

Advocating for my Child's Language & Disability Needs

Before any meetings, it is important to know your rights. Look below for important rights that you have as the legal guardian of a child who has qualified for both language and disability support.

As a legal guardian, you have the right to

- Have the Individualized Education Program (IEP) translated into a language you are most comfortable with
- Have an interpreter at meetings
- Bring a trusted friend (e.g., family advocate, legal representative, etc.) with you to meetings
- Request to record meetings (at least 24 hours before the meeting)
- Ask for additional meetings with the IEP team
- Take documents home before signing them
- Reject specific services that you disagree with
- Receive a copy of parents' rights (also called procedural safeguards) in the language you are most comfortable with (this document will include guidance about how you can advocate for your child when you do not agree with the school team)

As a dually identified student for both English language and special education services, your child has the right to

- Free public education regardless of their immigration status
- Assessment accommodations that consider their specific disability and language needs
- English language supports
- Rigorous grade-level academic standards
- Participate in least restrictive environments (general education classrooms with their peers)

In preparation for meetings, consider asking any of the following questions that address your needs

- Who is my main point of contact?
- Can I have the meeting agenda and any supporting documents (in a language I prefer) before the meeting?
- Is there an interpreter available to support the meeting?



Below is a checklist of what you may want to know during your meetings. You should be given the opportunity to ask questions that will support your understanding.

✓ **I know how to communicate with the school and how the school will communicate with me.**

- Establish your preferred mode of communication between you and the school.
 - Who should you contact with questions or concerns? What is the best way to reach them?
 - How will the school contact you? How often?

✓ **I know how the school measures my child's academic, behavioral, and language development.**

- What do you see as my child's strengths? How are you building on their strengths to help them reach their goals?
- What academic, behavioral, and language goals are set for my child? How will you measure their progress toward those goals?



✓ **I know how behavioral issues are addressed in school.**

- What does it look like when you discipline children in school? How will it look with my child?
- How will you consider my child's language proficiency, cultural norms, and IEP goals when taking disciplinary actions?

✓ **I know how to support my child at home.**

- How can I support my child's goals at home?
- What are some community resources or organizations that can help my child thrive?

✓ **I know how my child will be supported in school.**

- What services does my child receive to support their disability and language needs?
- What is the school doing to assure my child has access to grade-level content and extracurricular and enrichment activities (the least restrictive environment)?