

SECTION 1 — THE ROLE OF A PARENT IN COLORADO EDUCATION

A Clear Introduction for Denver Families

1.1 — Parents Are the Primary Decision-Makers

Colorado law recognizes a simple truth:

Parents, not schools, hold the primary authority over their children’s upbringing and education.

Schools support families — they do not replace them.

As a parent, you are responsible for:

- your child’s values
- your child’s safety
- your child’s learning environment
- your child’s emotional and mental well-being
- your child’s long-term development

Your involvement is not optional. It is foundational.

1.2 — Why Transparency Matters

Transparency is not about conflict. It is not about suspicion. It is not about “catching” anyone doing something wrong.

Transparency is about:

- trust
- clarity
- accountability
- partnership
- shared responsibility

When parents know what is being taught and how it’s being taught, schools function better and trust grows.

When transparency is missing, trust breaks — and families withdraw.

This handbook exists to rebuild that trust through clarity and lawful involvement.

1.3 — Why Parental Involvement Matters

Schools work best when parents are:

- informed
- engaged
- present
- confident
- organized

A parent who knows their rights is not a problem — they are a partner.

A parent who uses their rights respectfully is not disruptive — they are responsible.

A parent who documents communication is not confrontational — they are wise.

Your involvement strengthens your child's education and improves the entire school community.

1.4 — Why Organization Matters

One parent asking questions can be brushed aside. Ten parents asking questions gets attention. A hundred parents asking the same questions — calmly, consistently, and legally — creates a pattern that cannot be ignored.

Organization is not aggression. Organization is leadership.

When parents move together:

- the district sees unity
- administrators see consistency
- teachers see accountability
- the community sees strength

This handbook is the foundation of that unity.

1.5 — Why This Handbook Exists

This handbook was created to:

- explain your rights
- show you the laws behind those rights

- break down the statutes in plain English
- teach you how to use your rights effectively
- give you templates and tools
- prepare you for summer training
- prepare you for the August transparency wave
- help you act with confidence, clarity, and professionalism

You don't need to be a lawyer. You don't need to read hundreds of pages of legal code. You don't need to guess what your rights are.

This handbook does the heavy lifting for you.

1.6 — The Role of an Informed Parent

Every school system needs parents who are:

- steady
- informed
- respectful
- confident
- observant
- organized
- consistent

An informed parent is not a threat — they are a stabilizing force.

This handbook is not a weapon. It is a **tool**.

A tool that:

- clarifies the law
- strengthens families
- improves communication
- increases accountability
- rebuilds trust

- protects children
- empowers communities

You are not alone in this. You are part of a growing group of parents who are stepping into their rightful role — not with hostility, but with clarity and purpose.

1.7 — What Comes Next

In Section 2, you will learn **every major parent right in Colorado**, including:

- the statute
- what it means
- where to find it
- how to use it
- what to document

This is where your empowerment truly begins.

SECTION 2 — YOUR LEGAL RIGHTS AS A PARENT IN COLORADO

A Clear Guide to the Laws, What They Mean, and How to Use Them

Colorado law is built on a foundational principle:

Parents are the primary decision-makers in their children’s lives.

This section outlines the major rights you have under Colorado law and federal law, what each right means, and how to use it effectively.

2.1 — RIGHT TO ACCESS CURRICULUM & INSTRUCTIONAL MATERIALS

Statute: C.R.S. § 22-1-123 **What the law says:** Parents have the right to inspect and review **all instructional materials** used in their child’s classroom.

This includes:

- textbooks
- reading lists
- worksheets
- videos
- digital content

- teacher-selected supplemental materials
- lesson plans (if maintained by the school)

Where to find it: Colorado General Assembly → Title 22 → Article 1 → Section 123

Plain-English meaning: You are legally entitled to know **what is being taught** and **what materials are being used**.

How to use this right:

- Email the principal requesting the full curriculum for the year
- Request access to all materials
- Ask for digital copies or in-person review
- Save all emails and responses

2.2 — RIGHT TO OPT OUT OF SEX EDUCATION & CERTAIN CONTENT

Statute: C.R.S. § 22-1-128 **What the law says:** Schools must notify parents **before** sex-education instruction. Parents may **opt their child out** without penalty.

Where to find it: Colorado General Assembly → Title 22 → Article 1 → Section 128

Plain-English meaning: You decide what is appropriate for your child — not the school.

How to use this right:

- Request the opt-out form
- Request the full sex-ed curriculum
- Request all videos, handouts, and materials
- Save all communication

2.3 — RIGHT TO BE NOTIFIED ABOUT SURVEYS & PERSONAL QUESTIONS

Statute: C.R.S. § 22-1-123(3) **What the law says:** Parents must be notified before students are given surveys involving:

- mental health
- sexuality
- political beliefs
- religious beliefs

- family information
- personal identity

Where to find it: Colorado General Assembly → Title 22 → Article 1 → Section 123(3)

Plain-English meaning: Schools cannot ask your child personal or sensitive questions without your knowledge.

How to use this right:

- Request notification of all surveys
- Request copies of survey questions
- Opt out if desired
- Save all communication

2.4 — RIGHT TO OBSERVE YOUR CHILD’S CLASSROOM

Statutes: There is no single statute, but this right is protected under:

- FERPA (20 U.S.C. § 1232g)
- Colorado Open Records Act (CORA)
- Local district visitation policies (e.g., DPS Policy IMD)

What the law says: Parents may observe their child’s classroom with **reasonable notice**.

Where to find it: DPS Board Policies → Section IMD (School Visitation)

Plain-English meaning: You can sit in the back of the classroom and observe:

- instruction
- materials
- environment
- interactions
- displays

This is **not surveillance** — it is lawful parental involvement.

How to use this right:

- Email the principal requesting a classroom visit

- Give 24–48 hours notice
- Sit quietly and take notes
- Do not record video or audio
- Document the visit afterward

2.5 — RIGHT TO ACCESS YOUR CHILD’S EDUCATIONAL RECORDS (FERPA)

Statute: FERPA (20 U.S.C. § 1232g) **What the law says:** Parents have the right to inspect and review:

- academic records
- counseling notes (if maintained)
- discipline records
- attendance
- interventions
- behavior reports
- teacher notes (if kept in a shared system)

Schools must comply within **45 days**.

Where to find it: U.S. Department of Education → FERPA

Plain-English meaning: You can see anything the school keeps about your child.

How to use this right:

- Request records in writing
- Ask for digital copies
- Save everything
- Document all communication

2.6 — RIGHT TO REQUEST PUBLIC RECORDS (CORA)

Statute: C.R.S. § 24-72-201 through 206 **What the law says:** Parents may request:

- emails
- budgets

- contracts
- training materials
- policies
- communications
- district documents

Schools must respond within **3 business days** (extensions allowed).

Where to find it: Colorado General Assembly → Title 24 → Article 72

Plain-English meaning: You can see how the district operates behind the scenes.

How to use this right:

- Submit a CORA request to the district
- Request emails between administrators
- Request curriculum contracts
- Request training materials
- Save all responses

2.7 — RIGHT TO REVIEW SCHOOL POLICIES

Statute: Local district policy (DPS Board Policies) **What the law says:** All school policies must be publicly available.

Where to find it: DPS Board of Education → Policies → Sections A–L

Plain-English meaning: You can review:

- discipline policies
- counseling policies
- curriculum policies
- visitation policies
- grievance procedures
- equity and inclusion policies

How to use this right:

- Request the policy directly
- Ask for clarification
- Save all communication

2.8 — RIGHT TO PARTICIPATE IN SCHOOL GOVERNANCE

Statute: C.R.S. § 22-7-301 and district policy **What the law says:** Parents may participate in:

- School Accountability Committees (SAC)
- District Accountability Committees (DAC)
- Curriculum review committees
- Public comment at board meetings

Where to find it: Colorado General Assembly → Title 22 → Article 7

Plain-English meaning: You have a legal seat at the table.

How to use this right:

- Join your school's SAC
- Attend DAC meetings
- Speak at board meetings
- Submit written comments
- Document your participation

2.9 — Why These Rights Matter

These rights are not optional. They are not privileges. They are not “nice to have.”

They are **law**.

And when parents use these rights:

- calmly
- consistently
- respectfully
- in unity

- with documentation

...schools and districts must respond.

This is how you create a pattern. This is how you build momentum. This is how you protect your children. This is how you bring positive change to your community.

SECTION 3 — HOW TO USE YOUR RIGHTS (STEP-BY-STEP GUIDE)

Turning Knowledge Into Action

Knowing your rights is important. Using them correctly is powerful.

This section gives parents **simple, repeatable steps** for exercising their rights in a way that is:

- respectful
- organized
- documented
- effective
- impossible to ignore

These steps are designed so any parent — regardless of background — can confidently take action.

3.1 — HOW TO REQUEST CURRICULUM (Step-by-Step)

Purpose: To see what your child will be taught throughout the year.

Step 1 — Email the principal

Keep it short and respectful.

Example: “I am requesting access to the full curriculum for my child’s grade level for the upcoming school year.”

Step 2 — Ask for all materials

Include:

- textbooks
- reading lists
- videos

- digital content
- supplemental materials

Step 3 — Request digital copies if possible

This makes review easier.

Step 4 — Save all emails

Create a folder on your computer or phone.

Step 5 — Follow up if needed

If no response after 5 business days, send a polite follow-up.

3.2 — HOW TO REQUEST INSTRUCTIONAL MATERIALS

Purpose: To review what is being used in the classroom.

Step 1 — Email the teacher and principal

Ask for:

- worksheets
- handouts
- videos
- online platforms
- reading materials

Step 2 — Request access before instruction when possible

This allows you to make informed decisions.

Step 3 — Save everything

Documentation matters.

3.3 — HOW TO REQUEST OPT-IN/OPT-OUT FORMS

Purpose: To control your child's exposure to sensitive content.

Step 1 — Email the principal

Request:

- sex-education opt-out form

- survey opt-out form
- mental-health screening opt-out form
- any other relevant forms

Step 2 — Request the curriculum tied to the opt-out

You have the right to see what you're opting out of.

Step 3 — Submit the form and save a copy

Keep a digital copy for your records.

3.4 — HOW TO REQUEST A CLASSROOM VISIT

Purpose: To observe your child's learning environment.

Step 1 — Email the principal

Give 24–48 hours notice.

Step 2 — State the purpose

Example: "I would like to observe my child's classroom to better understand the learning environment."

Step 3 — Attend respectfully

- Sit quietly
- Do not record
- Do not interrupt
- Take notes

Step 4 — Document your visit afterward

Write down:

- date
- time
- what you observed
- any concerns

3.5 — HOW TO REQUEST SCHOOL POLICIES

Purpose: To understand how the school operates.

Step 1 — Email the principal or district office

Request policies on:

- discipline
- counseling
- curriculum
- equity and inclusion
- grievance procedures
- classroom visitation

Step 2 — Ask for the most updated version

Policies change — make sure you have the latest.

Step 3 — Save all communication

This builds a record of your involvement.

3.6 — HOW TO FILE A FERPA REQUEST

Purpose: To access your child’s educational records.

Step 1 — Submit a written request

Email or letter is acceptable.

Step 2 — Specify what you want

Examples:

- counseling notes
- discipline records
- academic records
- behavior reports

Step 3 — Save the request

Schools have **45 days** to respond.

Step 4 — Follow up if needed

If the deadline passes, send a polite reminder.

3.7 — HOW TO FILE A CORA REQUEST

Purpose: To access public records from the district.

Step 1 — Email the district's CORA officer

Every district has one.

Step 2 — Be specific

Examples:

- emails between administrators
- curriculum contracts
- training materials
- policy drafts

Step 3 — Save your request

The district must respond within **3 business days**.

Step 4 — Review the response carefully

Look for:

- missing documents
- redactions
- delays

Document everything.

3.8 — HOW TO STAY RESPECTFUL AND EFFECTIVE

Your tone matters as much as your request.

Do:

- stay calm
- be clear
- be factual
- be consistent

- be organized
- be professional

Don't:

- accuse
- threaten
- argue
- use emotional language
- send long messages

Professionalism strengthens your position.

3.9 — Why This Process Works

When parents use their rights:

- consistently
- respectfully
- in writing
- with documentation

...schools and districts must respond.

This creates:

- patterns
- accountability
- transparency
- trust
- community strength

This is how positive change happens — not through conflict, but through **organized, informed action**.

SECTION 4 — HOW TO DOCUMENT EVERYTHING (THE RIGHT WAY)

Protecting Yourself, Your Child, and the Integrity of the Process

Documentation is one of the most powerful tools a parent has. It turns:

- conversations into records
- concerns into evidence
- patterns into accountability
- confusion into clarity

Schools and districts respond differently when parents are organized, factual, and documented.

This section shows you how to do that effectively.

4.1 — WHY DOCUMENTATION MATTERS

Documentation protects:

- **you**
- **your child**
- **your credibility**
- **your requests**
- **your timeline**
- **your rights**

It also prevents:

- misunderstandings
- miscommunication
- “he said, she said” situations
- lost information
- forgotten promises

When everything is in writing, everything is clear.

4.2 — ALWAYS USE EMAIL (NOT PHONE CALLS)

Email is your strongest tool because it creates:

- a time stamp

- a written record
- a clear request
- a clear response
- a paper trail

Phone calls can be forgotten or misrepresented. Emails cannot.

Rule:

If it matters, put it in writing.

4.3 — HOW TO STRUCTURE EVERY EMAIL

A simple, clean structure works best.

1. Greeting

“Good morning Principal ____,”

2. Purpose in one sentence

“I am requesting access to the curriculum for my child’s grade level.”

3. Statute reference (optional but powerful)

“This request is made under C.R.S. § 22-1-123.”

4. Clear ask

“Please provide the materials or let me know how I may review them.”

5. Closing

“Thank you for your time.”

6. Signature

Your name Your child’s name Your contact information

Short. Professional. Effective.

4.4 — CREATE A PARENT DOCUMENTATION FOLDER

Every parent should create a folder on their:

- computer
- phone

- cloud storage (Google Drive, OneDrive, etc.)

Inside it, create subfolders:

- **Curriculum Requests**
- **Materials Requests**
- **Opt-Out Forms**
- **Classroom Visits**
- **FERPA Requests**
- **CORA Requests**
- **School Policies**
- **General Communication**

This keeps everything organized and easy to find.

4.5 — SAVE EVERYTHING

Save:

- every email you send
- every email you receive
- every attachment
- every form
- every policy
- every screenshot
- every document

If the school calls you, follow up with:

“Thank you for the call. For clarity, I am summarizing what we discussed...”

This turns a phone call into a written record.

4.6 — HOW TO DOCUMENT A CLASSROOM VISIT

After your visit, write a simple summary:

- date

- time
- teacher
- class
- what you observed
- any concerns
- any positive notes

Keep it factual. No opinions. No assumptions. Just observations.

This becomes part of your record.

4.7 — HOW TO DOCUMENT A CONCERN

If something concerns you:

Step 1 — Write down what happened

Stick to facts.

Step 2 — Include date and time

Patterns matter.

Step 3 — Include who was involved

Names, roles, positions.

Step 4 — Include what you did next

Did you email? Did you request clarification? Did you ask for a meeting?

Step 5 — Save everything

Your documentation becomes your protection.

4.8 — WHAT NOT TO DOCUMENT

Avoid documenting:

- emotional reactions
- assumptions
- accusations
- opinions

- speculation
- private information about other students

Your credibility is strongest when you stay factual and professional.

4.9 — HOW TO STAY RESPECTFUL AND FIRM

Respectful communication does not mean weak communication.

You can be:

- calm
- clear
- direct
- factual
- organized
- consistent

...without being confrontational.

Professionalism strengthens your position.

4.10 — HOW DOCUMENTATION CREATES ACCOUNTABILITY

When parents document:

- requests
- responses
- delays
- inconsistencies
- patterns

...it becomes impossible for a school or district to ignore concerns.

Documentation:

- protects your child
- protects your rights
- protects your credibility

- strengthens your community
- creates transparency
- builds trust
- reveals patterns

This is how organized parents create real change — not through conflict, but through **clarity and consistency**.

SECTION 5 — HOW TO COMMUNICATE WITH ADMINISTRATORS

Staying Clear, Professional, and Effective

Communication is one of the most important tools a parent has. When communication is:

- calm
- clear
- organized
- respectful
- documented

...it becomes extremely effective.

This section teaches parents how to communicate in a way that strengthens their position and builds credibility.

5.1 — WHY YOUR COMMUNICATION STYLE MATTERS

Schools respond differently depending on how parents communicate.

A parent who is:

- organized
- factual
- respectful
- consistent

...is taken seriously.

A parent who is:

- emotional

- accusatory
- vague
- confrontational

...is easier to dismiss.

Your tone is part of your strategy.

5.2 — ALWAYS COMMUNICATE IN WRITING FIRST

Email is your strongest tool because it creates:

- a written record
- a time stamp
- a clear request
- a clear response
- accountability

If a school calls you, follow up with:

“Thank you for the call. I’m summarizing our conversation here for clarity.”

This turns a phone call into a documented record.

5.3 — KEEP EVERY MESSAGE SHORT AND DIRECT

Administrators receive many emails. Short, clear messages get faster responses.

A strong message has three parts:

- 1. Purpose** “I am requesting access to the curriculum for my child’s grade level.”
- 2. Statute (optional but powerful)** “This request is made under C.R.S. § 22-1-123.”
- 3. Clear ask** “Please provide the materials or let me know how I may review them.”

That’s it.

No long explanations. No emotional language. No unnecessary details.

5.4 — HOW TO SET THE RIGHT TONE

Your tone should be:

- calm

- polite
- confident
- factual
- professional

Do say:

- “I am requesting...”
- “Please provide...”
- “For clarity...”
- “Thank you for your time.”
- “I look forward to your response.”

Avoid saying:

- “You people never...”
- “This is ridiculous...”
- “I demand...”
- “I’m tired of...”
- “If you don’t do this, I will...”

Professionalism strengthens your position.

5.5 — HOW TO ASK FOR CLARIFICATION

If something is unclear, ask directly:

“Can you clarify the policy regarding ___?” “Can you confirm whether this material will be used in class?” “Can you explain the process for reviewing curriculum?”

Clarity is your ally.

5.6 — HOW TO FOLLOW UP WITHOUT SOUNDING AGGRESSIVE

If you haven’t received a response within 5 business days:

“I am following up on my request sent on [date]. Please let me know when I can expect the information. Thank you.”

Short. Professional. Effective.

5.7 — HOW TO HANDLE PUSHBACK OR DELAYS

If the school delays, avoids, or resists:

Step 1 — Stay calm

Do not react emotionally.

Step 2 — Ask for clarification

“Can you explain the reason for the delay?”

Step 3 — Restate your request

“I am still requesting access to the curriculum under C.R.S. § 22-1-123.”

Step 4 — Document everything

Save every message.

Step 5 — Stay consistent

Consistency is more powerful than confrontation.

5.8 — HOW TO ESCALATE RESPECTFULLY

If you need to escalate:

Step 1 — Email the principal

Restate your request.

Step 2 — Email the assistant principal

Forward the same message.

Step 3 — Email the district office

Include your full email chain.

Step 4 — Stay factual

No accusations. No emotional language. Just facts and documentation.

Escalation is not aggression — it is procedure.

5.9 — HOW TO COMMUNICATE IN MEETINGS

If you meet in person:

Before the meeting:

- Bring printed copies of your emails
- Bring a notebook
- Bring your questions written down

During the meeting:

- Stay calm
- Stay focused
- Take notes
- Ask for clarification
- Do not argue

After the meeting:

Send a follow-up email summarizing what was discussed.

This creates a written record.

5.10 — HOW TO BUILD CREDIBILITY OVER TIME

Credibility is built through:

- consistency
- professionalism
- documentation
- clarity
- respect
- follow-through

When you communicate this way, schools recognize:

- you are informed
- you are organized
- you are serious
- you are not acting alone
- you are part of a larger movement

This is how parents create real change — not through conflict, but through **steady, organized communication**.

SECTION 6 — YOUR ROLE IN THE LARGER MOVEMENT

How Individual Parents Create System-Wide Change

Every strong school community begins with informed, engaged parents. When parents understand their rights, use them consistently, and communicate professionally, schools respond differently — not because of pressure, but because of **patterns, documentation, and unity**.

This section explains how your actions fit into a broader effort to strengthen transparency, trust, and accountability in Colorado schools.

6.1 — Why Your Voice Matters

Every parent brings something important to the table:

- your perspective
- your expectations
- your standards
- your commitment to your child

Schools function best when parents are active participants, not silent observers.

Your involvement:

- improves communication
- increases transparency
- strengthens accountability
- builds trust
- protects students
- supports teachers who want clarity and consistency

You don't need to be an expert — you just need to be engaged.

6.2 — How Individual Actions Create a Ripple Effect

One parent asking questions is normal. Ten parents asking questions is noticeable. A hundred parents asking the same questions — calmly, consistently, and legally — becomes a **movement**.

This ripple effect:

- encourages other parents to get involved
- signals to administrators that families are paying attention
- creates consistent expectations across schools
- reduces confusion
- increases transparency
- strengthens community trust

Your actions inspire others.

6.3 — How Unity Creates Accountability

Schools and districts respond differently when parents are:

- organized
- informed
- consistent
- respectful
- documented

Unity does not mean everyone agrees on everything. Unity means parents share:

- a commitment to transparency
- a commitment to communication
- a commitment to accountability
- a commitment to their children's well-being

When parents move together, systems adjust.

6.4 — Preparing for the Summer Training Series

This handbook is the foundation. The next step is the **Summer Training Curriculum**, where parents will learn:

- how to use their rights in real situations
- how to request curriculum effectively
- how to document concerns
- how to communicate with administrators
- how to organize at the school level
- how to support each other
- how to prepare for the August transparency wave

The training is designed to be simple, practical, and easy to follow.

6.5 — The August Transparency Wave (Without Classroom Visits)

Late July and early August are the most strategic times for parents to act.

This is when parents should request:

- curriculum
- instructional materials
- policies
- opt-in/opt-out forms
- survey information

But NOT classroom visits.

The first month of school is when:

- teachers are establishing routines
- classrooms are stabilizing
- administrators are finalizing schedules
- students are adjusting
- the building is finding its rhythm

Requesting classroom visits too early can feel like pressure instead of partnership.

6.6 — Classroom Visits Begin One Month Into the School Year

This is a key part of the strategy.

Parents should **wait 4–5 weeks** before requesting classroom visits.

This approach:

- respects teachers
- respects administrators
- allows classrooms to stabilize
- avoids unnecessary tension
- builds trust
- shows professionalism
- creates a stronger impact

When visits begin after the first month, they feel like **involvement**, not surveillance.

★ **Side Note: Why Classroom Visits Begin After the First Month**

This timing is intentional and strategic.

By the time parents begin visiting, they have already reviewed:

- the curriculum
- the instructional materials
- the policies
- the opt-in/opt-out forms

This means parents walk into the classroom **informed**, not guessing.

It allows parents to see:

Is what the school said they are teaching actually what is being taught?

This creates a calm, steady form of accountability that speaks for itself.

Parents don't need to confront anyone. They don't need to argue. They don't need to make accusations.

Their presence alone communicates:

“We are involved. We are paying attention. We care about our children. And we will stay engaged until trust is restored.”

This approach also has a positive ripple effect:

- Students notice parents visiting and often think it's exciting.
- Some students may encourage their own parents to get involved.
- Other families may join simply because they see others participating.
- The school community becomes more connected and supportive.

Even if only a few kids spark that conversation at home, it's still a win — because involvement grows one family at a time.

This is a long-game strategy. It's steady. It's respectful. It's effective. And over time, it can influence:

- school-level practices
- district-level policies
- and even state-level definitions of curriculum and transparency

Consistency is what creates impact.

6.7 — A Rotating Visit Schedule (Weekly Accountability)

Once the first month has passed, parents can begin visiting on a **rotating weekly schedule**.

For example:

- Week 5: Last names A–F
- Week 6: Last names G–L
- Week 7: Last names M–R
- Week 8: Last names S–Z

Or any rotation your parent group chooses.

This creates:

- a steady parent presence
- weekly accountability
- ongoing transparency
- zero chaos

- no overwhelm for teachers
- a calm, predictable rhythm

Every week, a few parents are in the building — observing, taking notes, and documenting.

This sends a clear message:

“Parents are involved. Parents are watching. Parents care.”

6.8 — The Message This Sends to Schools, Districts, and the State

This strategy communicates something powerful:

- Parents are organized.
- Parents are consistent.
- Parents are paying attention.
- Parents expect transparency.
- Parents will remain involved all year.
- Parents will hold schools accountable until schools hold themselves accountable.

This kind of steady, respectful involvement can influence:

- school-level decisions
- district-level policies
- state-level definitions of curriculum
- transparency standards
- accountability practices

This is how real change begins — not through confrontation, but through **consistent, informed presence**.

6.9 — Supporting Other Parents

Not every parent will feel confident at first. You can support them by:

- sharing this handbook
- inviting them to the summer classes
- helping them write their first email

- showing them how to document
- encouraging them to stay calm and consistent
- reminding them they're not alone

A strong community is built one parent at a time.

6.10 — Staying Grounded and Steady

The most effective parents are:

- calm
- consistent
- factual
- organized
- respectful
- persistent

You don't need to raise your voice. You don't need to argue. You don't need to threaten.

You simply need to:

- know your rights
- use your rights
- document everything
- communicate professionally
- stay consistent

This is how real change happens.

6.11 — What Comes Next

You have now completed **Module 1: The Parent Rights Handbook**.

Next, we move into **Module 2: The Summer Training Curriculum**, where each class will break down these rights into simple, actionable lessons parents can use immediately.