

WHAT CAN I DO TO MAKE SURE MY CHILDREN ARE SAFE AT SCHOOL?

UPDATE YOUR CHILD'S PICK-UP LIST AND EMERGENCY CONTACT INFORMATION AT SCHOOL.

Under the law, immigration status does not affect a child's right to attend public school. In case something happens to you, make sure someone that you trust is authorized to pick up your child from school and is listed as an emergency contact. Contact your child's school to make these changes!

CONSIDER GETTING AN EDUCATION POWER OF ATTORNEY DOCUMENT PREPARED.

A Power of Attorney (POA) lets you name someone you trust, called an "agent," to make certain decisions if you are unable to do so. An Education POA can allow your agent to make decisions about the services your child gets at school, sign permission forms, and help maintain their school stability. Speak with an attorney or a trusted community organization to create a POA.

UNDERSTAND THE PROTECTIONS RELATED TO DISCRIMINATION AND BULLYING.

State law requires every school district to investigate and take action to address reports of bullying or harassment. If the bullying is discriminatory (based on color, race, religion, sex, or national origin), students have additional protections under state and federal law. If your student is having bullying concerns, put your concerns in writing to the principal, ideally in an email. Review [your district's board policies](#) to understand how to report bullying, what steps the school must take in response to a bullying complaint, and what you can do if the initial investigation does not fix the problem.

ASK FOR HELP IF YOUR CHILD IS HAVING TROUBLE GOING TO SCHOOL OR IF YOU ARE AFRAID TO SEND YOUR CHILD TO SCHOOL.

State law requires children between the ages of 7-16 to attend school, and their parents/guardians may face criminal charges for truancy if they do not. However, the law also requires schools to take steps to work with families if there are attendance concerns before filing charges. If you have concerns about sending your child to school, or if your child is fearful about school, ask to meet with a counselor, social worker, or someone else you trust at the school to answer any questions you have and see how they can better support your family.

CHECK IN WITH YOUR CHILD TO SEE HOW THEY ARE DOING MENTALLY AND EMOTIONALLY.

If you or other members of your family are undocumented, your child may be experiencing high levels of stress, fear, and anxiety about potential deportation actions and the confusing news and messages surrounding deportation and immigration. Young children, and children with disabilities especially, may not fully understand or express those feelings and that emotional pressure may cause them difficulty in school.



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HERE ARE SOME WAYS TO ASK FOR MORE HELP AT SCHOOL:

SCHOOL COUNSELOR

Find out who your **school counselor** is. Reach out to that person to share what is going on with your child and ask for anything you think would be helpful. For example, you could ask that the counselor check in with your child during the day, talk with your child's teachers, and talk with them about what other actions the school can take to support your child.

ACADEMIC/BEHAVIORAL INTERVENTIONS

If your child has fallen behind in their classes, you can ask that they receive general education interventions such as small group tutoring to help them catch up. NC Public Schools offer general education interventions called the **Multi-Tiered System of Supports (MTSS)** for students who are not making progress through academic, behavioral, social, or emotional instruction and support. You can learn more about MTSS by watching this video in [English](#) and [Spanish](#). Reach out to your child's teachers, the school counselor, or the principal to ask about MTSS.

504 PLAN

If your child has a **diagnosis** related to their emotional or mental health struggles, you can ask that your child be evaluated for a **504 Plan**. If your child is found eligible, their 504 Plan will offer accommodations and supports in the regular classroom to ensure equal access to education and the school environment. Some examples of reasonable accommodations that could be part of a 504 Plan are: extended time on tests and assignments; the ability to take breaks during classwork; preferential seating; or access to assistive technology.

SCHOOL-BASED TEAMS

If your child already has an IEP or a 504 Plan, email their case manager and ask for a team meeting to discuss how they can support your child at school. Find out more about requesting a meeting [here](#).



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For more information and resources,
you can also visit www.everychildnc.org/safe