**Connecticut State Department of Education**

Sample Parent Notification Letter

Must Be Sent Upon Identification and/or Annually by September

Xxxxxx Public Schools, Address, Telephone Number, Fax, Email

Date

To the Parents/Guardians of (Name of Student) (School) (Grade) (Program Code if desired):

Connecticut and federal statutes governing the education of students who are English learners/multilingual learners (ELs/MLs) require the assessment and identification of all students who enter the XXXXX Public Schools. The Home Language Survey and the LAS Links Screener are used by XXXXX Public Schools to identify students as ELs/MLs. Students who are already identified as ELs/MLs will remain eligible to continue to receive language instruction services until they meet the EL/ML exit requirements. You are receiving this letter because your child has been recently identified as an EL/ML or because this letter is provided on an annual basis to parents/guardians of students who remain ELs/MLs.

XXXXX Public Schools offer basic programs to students who qualify as EL/ML. The first two programs assist students in acquiring the English language:

1. Bilingual Education (for bilingual program eligible students);
2. English for Speakers of Other Languages (ESOL); or
3. Regular education class **without** ESOL support.

Your child has been identified as an EL/ML and is eligible to receive or will continue to receive language instruction services. As the parent/guardian, you have the right to choose the language instruction service for your child or to refuse services. Please note that refusing services does not remove the student from identification as an EL/ML. As an identified EL/ML, the student must take the English language proficiency assessment each year until they meet the EL/ML exit criteria. The program options for your child are:

* Bilingual Education Program
* English for Speakers of Other Languages (ESOL) Program
* Parental refusal of language instruction services

Your child’s most recent English language proficiency assessment determined their overall level of English proficiency as \_\_\_\_\_\_\_\_\_\_\_as measured by the LAS Links or preLAS Screener, the LAS Links Assessment, or, if applicable, the Connecticut Alternate Assessment of English Language Proficiency (CAAELP).

In order for your child to exit EL/ML identification and no longer receive language instruction services, your child must reach the state mandated exit requirements as listed on the state website. The English language mastery standard will be measured by either the LAS Links or the CAAELP Assessments.

While the rate of English language development varies widely from student to student, many students exit the Bilingual Education and/or ESOL program in 3-7 years. All students who are ELs/MLs must have access to grade level content and academic instruction with accessibility supports as necessary to ensure that they will be successful academically and prepared for grade promotion and graduation. This district’s goal is for all students who are ELs/MLs to become fully proficient in English to graduate from high school with a range of academic and professional options.

Any student who is an EL/ML who is eligible for an Individualized Education Program (IEP) as an individual with a disability has the right to receive a free, appropriate, public education as outlined in the IEP, which is designed to meet their unique learning and language needs.

If you have any questions about the placement of your child for this school year, please contact xxxxxxxxxx, [title], at xxxxxxxx.

Sincerely,

[Name, Title]

Attachment (include as appropriate, if your district has material to include)