, divorce, population control and roles of males and females; sex behavior and attitudes of student and family;
- Pornography and any materials containing profanity and/or sexual explicitness;
- Guided-fantasy techniques; hypnotic techniques; imagery and suggestology;
- Organic evolution, including Darwin's theory:
- Discussions of witchcraft, occultism, the supernatural and mysticism;
- Political and/or religious affiliations of student or family;
- Income of family;
- Non-academic personality tests; questionnaires or personal and family life attitudes.

The purpose of this letter is to preserve my child's rights under the Protection of Pupil Rights Amendment (The Hatch Amendment) to the General Education Provisions Act, and under its regulation as published in the Federal Register of September 6, 1984, which became effective November 12, 1984. These regulations provide a procedure for filing complaints, first at the local level, and then with the U.S. Department of Education. If a voluntary remedy fails, federal funds can be withdrawn from those in violation of the law.

I respectfully ask you to send me a substantive response to this letter attaching a copy of your policy statement on procedures for parental permission requirements, to notify all my child's teachers, and to keep a copy of this letter in my child's permanent file.

Thank you for your cooperation.

(Signed)

# **PRIVACY ACT/FREEDOM OF INFORMATION ACT**

## **For Information from a Federal Government Agency or Executive Branch:**

The Privacy/Freedom of Information Acts are legislation to make it easier to get information about yourself and your family that government agencies may have.

The Privacy/Freedom of Information Acts are also legislation to allow you to get information about public issues from government agencies.

The Privacy/Freedom of Information changed the handling of information. Before the Acts you had to show you had a need to know. Now with the Acts, you have a right to know.

Under the Privacy Act you have the constitutional right to any and all information about yourself held by a public agency.

Under the Freedom of Information Act you have the constitutional right to information from government agencies, publicly-held corporations, and non-profit corporations. Of course there are some exceptions:

1. Matters under Executive order due to national defense or foreign policy.
2. Information related only to the internal personnel rules and practices.
3. Information that is exempted under statute.
4. Trade secrets, commercial or financial information declared confidential.
5. Intra/inter agency correspondence that would not be available by law.
6. Personnel and medical files that disclosure would constitute invasion of personal privacy;
7. Certain law enforcement records
8. Report of an agency responsible for regulation of financial institutions.
9. Maps and geological information concerning wells.

Remember,

1. An agency can only look for an existing record or document, it cannot create one.
2. You must reasonably describe the record/document you are looking for.

**Use this form when you need records or information from the Federal Government.**

**This form specifically, when you need personal records of you and your family:**

Sample:

Date:

Your Name, Address, City, State, Zip and Phone Number.

Address the specific agency that has the records.

This is a request under provisions of Title 5USC, Sec.552, the Freedom of Information Act, and Title 5, USC, Sec 552a, The Privacy Act.

Please furnish me with copies of all records on me retrievable by the use of an individual identifier and by the use of any combination of identifiers. (name, date of birth, social security number, etc.) that are contained in the following systems of records:

In order to identify myself and to facilitate your search of records systems, I provide the following information:

Last Name, First Name, Middle

Street, City, State, Zip

Date of Birth, Place of Birth, Sex, Social Security Number.

In the event that any part or all of my records are withheld, I request a complete list of all records being withheld and the specific exemption being claimed for the withholding of each.

In the event that search and copying fees are estimated to exceed \$ \_\_\_\_\_, I request an opportunity to review such records, or to have a duly authorized representative review such records, in order to select those to be copied.

If you have any questions regarding this request, please telephone me at \_\_\_\_\_ . Or write to me at the above address.

As provided for by Sec. 552(a)(6)(i) of the Freedom of Information Act, I shall expect to receive a reply with ten (10) business days.

Sincerely,

(Signed)

# ARKANSAS FREEDOM OF INFORMATION ACT

It is the legislative intent of Arkansas FOIA law to make public business performed in an open and public manner. As you see, it is more detailed than the Federal instructions.

Public records mean writing, recorded sounds, films, tape or data in any form, required by law to be kept which makes a record of the performance or lack of performance of official function which are or should be carried out by a public official or employee, a governmental agency, or any other agency wholly or partially supported by public funds or spending public funds. All records maintained in public offices or by public employees shall be public records.

Public meetings mean the formal, informal, special, emergency, regular meeting of any bureau, commission, or agency of the state, or any political subdivision of the state, including municipalities and counties, boards of education, school districts, and all other boards, bureaus, commissions, or organizations in the State of Arkansas, except grand juries. A newspaper reporter must be permitted to attend.

Executive sessions are permitted only for the purpose of considering employment, appointment, promotion, demotion, disciplining, or resignation of any public officer or employee. Nothing done in executive session will be legal unless, the public body is public session and votes on the matters.

Any citizen denied these rights may appeal immediately to his county's Circuit Court for an appeal to be heard within seven (7) days. Those who refuse to comply with the orders of the courts shall be found guilty of contempt of court.

All public records shall be open to inspection and copying by any citizen of the State of Arkansas during regular business hours of the custodian of the records.

## Exemptions:

1. State income tax records;
2. Medical records, scholastic records, and adoption records.
3. The site files of the Arkansas Historic Preservation Program & Arkansas Archeological Survey;
4. Grand jury minutes;
5. Unpublished drafts of opinions and decisions
6. Undisclosed investigations by law enforcement of suspected criminal activity.
7. Unpublished papers of the Governor, General Assembly, Supreme Court and Attorney General;
8. Documents which are protected by order or rule of court;
9. Files which would give advantage to competitors or bidders;
10. Records maintained by the Arkansas Industrial Development Commission related to any business entity;
11. Personnel records that disclosure would be an invasion of privacy;
12. All employee evaluation or job performance records are open upon final administrative resolution.
13. All employee records exempt shall be available to the person about whom the records are maintained or to that person's designated representative.

## **Use this when you need information from the State of Arkansas.**

### **For information requests from state, county, municipal, school districts:**

To make an Arkansas Freedom of Information Act (FOIA) request:

Date:

Your Name, Address, City, State, Zip, Phone

To the Agency that has the records:

I request the following information under the Freedom of Information Act of 1967. I would like to inspect or copy these records. If you can provide me with a copy, please let me know the cost. I may be reached at this address and this phone number.

Thank you,

Upon receiving a request for the examination or copying of personnel or evaluation records, the custodian shall within 24 hours of the receipt of the request, determine whether the records are exempt and make every effort to notify the person of that decision.

Reasonable access, comforts, and facilities for inspecting and copying shall not be denied. If a public record is in storage, the custodian shall certify this in writing to the applicant and set a date and hour within three (3) working days for the exercise of these rights.

# HOW TO COMMUNICATE WITH AUTHORITIES

Momma says, “Be nice, be kind, be respectful.” Sometimes being too nice, too kind will not get you what you want, or what is right, or even the truth.

Of course, you want to have an agenda with an agreement where both sides win. After all you are going to have to continue to live with these people.

First item to remember:

- ❑ If you talk to someone who is paid with your tax money, you are the employer.
- ❑ If you talk to your child’s teacher, principal, superintendent, you hired them to serve you.
- ❑ If you talk to an elected official, you voted them in, you can vote them out!

To complain effectively:

- ✓ Observe the chain of command; start at the lowest level and work your way up.
- ✓ Plan what you want to say; prepare a written statement; give a copy to the people you are complaining to.
- ✓ Be professional; don’t shout point fingers or intimidate.
- ✓ State your goal clearly; come with a solution.
- ✓ Understand limitations; some people don’t have the power to make changes. Find out who does.

With these small changes in attitude you won’t be setting you, your ideas and requests up for rejection.

Since you are in charge, you want to negotiate a win/win position. This is called an UPFRONT CONTRACT. A contract is an agreement where both sides have something at risk.

The starting rules for an Up-Front Contract:

1. Be respectful. Use the magic words – please, thank you, may I.
2. Call the person you are negotiating with by their name – Mr. or Mrs.
3. Ask their permission for a specific period of their time. How much time they can spend now and later to reach a win/win solution.
4. Calmly state what you want to take place.
5. Get your biggest fear out in the open.

**Example:**

Pardon me, I would like to speak to the principal, Mr. Jones.

Mr. Jones, This is Mary Brown, Bill’s mother. Bill is in Ms. Green’s class.

May I have about five minutes of your time now?

Bill had a problem on the playground and according to the handbook, he could be suspended from school. Of course, we want Bill to stay in school and continue to excel. What do we need to do to find a solution to this problem?

Then start negotiating the contract:

1. Describe the action you want to happen and the time frame for it to happen.
2. Listen to the other person’s thoughts and feeling about the action.
3. Open the conversation to proposals for solutions.

4. A positive solution is agreed upon.
5. The agreed solution is written down. (Nothing has happened if isn't written down.) All solutions are considered experimental.
6. At the end of the time frame, rediscuss the actions and solution. If all of you aren't satisfied with the solution, go back to 1.

Where do you go if the teacher won't talk or negotiate with you? To the principal.

Where do you go if the principal won't talk or negotiate with you? Call the superintendent.

Where do you go if the superintendent won't talk or negotiate with you? Call individual school board members.

Where do you go if the school board members can't or won't help you?

Call your local school board and ask to get on the agenda for their next meeting.

Where do you go if the school board won't talk or negotiate with you or doesn't give you satisfaction?

What are the facts of the problem?

- Physical injury by another child or school personnel
- Violation of child's civil or constitution rights
- Violation of your constitutional, civil or parental rights
- Discrimination or segregation based on gender, race, national origin, religion
- Violation of American's with Disability Act

Depending on the facts of the problem, you may be able to receive help from:

- A state agency
- A federal agency
- Small Claims Court
- County Prosecuting Attorney
- State Prosecuting Attorney
- State Attorney General
- A private attorney
- Legal Aid or a lawyers referral service

# HOW TO READ A STUDENT HANDBOOK

A Student Handbook contains the RULES, RIGHTS, and RESPONSIBILITIES of a student in that school district. Handbooks are different from district to district. In one way they are all alike – they are RULES, not laws. Breaking some of the Rules can also mean that you are breaking the U.S. Constitution laws or the State Laws. When these laws are broken in a school, the Federal or State government takes over.

Rules are to help us get along together. When we make Rules, we also say what is going to happen to you when you break a Rule. You sign and return a notice that says you and your child have read, understand, and are willing to abide by the Rules. It is your responsibility to see that your child knows and understands the rules and the consequences for breaking the Rules.

When a Rule is broken, the discipline policy of the district goes into effect.  
When a Law is broken, the Federal or State government takes over.

Start with the Table of Contents:

- ✓ **Read the Student Conduct Code – this is what is expected of each student.**
- ✓ **Find out what the Rules are and what the disciplinary action is for each.**
- ✓ **Find out the Due Process Procedure for the school for each type of disciplinary action. This is not the same as the Due Process in constitutional and state law.**

No school handbook can take away your constitutional, civil and parental rights. Learn your Constitutional Rights, your Civil Rights and your Parental Rights. Many school handbooks cannot pass a Constitutional-Civil-Parent's Rights Test. That means that the Student Handbook may have Rules and Disciplinary Procedures that are against you and your child's constitutional rights

- These Rules are not law.
- The school board or hearing officer are not part of a State or Federal Court.
- The school board is not a court of law

Questions to ask yourself:

**Was this problem/act a criminal or civil offense?**

- If it was criminal, your options are to consult with the local police, city or county prosecutor's office.
- If it was a constitutional or civil rights issue, consult with the federal prosecutor's office.
- If it was a civil offense, your options could include small claims court, arbitration, a civil suite for damages.

Learn your rights,

Know your rights,

Exercise your rights!

# ONE HOME AT A TIME

Change has to start with you – there is no one else.

If you don't start, nothing happens. It takes an action to get a reaction.

When you start doing what you believe is right TRUTH is on your side.

When you start acting on the truth – you have forever changed the world.

Just as water boils from the bottom up, change also comes from you, an individual, not from a group or an organization or the governments, but from individuals - you.

You, as an Individual must decide that you are sick and tired of tyranny, taxation without representation, or lack of control in your life. Self-improvement comes from self. We have two great self-improvement plans: the Sermon on the Mount and the 12 Step Program for addictions. These two programs can be applied to any self-improvement project.

Where do you start?

## SERMON ON THE MOUNT

## THE BEATTITUDES

I need help – I can't do it alone	Blessed are the poor in spirit, for theirs is the kingdom of heaven.
I am really hurting – but I'm going to bounce back.	Blessed are those who mourn, for they shall be comforted.
I am going to remain cool, calm and corrected.	Blessed are the meek, for they shall inherit the earth.
I really want to do the right thing!	Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.
I am going to treat others the way I want others to treat me.	Blessed are the merciful, for they shall obtain mercy.
I have to let faith flow through me.	Blessed are the pure in heart for they shall see God.
I am going to be a bridge builder.	Blessed are the peacemakers for they shall be called the children of God.
I can choose to be happy – anyway!	Blessed are those who are persecuted for righteousness sake, for theirs is the kingdom of heaven.
The Be (Happy) Attitudes – Robert Schuller	Matthew 5

## **The 12 Steps to Recovery from Addictions so as Goodie Government or any problem you have that demands Self-Help.**

- 1. Admit that we are powerless over our problem – that our lives have become unmanageable.**
- 2. We believe that a Power greater than ourselves can restore us to sanity.**
- 3. We are making a decision to turn our will and our lives over the care and direction of God, as we understand Him.**
- 4. We are making a searching and fearless moral inventory of ourselves.**
- 5. We admit to God and to ourselves, and to another human beings the exact nature of our problem.**
- 6. We are entirely willing for God to remove all defect of our character.**
- 7. We ask God to remove our shortcomings – holding nothing back.**
- 8. We are willing to make a list of all persons we have harmed, and are willing to make amends to them all.**
- 9. We will make amends to them all, except when to do this, would injure them or others.**
- 10. I will continue to make a personal inventory and when I am wrong promptly admit it.**
- 11. Through prayer and meditation we pray for knowledge of His will for us and the power to carry it out.**
- 12. We will try to carry this message to others, and to practice these principles in all our affairs.**

Can you make a commitment to yourself, your family and your children to become an agent for change?

# COMMITMENT

Webster's Definition: **Commitment:**

- Being emotionally impelled to do something in the future;
- To carry into action deliberately

Are you going to apply what you have just read to becoming a Parent in Control?

What kind of questions should you ask yourself?

- ◆ Am I going to continue on the same way, talking about the problem but not providing solutions?
- ◆ Am I sending my children to schools where I would not go myself?
- ◆ Am I allowing my children to ride transportation that I consider unsafe?
- ◆ Am I sending my children to spend the day with a teacher that I neither approve of nor respect?
- ◆ Am I allowing my children to be taught principles, concepts, and values that are against my virtues and moral values?
- ◆ Am I going to allow my children to attend school where violence takes place?
- ◆ Am I going to send my children to school where rape and consensual sex occur?
- ◆ Am I going to send my children to school where they can witness drug use and drug buys?
- ◆ Am I going to allow others to feed my children unhealthy material, food, television, books?
- ◆ Am I allowing others to make decisions for my children that are my responsibility?
- ◆ Am I going to make a commitment to help myself and then my family?

Parents in Control can bring change. Change can rip your heart out, divide and even destroy your family, killing its spirit. Or change can be used to open hearts and minds to ideas that might stay locked away forever.

Parents in Control is your chance to create that fire of change.

Do it!

The Serenity Prayer  
God, grant me the  
Serenity to accept the things I cannot change;  
Courage to change the things I can; and  
Wisdom to know the difference.

# Appendix A

## PREAMBLE TO THE U.S. CONSTITUTION

We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquillity, provide for the common defence, promote the general welfare, and secure the blessing of liberty to ourselves and our posterity, do ordain and establish this CONSTITUTION for the United State of America.

## BILL OF RIGHTS

First Ten Amendments of US Constitution 1791

### AMENDMENT I FREEDOM OF RELIGION, SPEECH, PRESS ASSEMBLY AND PETITION

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech; or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

### AMENDMENT II RIGHT TO BEAR ARMS

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

### AMENDMENT III HOUSING TROOPS

No Soldier shall in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

### AMENDMENT IV SEARCHES AND SEIZURE

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

### AMENDMENT V LIFE, LIBERTY, AND PROPERTY

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or in public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any Criminal Case to be a witness against himself, nor be deprived of life, liberty, or property, without the due process of law; nor shall private property be taken for public use, without just compensation.

### AMENDMENT VI RIGHT TO A SPEEDY, FAIR TRIAL

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation, to be confronted with the witnesses against him; to have compulsory process for obtaining Witnesses in his favor, and to have the Assistance of Counsel for his defense.

### AMENDMENT VII CIVIL SUITS

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any Court of the United State, than according to the rules of the common law.

AMENDMENT VIII BAILS, FINES, AND PUNISHMENTS

Excessive bail shall not be required, not excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT IX OTHER RIGHTS

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

AMENDMENT X OTHER POWERS

The powers not delegated to the United States by the Constitution, not prohibited by it to the States, are reserved to the State respectively, or to the people.

AMENDMENT XIV The Civil Rights Amendment (1868)

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States, nor shall any state deprive any person of life, liberty, or property without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.

# APPENDIX B.

## The Ten Commandments

- I. **You shall have no other gods before me.**  
There is only one Creator in the Universe - God, Jehovah, Yahweh, the Great I Am.
- II. **You shall make for yourself no idol.**  
*You are made in the image of God; only worship God.*
- III. Do not use the name of the Lord your God profanely.  
*Only use God's name with respect.*
- IV. **Remember the Sabbath day, to keep it holy.**  
*Only work six days, rest, plan, and worship God on the seventh.*
- V. **Honor your father and mother.**  
*Give respect to your parents.*
- VI. **You must not murder.**  
*Respect all life, especially that of your fellow man.*
- VII. **You must not commit adultery.**  
*Choose your helpmate carefully so you may love and honor them all your life.*
- VIII. **You must not steal.**  
*Respect the property and rights of others.*
- IX. **You must not lie.**  
*Always tell the truth; it is easy to defend.*
- X. **You must not be envious of anything of your neighbors.**  
*Set goals, plan and work for your desires, only wanting the best for others.*

# APPENDIX C

## Glossary of legal terms:

Accessory crime.	a person who helps another person commit or try to commit a
Accomplice	an individual who joins with another to commit a crime and bears equal responsibility.
Affidavit person.	A written statement sworn to be true before a legally authorized
Appeal trial.	A request to a superior court to reverse a decision or to grant a new
Arraignment	A court proceeding where formal charges are brought.
Assault	A threatened or attempted physical attack
Aggravated assault	A reckless act with intent to injure seriously.
Bail	Security to insure presence of defendant in court
Bind over	A lower court moving a case to a superior court or grand jury.
Chancery Court	A court of equity that handles common law
Circuit Court	A court that sits in two or more places.
Circumstantial evidence.	Evidence not based on direct observation or knowledge.
Civil Rights	Personal, natural rights guaranteed and protected by Constitution.
Competency hearing	A procedure to determine legal capacity.
Complaint	The first statement of facts or accusation.
Contempt of court	Anything done to hinder the work of the court.
Contract	An enforceable commitment made between two or more parties.
Constitutional Rights	Rights guaranteed by the Constitution to prevent government interference.
Custody	The right to house, care for, and discipline a child.
Damages	A court ordered monetary award.
Decree	A court's decision, judgment.
Defendant	The person or institution sued or accused.
Deposition	A pretrial questioning of witness.
Disorderly conduct	Offenses that disturb the public peace.
Due process(procedural)	Nobody can be deprived of liberty or property through unfair procedures.
Due process(substantive)	Legislation must promote the legitimate aims of government.
Entrapment	Crime would not have been committed unless tricked by law enforcement.
Evidence	Testimony, documents and objects used to prove facts.
Fair hearing	A special administrative hearing to ensure due process
Felony	A serious crime punishable by a prison term.
Grand Jury	A jury empowered to look into possible criminal activity.
Guardian	A person entrusted to look out for the interests of a child or incompetent.
Hearsay evidence	Statements made outside of court that cannot be cross-examined.
Indictment	Document accusing the commitment of a crime.
Injunction	A court order preventing someone from doing a specific act.
In loco parentis	A person or institution acting in place of parents.
Judgment	A court's final decision in a case.

Kidnapping	The illegal seizure and removal of a person without their consent.
Larceny	The illegal act of gaining use of property or possession.
Malfeasance	Wrongful conduct of a public official.
Misfeasance	The misperforming of a proper act.
Nonfeasance	The nonperformance of an agreed to act.
Malpractice	Negligence or lack of ethics in conduct of a professional.
Miranda Rule	The obligation of police when interrogating, to read constitutional rights.
Moral turpitude	Baseness, depravity, vileness or extreme antisocial behavior.
Negligence	Putting another at risk of injury or not performing a required act.
Nolo contendere	A defendant's statement that charges will not be contested.
Open court	Court proceeding open to the public.
Plaintiff	Person who starts a lawsuit.
Plea	A defendant's answer to a complaint.
Plea bargaining	A deal between prosecutor and accused.
Power of Attorney	A document where you authorize another to act in your behalf.
Preliminary Hearing	A proceeding after the arrest but before indictment to see if evidence is available to proceed.
Probable cause	A Rule, in which police need a reasonable belief that a crime has been committed.
Probation	Under court supervision rather than imprisonment.
Pro bono	Attorney takes a case without a fee.
Prosecutor	Person responsible for bringing the accused to justice.
Public defender	A lawyer provided by state if accused cannot pay.
Restraining order	A temporary order to prevent an action.
Robbery	Use of violence or intimidation to seize another's property.
Search and Seizure	Procedure when police have probable cause to seize evidence.
Search Warrant	A court order authorizing enforcement to look for people or objects involved in commission of a crime.
Show cause	A court order issued at the request of one party, requiring a second party to convince the court that a specific act should not be carried out or allowed.
Stay	A court order preventing an act until stay is lifted.
Subpoena	A court order requiring a person to appear to testify.
Summons	A notice to appear in court as a defendant
Tort	A wrongful act, not involving a contract, that damages.
Verdict	Judge or jury's finding of fact.
Witness	A person who testifies in court under oath.
Youthful Offender	A person, who at the Judge's discretion, may be sentenced with special considerations.