



Parent Bill of Rights

for English Learners/Multilingual Learners

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Pursuant to [P.A.23-150 Section 17](#) the State Board of Education shall draft a written bill of rights for parents or guardians of students who are multilingual learners to guarantee that the rights of such parents and students are adequately safeguarded and protected in the provision of bilingual education under chapter 164 of the general statutes, and the sharing of this bill of rights in the dominant language of the parents or guardians.

This means that, according to P.A.23-150 Section 17, the State Board of Education will create a clear list of rights for parents or guardians of students who are learning multiple languages. This list will make sure that the rights of these parents and students are kept safe and protected when they get bilingual education as described in Chapter 164 of the general laws. The list of rights will be given to parents or guardians in the language they understand the best.

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional board of education providing a program of bilingual education or English as a new language shall:

1. provide the parents and guardians of eligible students with a copy of the multilingual learner bill of rights in the dominant language of such parents and guardians, and
2. make such copies of the multilingual learner bill of rights available on the Internet web site of such board.

This means that starting on July 1, 2024, and in the years following, every local and regional board of education that offers bilingual education or English as a new language program must:

1. Give the parents and guardians of eligible students a copy of the multilingual learner bill of rights in the language they understand best.
2. Make this multilingual learner bill of rights available on the board's website.

These are the declarations of the English Learner/Multilingual Learner Bill of Rights

1. The right of an English learner/multilingual learner student to attend a public school in the state regardless of such student's immigration status or the immigration status of such student's parent or guardian.

This means that an English learner or someone who speaks multiple languages has the right to go to a public school in the state, even if that student or their parents/guardians are immigrants.

2. The right of a parent or guardian of an English learner/multilingual learner student to enroll such student in a public school without being required to submit immigration documentation, including, but not limited to, a Social Security number, visa documentation or proof of citizenship.

This means a parent or guardian of a student who is learning English or speaks multiple languages can sign up their child for a public school without having to provide any immigration documents like a Social Security number, visa papers, or proof of being a citizen.

3. The right of an English learner/multilingual learner student to have translation services provided (A) by an interpreter who is present in person or available by telephone or through an online technology platform, or (B) through an Internet web site or other electronic application approved by the State Board of Education, during critical interactions with teachers and administrators, including, but not limited to, parent teacher conferences, meetings with administrators of the school in which such student is attending, and at properly noticed regular or special meetings of the board of education or scheduled meetings with a member or members of the board of education responsible for educating such student, in accordance with section 18 of this act.

This means an English learner/multilingual learner has the right to get help with translation during important meetings involving students' education. This help can come from an interpreter in person, on the phone, or through a computer. It's for important talks with teachers and school leaders, like parent-teacher meetings or meetings with the school's administrators. This is according to a specific section of a law called section 18 of this act.

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4. The right of an English learner/multilingual learner student to participate in a program of bilingual education offered by the local or regional board of education when there are twenty or more eligible students classified as dominant in a language, other than English, as such student, in accordance with the provisions of section 10-17f of the general statutes.

This means an English learner/multilingual learner has the right to join a bilingual education program if one is required at the school. This is based on the rules in section 10-17f of the general statutes.

5. The right of a parent or guardian of an English Learner/multilingual learner student to receive written notice, in both English and the dominant language of such parent or guardian, that such student is eligible to participate in a program of bilingual education or English as a new language program offered by the local or regional board of education.

This means a parent or guardian of a student who is learning English or speaks multiple languages has the right to get a written notice in both English and the language they are best at to tell them that their child can join a bilingual education or English as a new language program offered by the district.

6. The right of an English learner/multilingual learner student and the parent or guardian of such student to receive a high-quality orientation session, in the dominant language of such student and parent or guardian, from the local or regional board of education that provides information relating to state standards, tests and expectations at the school for English learner/multilingual learner students, as well as the goals and requirements for programs of bilingual education and English as a new language, prior to participation in such program of bilingual education or English as a new language.

This means English learner students and their parents or guardians have the right to attend a helpful meeting in their best language. This meeting will be organized by the local school board and will give them information about state standards, tests, and what's expected in the school for students learning English or speaking multiple languages. They will also learn about the goals and rules for bilingual education and English as a new language programs before joining these programs.

7. The right of the parent or guardian of an English learner/multilingual learner student to receive information about the progress of such student's English language development and acquisition.

This means that a parent or guardian of a student who is learning English or speaks multiple languages has the right to get updates and information about how well their child is doing in improving their English language skills.

8. The right of an English learner/multilingual learner student and the parent or guardian of such student to meet with school personnel to discuss such student's English language development and acquisition.

This means that students who are learning English or speak multiple languages and their parents or guardians have the right to meet with school staff about how well the student is learning English and improving their language skills.

9. The right of an English learner/multilingual learner student to be placed in a program of bilingual education or English as a new language, if offered by the local or regional board of education.

This means an English learner/multilingual learner has the right to join a bilingual education or English as a new language program if the local school board offers it.

10. The right of an English learner/multilingual learner student to have equal access to all grade-level school programming.

This means an English learner/multilingual learner has the right to get the same opportunities to take part in all school activities for their grade level.

11. The right of an English learner/multilingual learner student to have equal access to all core grade-level subject matter.

This means an English learner/multilingual learner has the right to learn all the important subjects at their grade level, just like other students.

12. The right of an English learner/multilingual learner student to receive annual language proficiency testing.

This means an English learner or someone who speaks multiple languages has the right to take a language test every year to see how well they are doing in their language skills.

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13. The right of an English learner/multilingual learner student to receive support services aligned with any intervention plan that the school or school district provides to all students.

This means that an English learner/multilingual learner has the right to get extra help (through intervention) that matches the plan the school or school district uses to assist all students.

14. The right of an English learner/multilingual learner student to be continuously and annually enrolled in a program of bilingual education or English as a new language while such student remains an eligible student, as defined in section 10-17e of the general statutes.

This means an English learner or someone who speaks multiple languages can stay in a bilingual education or English as a new language program every year as long as they are still eligible, as explained in section 10-17e of the general statutes.

15. The right of a parent or guardian of an English learner/multilingual learner student to contact the Department of Education with any questions or concerns regarding such student's right to receive multilingual learner services or accommodations available to such student or parent or guardian, including information regarding any recourse for failure of the board of education to provide or ensure such services or accommodations.

This means a parent or guardian of an English learner or a student who speaks multiple languages can reach out to the Department of Education if they have questions or concerns about their child's right to get services or help for language learning. This includes finding out what they can do if the school board doesn't provide the services or help they should.