



Information for Parents and Guardians of English Learners

As the parent/guardian of an English learner (EL), you are able to ask for information to be communicated to you about the language instruction program that you choose for your children. The following list addresses many topics that may be of interest to you. As the parent/guardian of an EL, you are able to:

1. Receive a free public education for your child in the school district where you live, regardless of your or your children's immigration status (e.g., whether your family members are citizens, immigrants, or undocumented) and the language that you or your children speak.
2. Enroll your children in school without being asked to provide information or paperwork which may reveal your or your children's immigration status. You cannot be asked to provide a social security card or number, an immigration visa or visa status, or citizenship documents or citizenship status.
3. Have a qualified interpreter/translator in your preferred language for critical interactions with the school district.
4. Have your children in a bilingual program if the school is mandated to provide such a program. Districts in Connecticut are required to provide a bilingual program in any school where there are 20 or more students who speak the same non-English native language. In some cases, districts consolidate bilingual programs into just a few school buildings. However, if your child's school is mandated to provide a bilingual program and the district has chosen to offer it in another location, your child has the right to attend that bilingual program and be offered transportation to and from the program.
5. Have written notice in English and your preferred language that your children have been identified as an EL and to select the language instruction program that you would like for your child or to decline language instruction services.
6. Receive high quality orientation session, provided by your school district that focuses on state standards, tests, and school expectations for ELs, as well as the program goals and requirements for language instruction, which may include Bilingual Education and English as a Second Language (ESL) or other models.
7. Receive information about your children's English language development, and also about their home language development if they are in a Bilingual Education program. It is best practice for this information to be communicated in an ongoing fashion, but you must, at a minimum, be provided with your child's annual English language proficiency assessment (LAS Links) results and a notification that your child has exited or will continue to be an EL in the next school year.
8. Meet with school staff at least once a year, in addition to other generally required meetings, to discuss your children's overall learning and language development progress.

9. Request your children to be placed in a Bilingual Education or English as a Second Language program within 30 calendar days of enrollment if entering at the beginning of the school year or within 10 calendar days of enrollment if entering during the school year, and the right to opt out of a language instruction program.
10. Ask for your children to be transferred to another school in your district that offers Bilingual Education in your language, if your children's original school does not offer such a program.
11. Receive equal access to all programming and services offered by the school district, appropriate to age and grade level including those required for graduation, and to all school programs available to other students.
12. Receive all core content instruction, and to learn English and other subjects such as Reading/ Language Arts, Math, Science, and Social Studies at the same academic level as all other children. Being entitled to EL services does not limit the ability to get core content instruction.
13. Have full access to extracurricular activities (afterschool clubs, sports, etc.). Being entitled to ELL services does not limit the ability to take part in extracurricular activities.
14. Get support services (e.g., Academic Intervention Services) aligned with any intervention plans, as deemed necessary by the school.
15. Have your children tested yearly to determine their English language progress, and to obtain information about your children's performance on academic tests.
16. Have your children continuously enrolled year to year in a language instruction program (i.e., bilingual, ESL) while they remain ELs.

Please contact [Gladys Labas](#), Director of Equity and Language, and [Megan Alubicki Flick](#), English Learner Consultant at the Connecticut State Department of Education with questions or for more information.

References and Resources

This list provides guidance, laws and statutes that support the rights of parents of Els described on the preceding pages. Note that the number corresponds with the number of the right referenced earlier in the document:

1. [Title VII of the Civil Rights Act of 1964, P. L. No. 88–352, 78 Stat. 241 \(1964\)](#); [Every Student Succeeds Act of 2015, P.L. 114-95, U.S.S. § 1177 \(2015\)](#); [Dear Colleague Letter: English Learners 1/7/2015](#)
2. [Dear Colleague Letter: School Enrollment Procedures 5/4/14](#)
3. [Dear Colleague Letter: English Learners 1/7/2015](#); See the US Department of Education’s Office of English Language Acquisition (OELA)’s [English Learner Toolkit](#). Specifically, Chapter 10 is focused on “Ensuring Meaningful Communication with Limited English Proficient Parents.”
4. [Connecticut Bilingual Statute, CGS 10-17e-n, inclusive](#)
5. [Dear Colleague Letter: English Learners 1/7/2015](#); See the US Department of Education’s OELA [English Learner Toolkit](#). Specifically, Chapter 1 is focused on the identification process and requirements for communication with families about identification and program options.
7. [CGS 10-17f\(e\)](#)
8. [CGS 10-17f\(e\)](#)
9. [Dear Colleague Letter: English Learners 1/7/2015](#); See the US Department of Education’s Office of English Language Acquisition (OELA)’s [English Learner Toolkit](#). Specifically, Chapter 1 is focused on the identification process and requirements for communication with families about identification and program options.
11. [Title VII of the Civil Rights Act of 1964, P. L. No. 88–352, 78 Stat. 241 \(1964\)](#); [Every Student Succeeds Act of 2015, P.L. 114-95, U.S.S. § 1177 \(2015\)](#); [Dear Colleague Letter: English Learners 1/7/2015](#); See the US Department of Education’s OELA [English Learner Toolkit](#). Specifically, Chapter 5 is focused on “Tools and Resources for Creating an Inclusive Environment and Avoiding Unnecessary Segregation.”
12. [Dear Colleague Letter: English Learners 1/7/2015](#); See the US Department of Education’s OELA [English Learner Toolkit](#). Specifically, Chapter 4 is focused on “Meaningful Access to Core Curricular, Extra Curricular Programs” and Chapter 5 is focused on “Tools and Resources for Creating an Inclusive Environment and Avoiding Unnecessary Segregation.”
13. [Dear Colleague Letter: English Learners 1/7/2015](#); Specifically, Chapter 4 is focused on “Meaningful Access to Core Curricular, Extra Curricular Programs” and Chapter 5 is focused on “Tools and Resources for Creating an Inclusive Environment and Avoiding Unnecessary Segregation.”
14. [Dear Colleague Letter: English Learners 1/7/2015](#); See the US Department of Education’s OELA [English Learner Toolkit](#). Specifically, Chapter 4 is focused on “Meaningful Access to Core Curricular, Extra Curricular Programs” and Chapter 6 is focused on “Addressing English Learners with Disabilities.”
15. [Every Student Succeeds Act of 2015, P.L. 114-95, U.S.S. § 1177 \(2015\)](#)
16. [Every Student Succeeds Act of 2015, P.L. 114-95, U.S.S. § 1177 \(2015\)](#)

Additional Resources

Connecticut Bilingual Statute. [CGS 10-17f\(e\)](#)

[Connecticut State Department of Education English Learners Page](#)

[Connecticut State Department of Education English Language Proficiency Assessment-LAS Links Page](#)

[Connecticut State Department of Education COVID Resources for Families](#)

[Dear Colleague Letter: School Enrollment Procedures 5/4/14](#)

[Dear Colleague Letter: English Learners 1/7/2015](#)

[Every Student Succeeds Act of 2015, P.L. 114-95, U.S.S. § 1177 \(2015\)](#)

[Title VII of the Civil Rights Act of 1964, P. L. No. 88-352, 78 Stat. 241 \(1964\)](#)

US Department of Education's Office of English Language Acquisition's [English Learner Toolkit](#)

US Department of Education's Office of English Language Acquisition's [Newcomer Toolkit](#)

US Department of Education's National Clearinghouse for English Language Acquisition's [English Learner Family Toolkit](#)

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