

## ATTACHMENT B

POLICY TITLE: English Language Learners	
ADOPTION/EFFECTIVE DATE: September 30, 2011	MOST RECENTLY UPDATED: October 26, 2015

### **PURPOSE**

The School Reform Act, D.C. Code §§ 38-1802 *et seq.*, (“SRA”) requires public charter schools in the District of Columbia to comply with all applicable laws. *See D.C. Code §§ 38-1802.12(c)(1); 38-1802.13(a)(1)*. The DC Public Charter School Board (“PCSB”) has determined that laws related to the education of students who are Limited English Proficient or English Language Learners as defined in federal law (*see 20 U.S.C. § 7801(25)*) or the laws of the District of Columbia are applicable law. Consequently, public charter schools must comply with those laws and their interpretations as published or provided by relevant agencies. PCSB expects the interpretations of those laws to come in the form of guidance from the U.S. Department of Education, Office for Civil Rights and/or regulations issued by the District of Columbia Office of the State Superintendent of Education applicable to a particular public charter schools because it has received certain grants.

### **POLICY**

Every parent enrolling a child in a charter school must complete a Home Language Survey. The survey is designed to identify language minority students who may need alternative language support services. If the survey indicates that the child might qualify for English Language Learner (“ELL”) services, the school should then assess the child’s English proficiency in the four domains of listening, speaking, reading, and writing.

For students who are identified as needing ELL services, schools are required to provide services that help them attain English language proficiency and achieve academic success. Schools are required to develop an ELL plan for each identified student in which teachers differentiate instruction, implement strategies, and provide necessary accommodations to enable students to meet D.C. standards.

PCSB will assess schools compliance with laws related to ELL students during its compliance review process. Specifically, schools are required to complete the attached assurance form.



**Board Approval Acknowledged by:**

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Darren Woodruff  
DC PCSB Board Chair

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## ATTACHMENT A

### English Language Learners (ELL) Services Assurance Letter

This letter serves to confirm that **(Name of School)** Public Charter School has established and/or is implementing the following (check all that apply):

#### Identification.

- The school has an effective screening process to identify potential ELL students that includes:
  - Administering of an OSSE approved Home Language Survey (hls) to all students.
  - Ensuring that the school's staff and administration are knowledgeable about the school's identification procedures.
- The school's enrollment process does not require parents or guardians to disclose the country of birth of the student or themselves.

#### Assessment.

- The school has an effective annual process to assess the English Language Proficiency of all students identified as having a primary or home language other than English in four domains: reading, writing, speaking/oral communication, and listening *and*
  - Is appropriate for the student's grade or age level
  - Is administered by qualified personnel.
  - Is completed within 30 days of the start of the school year.
- The school evaluates each student who has exited from the school's ELL program or formerly received services as an ELL student to determine if academic support is necessary for the student to succeed in the general education classroom.

#### Parental Notification.

- The school communicates with parents/guardians whose primary home language is other than English in a language that they understand and provides translation services when needed.
- The school has prepared a standard parent notification letter for the parents of newly identified ELL students that includes:
  - Information pertaining to parental rights, and the reasons for the identification;
  - The child's level of English proficiency;
  - Details regarding the instructional program their child will receive to support their ELL needs;
  - The specific exit requirements for the school's ELL program,
  - The expected rate of transition from the school's ELL program into the regular education classroom;
  - In the case of a child with a disability, how the school's ELL program meets the objectives of the individualized education program of the child; and
  - The school notifies parents/guardians no later than 30 days after the beginning of the school years of their child's identification, participation, their child's rights, and their rights.

#### Placement. Placement of ELL students are appropriate with respect to age and/or grade levels.

- The school places ELL students in a timely manner, i.e., within 30 days of identification as an ELL student.
- The school does not retain or fail ELL students based solely on a lack of English Language skills.
- The school does not assign ELL students to special education classes because of their lack of English language proficiency, but because they have a disability and are entitled to receive special education services.

**Documentation Related to the School's ELL Program.**

- The school maintains full and complete records regarding the following:
  - Each student's completed HLS response.
  - Parental notifications of placement, including entry and exit from the school's ELL program.
  - The total number of ELL students presently receiving services.
  - Achievement data for each ELL student, including their current level of English language proficiency.
  - Records of entry, re-entry, and exit from the ELL program.
- The school has a written plan for addressing the identification, assessment, and placement of ELL students, i.e., an ELL plan.

**Access to the Educational Program.**

- The school has instituted a program model for providing educational services to ELL students that is based on a sound educational approach or legitimate experimental strategy, i.e., an Alternative Language Program ("ALP").
- The school is faithfully implementing its ALP.
- The school has allocated appropriate staff to implement its ALP.
- The school has allocated appropriate resources, including materials and training, to effectively implement its ALP.
- The school can demonstrate that implementing its ALP has provided its ELL students with meaningful access to its educational program, i.e., has had the program evaluated.
- The school has established criteria to determine when a student has sufficient English language proficiency (in a four domains: reading, writing, speaking/oral communication, and listening) to meaningfully participate in the regular school program, i.e., exit criteria.
- The school monitors students who have exited from the school's ALP for at least two years and ensures that they are referred back to the school's ELL program when appropriate.
- The school provides facilities and resources available for ELL students that are of comparable quality to those available to non-ELL students.
- The school provides instructional materials in the ELL program that are of comparable quality and quantity to those available to non-ELL students.
- The school provides ELL students access to all extracurricular activities.
- The school addresses issues related to identification and placement of ELL students in its complaint or grievance process.

Signed by \_\_\_\_\_

**[Insert name and title]**