

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used and provide a link to the notice to parents of an ELL identified for participation in a language instruction educational program. Per Every Student Succeeds Act and per state board rule, this notice must delineate:

1. the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);
7. in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and
8. information pertaining to parental rights that includes written guidance—
 - a. detailing the right that parents have to have their child immediately removed from such program upon their request;
 - b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

Describe the procedures used by school personnel to provide assistance to parents or guardians of ELLs in their home language.

From the time of students' registration every effort is made to inform parents about Broward County Public Schools through translated materials or the use of interpreters. Bilingual social workers, ESOL Instructional Facilitators, Bilingual school psychologists and district-trained staff provide services to parents in their heritage language when feasible. Schools also request the assistance of interpreters and translators from the Bilingual/ESOL Department. Interpreters assist at parent conferences, ESE staffing, ELL Committee meetings and other pertinent meetings where heritage language assistance might be needed. Forms and documents are sent home in English and the District's three major languages: Spanish, Haitian-Creole, and Portuguese.

To meet ESSA compliance, districts are required to notify parents of an ELL identified for participation in the program no later than 30 days after the beginning of the school year. For those children identified as ELLs during the school year, the district shall notify the parents during the first 2 weeks of the child being placed in ESOL. Parents will be notified by letters, maintained in student folders, and monitored by Title I. All letters, as well as all home-school communication must be provided to parents in a language that they can understand unless clearly not feasible.

Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet state academic standards.

The Bilingual/ESOL Department has an International Welcome Center (Bilingual Parent Outreach Office) consisting of a Parent Outreach Specialist and three Community Liaisons who speak the District's top languages. The office is dedicated to increasing involvement of ELL parents. Through increased knowledge of the educational system, parents are provided opportunities to make well-informed academic decisions for their children and for the advancement of all ELLs in the District. The staff works with families of ELLs via phone calls, emails, meetings, and attending ELL committee meetings when necessary. The International Welcome Center provides free supplemental books and resources to assist in the academic advancement of their students and families, including summer enrichment materials.

All activities and materials, such as notices, brochures, and information, are disseminated by Parent Link phone calls, texts, emails, notices, and Internet. Meetings have concurrent translations using translation technology. The parent website, <https://www.browardschools.com/Page/39896>, can be translated into over 50 languages through a translation tool and contains brochures, strategies, and links to enhance English language proficiency and academic achievement of ELLs.

The information about the ESOL Parent website is communicated through, but not limited to, phone links, texts, emails, and flyers as well as through school contacts. Brochures and handouts with support and academic information in all four languages are distributed at all parent meetings. The website is continuously being expanded and updated including current information and resources about the Florida State Standards.

The department hosts events in which the information presented is above and beyond what is required and is specific only to ELLs.

Check the school-to-home communications that are sent by the LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.):

Forms are available in different locations such as www.browardschools.com; <http://www.broward.k12.fl.us/ets/css/ret/recordsret/forms.html>; <https://wida.wisc.edu/>; <https://ellevationeducation.com>

- ☒ Results of language proficiency assessment
- ☒ Program placement
- ☒ Program delivery model option(s)
- ☒ Extension of ESOL instruction
- ☒ Exit from ESOL program
- ☒ Post-reclassification of former ELLs monitoring
- ☒ Reclassification of former ELLs
- ☒ State and/or LEA testing
- ☒ Accommodations for testing (flexible setting)
- ☒ Annual testing for language development
- ☒ Growth in language proficiency (Listening, Speaking, Reading, Writing)
- ☐ Exemption from FSA in ELA for ELLs with DEUSS less than one year
- ☒ Retention/Remediation/Good Cause
- ☐ Transition to regular classes or course change
- ☒ Invitation to participate in an ELL Committee Meeting
- ☒ Invitation to participate in the Parent Leadership Council (PLC)
- ☒ Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- ☒ Free/reduced price lunch
- ☒ Parental choice options, school improvement status, and teacher out-of-field notices
- ☒ Registration forms and requirements
- ☒ Disciplinary forms
- ☒ Information about the Florida Standards and the English Language Development (ELD) Standards
- ☒ Information about community services available to parents
- ☒ Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- ☒ Report Cards*
- ☐ Other (Specify) _____

*If report cards are not available in other languages, please describe how the academic progress of an ELL is communicated to parents/guardians.

Bilingual staff is available to assist teachers in interpreting grades and student expectations for parents/guardians.