



# Questions Parents Can Ask School About Behavior

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| <b>Tuesday</b>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> |
| <b>Wednesday</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> |
| <b>Thursday</b>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| <b>Friday</b>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |

Schools are required to provide a range of support when a child’s behavior gets in the way of learning. School-wide approaches to behavior apply to all students, and 504 Plans or Individualized Education Programs (IEPs) can provide personalized support and services to students with disabilities. Asking good questions is a strong advocacy skill!

## Here are some questions parents can ask in conversations or meetings.

When you see an asterisk (\*), please see more information on the next page.

### QUESTIONS THAT APPLY TO ALL STUDENTS

How does our school use MTSS\* to help all students learn the expectations for behavior?

How do teachers and other staff members deal with bullying\*, hurtful, or aggressive behavior?

Who makes decisions about discipline and suspension, and where can I see the policy\*?

How and when does our school involve police or School Resource Officers?

### QUESTIONS THAT APPLY TO 504 PLANS AND IEPs

How do I set up a meeting to talk about my child’s behavior?

Can you give me some specific examples of the behavior you are concerned about, including what was going on before the behavior started and how staff responded?

Has a Functional Behavior Assessment\* been completed to learn about the “function” of my child’s behavior?

What data can I see about my child’s response to the Behavior Intervention Plan\* that’s in place now?

Who, in the district or the community, can provide training for my child’s teachers?

What is the difference between a 504 Plan and an IEP?

What accommodations might help prevent my child’s challenging behavior?

What are my child’s rights if they are suspended more than 10 school days\*?

What are my rights if the school calls me to pick up my child early?

## QUESTIONS THAT APPLY TO IEPS

Can you describe the instruction my child receives to learn their “replacement behavior”?

Is my child receiving special education services from a certified special education teacher?

How do I arrange to receive data about my child’s progress on their behavior goals?

What are some options for revising my child’s IEP goals?

When can the IEP Team change where my child learns because of their behavior?

Who else from the school or district office can join the IEP team to share their expertise?

How can I include our private therapist or service providers in decision-making?

**Click on the links below for more information:**

**MTSS:** Multi-Tiered Systems of Support is a school improvement framework that encompasses academic, behavioral, social, and emotional instruction and support to all students.

**Bullying:** North Carolina law requires every charter school and public school district to have a formal, written policy and procedure for investigating and taking action to address reports of bullying or harassment.

**Discipline Policy:** For the most part, local boards of education determine school discipline policy, in keeping with state and federal standards. Much of this information, including the Code of Conduct is in your Student Handbook.

**504 Plan:** A plan for how the school will provide free supports and remove barriers so a student can learn and participate in school activities. 504 plans typically provide accommodations, which adjust the environment and how the child learns and participates.

**Individualized Education Program (IEP):** A written plan that describes a child’s learning goals and the free special education services, related services, and supports to meet the child’s unique needs.

**Functional Behavior Assessment (FBA):** A structured approach to collecting data about a child’s behavior so that an effective Behavior Intervention Plan can be developed.

**Behavior Intervention Plan (BIP):** A written plan for a child with disabilities, which uses positive behavior intervention, supports and other strategies to help reduce or prevent challenging behaviors by teaching new skills and reinforcing them.

**Suspension and Disability:** Students with disabilities can be suspended or expelled. They do have additional rights under IDEA and Section 504 once they have been suspended more than 10 school days in a school year.

