

Parents Rights vs School Boards

by

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In many school districts across the nation there is an uproar over school boards keeping personal information about the students they oversee from the students' parents. There is no doubt that this is immoral, unethical and illegal, and needs to be addressed.

In some cases the confrontations between parents and school boards have gone to court where liberal judges side with the school boards.

So what can be done to resolve the parental rights issue with regard to their children and to put a stop to the overreaching of school authorities and school boards?

Let's first recognize the following:

- Almost ALL K-12 students are under the age of 18, that is the age of majority
- Parents pay taxes, both state and county, that are budgeted to support school districts.
- Parents, in most cases, vote for the superintendent of schools and school board members. In some states they also vote for the leaders of a state's "Department of Public Instruction."
- Most states have a department usually called "Child Protective Services" (CPS). Such departments usually reside within the state's "Health and Human Services Department." CPS can take children from their parents for several reasons, including: sexual abuse, child neglect, inadequate care, and medical abuse.
- Most states have parental rights laws where, in the absence of agreement or court order, parents have the decision-making authority over their children.
<https://parentalrights.org/states/>
- The bureaucracy of most state governments do not recognize that departments within state and county governments can abuse their responsibilities AND the citizens they are supposed to represent.

One of the goals of socialists, communists, and liberals is to break up family units in order to achieve power over the nation and its people. When the bond between parent and child is broken, the "state" can then mold the child's mind into whatever direction it wants. To break up the family unit, various tactics are used. One such tactic is a two pronged approach.

The first prong is to indoctrinate students into believing that they are not who they are. This could be race and/or sex. This fact is easily presented in a study of how students

identify themselves. In a recent poll at Brown University 40% of students identified as being LGBTQ+. According to researchers the LGBTQ+ group represents between 0.018% to 1.7% of the nation's population. So, why then is there a 38+ percentage difference between national statistics and Brown's 40%?

The second prong is to keep information from the parents. Only recently did parents discover what their children were being taught, when online teaching became the norm during the COVID crisis. During this discovery period, parents not only found out that critical race theory was being taught, but also that their children were being indoctrinated by using many of the methods used for "brainwashing." Essentially, children were being taught not to think for themselves but to follow the mantras established by socialist, communists, and liberals.

When these approaches were discovered, parents confronted the school boards. When that happened parents were labeled as terrorist threats. Cancel culture was in full effect when this first happened.

While the confrontation between parents and school boards continue, there is generally little change happening. This is because of the power structure that the boards have. The first structure is that they limit the amount of time that is given to public voice. They also limit the time that a person can speak. Not only that, but there is rarely no interaction between the speaker and board members, no Q&A.

The second structure is that the relationship between parents and the board is taken to be confrontational by the board. Consequently parents' voices fall on deaf ears. Whether it is county commissioners or the various boards beneath them, much of a board's work is done "behind the scenes."

The third structural hindrance is the length of terms that board members have. There is little process in place for replacing board members until their terms are up. The British government has a process called "vote of confidence" that can be raised at just about any time. Our governments (federal, state, county, and local) do not have such a structure in place. Such a vote can be taken, however it has to first garner a substantial number of signatures and then placed on an upcoming ballot and election. In other words, the people cannot just call for a vote of confidence unless many steps are taken. Consider the attempt to vote Newsome out of office in California. In other words, it is a stacked deck against the people.

The fourth structure is that class action law suits against the school boards are few and far between. Most of the lawsuits brought against the boards are ones initiated by individual sets of parents.

Another hindrance is what is called “academic freedom.” While most states have a department of public instruction, the department lays out the required curriculum to be taught and the textbooks to be used. The teacher can present the curriculum in whatever manner he/she feels best but must present it to the students. All the topics in the curriculum must be taught within the given term. Because of this and other activities and requirements placed on the teacher, most opt to present the information directly from the lesson plans presented and not deviate from them. To question the curriculum is generally tantamount to jeopardizing one’s career.

To overcome these hindrances and achieve a safe learning environment for all children that is free of political and social agendas, the very first things that needs to be done are that:

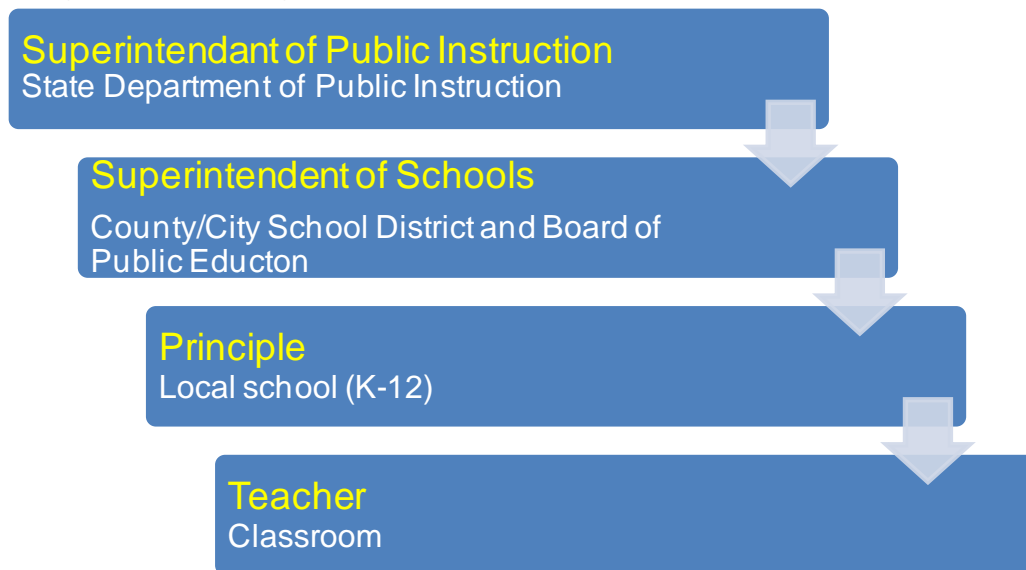
1. Parents of students attending a particular school unite for the purpose of overseeing what is being taught.
2. Parents of students attending all schools within the school district to unite together for the purpose of exercising their parental rights.
3. Parents of students attending any public school in the state unite together for the purpose of defining the curriculum to be taught in ALL courses, and to push for legislative action that ensures parental rights over school boards social workers and agencies, and medical practitioners.
4. Parents across the nation push for national legislation defining parental rights.

There are many other actions that can and should be taken or implemented. Following is a short list of some actions that parents and the general public should insist upon being implemented.

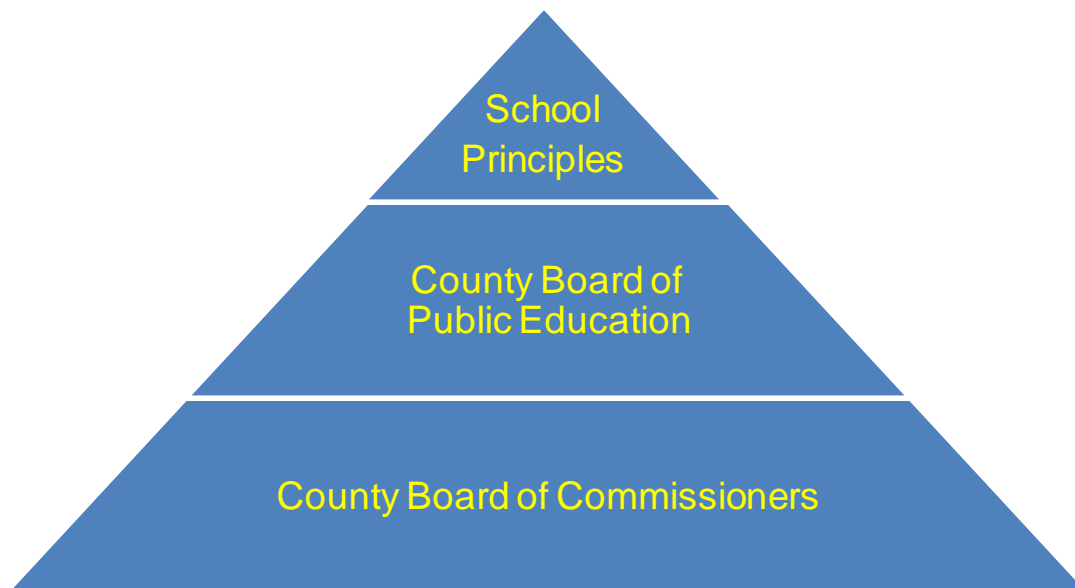
Many teachers, schools, and school boards have established guidelines for student behavior both in and out of the classroom. Much of these guidelines are encapsulated in “Honor Codes.” However reciprocal “codes” or agreements do not exist for teachers, schools or boards. Such codes of conduct need to be established and contain “violation” clauses/procedures that are more severe than what students would receive if they violated their codes.

There are two major chain-of-commands when it comes to public schools. It is important to understand these chains and how they impact what is taught in the classroom, and how schools are funded.

One chain deals with the curriculum that is taught. This chain relies on federal grants and state legislature funding.



Another chain deals with funding local schools. This chain does not include the management of state and federal funds to school districts, local education agencies, or independent public schools. It is important to understand that in North Carolina, 67% of a school district's funding comes from the state in the form of instructional expenditures, and that over 97% of capital expenses are at the local level. How other states handle school funding may be different and/or have different allocation levels. In North Carolina, the funding process starts with the county Board of Commissioners.



Most taxpayers simply pay their taxes (many sources) and rarely question legislatures on how their tax dollars are spent. In most cases the state legislature determines how much money goes toward education at both the K-12 and college/university levels.

Many states also have so-called Educational Lotteries. They are referenced as “so-called” because, like social security, funds are siphoned off to pay for other than education. This is one area that parents and the public need to address. If the lotteries were formed to support education then the funds garnered should go to education.

However, it is important for citizens to legislate that taxes used for education should have stipulations as to how they are used. State legislatures can write these stipulations in the budgetary process. Citizens need to contact, individually and collectively, their legislatures and demand that all funding to public education be free of social agendas and support parental rights. The stipulations should also include the removal or reduction of funding if used otherwise.

At the local level, parents and county residents need to take an active role in how educational funding is use. Actions similar to those taken in state funding should also be applied to local funding. For example if a math teacher incorporates social agendas into his/her teaching, then funding for improving the football field should be removed from the budget. Such an approach would generate peer pressure on the math teacher to fall in line with good and safe teaching practices free of social and political agendas.

Throughout American history there have been many “taxation without representation” protests. In 1913 the 16th amendment, to impose a Federal income tax, was ratified by Congress. The representation for this amendment came from the congressional representatives elected by the people. Similarly all states and most counties and cities can levy taxes. Generally speaking states will tax a person’s income while counties and cities tax property values. Other taxes, such as sales, gasoline, etc., are often taxed by state, county and local governments.

Attacking the education budgets at both state and local levels can be effective in controlling what is taught to our students. However, it takes more than just parents to affect these changes. It takes a community to protest and solicit for budget changes.

Protesting for budget changes is just one form of demonstrating dissatisfaction with the educational system. Protests can also take several other forms, including outright demonstrations. Liberals used this approach to demonstrate in front of Supreme Court justices. Parents and the community can easily demonstrate/protest in the streets in front of court houses, County Commissioners offices, and school board locations.

Just as protesters took to the streets in front of the homes of SCOTUS justices, parents and other can also demonstrate in front of the homes of commissioners, school board members, principals, and teachers. While the object of such protests is to facilitate change, they also may embarrass the residents into taking action, and put peer pressure on the residents from fellow neighbors.

Protesting, in the streets or before those in charge, will not work if there are only a few people in attendance. Such protesting takes many people and perhaps even weeks to achieve change.

In addition to the above actions that can be taken, it is necessary to educate the general population on the issues at hand. People who do not have children or those whose children have left the nest need to understand that the socialist agendas being pushed onto unsuspecting children is risking the future of our nation and its people. This perhaps will be the most difficult challenge.

Once a community has a good understanding of what is at risk, it becomes easier to facilitate change. It is easy for people to sit back and say that it is not their problem, especially if they do not or no longer have children in their homes.

“I alone cannot change the world, but I can cast a stone across the waters to create many ripples.”

Mother Teresa

“Faith is taking the first step even when you don't see the whole staircase.”

Martin Luther King, Jr.