



You can find more information about the Every Student Succeeds Act (ESSA) on NYSED's website at:

<http://www.nysed.gov/essa/information-parents>

ESSA Fact Sheets

These [fact sheets for parents](#) summarize and explain the final ESSA plan. The fact sheets are available in 15 languages.

ESSA Informational Video

This brief, parent-friendly [video](#) about ESSA implementation includes information on ESSA requirements and important changes.

Approved New York State ESSA Plan

View [New York State's ESSA plan](#), as well as a summary of the plan.

If your school or district needs guidance in meeting these notification requirements, or if you have any questions, please contact:

NYS Education Department
Office of Bilingual Education and
World Languages at
718-722-2445/518-474-8775
via phone,
OBEWL@nysed.gov
via email
or visit OBEWL's website:
[http://www.nysed.gov/
bilingual-ed](http://www.nysed.gov/bilingual-ed).

Parents may also contact the NYSED ELL Parent Hotline at (800) 469-8224 via phone or nysparenthotline@nyu.edu via email to make a complaint or inquiry.



The Rights of Multilingual Learner/English Language Learner Parents, Guardians, and Other Caregivers under the Every Student Succeeds Act (ESSA)



The Every Student Succeeds Act (ESSA) . . .

passed in 2015, is the main federal law governing kindergarten through 12th grade student education. Among other things, ESSA requires school districts to keep parents and guardians informed of their rights and provide parents and guardians of Multilingual Learners/English Language Learners (MLLs/ELLs) opportunities to be involved in their children's education by informing MLL/ELL¹ parents and guardians how they can be active participants in assisting their children with the following:

- Attaining English proficiency;
- Achieving high levels in core academic subjects within a well-rounded education; and
- Meeting the state's academic content and student academic achievement standards that all students are expected to meet.

¹ The federal term for MLLs/ELLs is "English Learner" (often abbreviated as EL).

ESSA also requires school districts to . . .

seek MLL/ELL parent and guardian input and feedback in the development and evaluation of its MLL/ELL educational programs, including notifying parents and guardians of their right to regular meetings for this purpose. Also, Commissioner's regulations require districts to meet with MLL/ELL parents and guardians at least once a year to discuss their child's academic content and language development progress and needs. This is in addition to other generally required meetings, such as regularly scheduled parent teacher conferences.

In addition . . .

In NYS at and after initial identification of your child as a MLL/ELL, the district must also provide information on the following no more than ten days after enrollment:

- How your child was determined to be a MLL/ELL, your child's level of English language proficiency, how it was assessed, and the status/progress of his or her academic achievement;
- Methods of instruction used in your child's educational program and in other available program alternatives, including how such programs differ in content, instructional goals, and the use of English and home language instruction. Parents are to receive written guidance about how to select a program or method of instruction, if more than one is offered.

In NYS, this information may be provided in a mandatory, high-quality parent orientation session that takes place after your child's MLL/ELL identification²

The school district must provide information on:

- How your child's educational program will meet his or her educational strengths and needs;
- How the educational program will specifically help your child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- Specific exit requirements for the educational program, including the expected rate of transition from such programs into classrooms that are not tailored for MLLs/ELLs;
- The expected rate of graduation from high school, if the high school receives Title III funds, and in the case of a child with an Individualized Education Program (IEP), how such a program meets the objectives of the IEP of the child.



² Commissioner's Regulations Part 154-2.3(f) requires districts to provide a high-quality orientation session for parents and guardians of students identified as ELLs/MLLs.