



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

Re: Notification of Placement in the English Learner (EL) Program School Year 2018-2019

Dear Parent or Guardian:

This letter provides a description of the English Learner (EL) Program (also known as the English Language Learner Program), your child's level of English proficiency, the recommendation regarding placement of your child, and your rights as the parent or guardian of an EL identified student. Your child's English language proficiency was initially assessed because a language other than English was selected in at least one of the language information fields on the Student Enrollment Form or on the Home Language Survey. The Elementary and Secondary Education Act (ESEA) also requires the annual assessment of your child's English language proficiency until proficiency is attained. Refer to Attachment B, EL Parent Notification for specific information regarding your child and state data.

Description of the EL Program

The EL Program will help your child become proficient in English through the use of second language acquisition strategies to access content area knowledge and standards required for success in school, grade promotion and graduation. Your child will receive supplemental support to meet the same grade level expectations and standards that all students are expected to meet. If your child has an Individualized Education Program (IEP), the EL staff will work with the IEP team to ensure EL Program services provided meet the IEP's objectives. The expected overall high school graduation rate is determined by the state's ESEA accountability system. The state's expected and actual graduation rates for EL students are as follows:

- The state's expected target high school graduation rate for students in the EL program is: **78%**.
- The state's actual EL student high graduation school rate from school year **2016-2017** is: **69.3%**.

Status of Your Child's Academic Achievement

Your child's academic achievement is developing. If your child is new to the Hawaii State Department of Education (HIDOE), his/her academic achievement is not available. If you have any questions regarding the status of your child's academic achievement, please contact the school's principal.

English Language Proficiency Assessments and Your Child's Level of Proficiency

The initial assessment is used to determine eligibility for EL Program services and initial program placement and services. The annual assessment is used to determine your child's progress and whether your child's program placement and services should be modified.

Your child's English language proficiency as determined by the initial or annual assessment is provided in Attachment A, EL Parent Notification.

Depending upon the assessment score, your child will be placed in one of the following categories:

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Entering	Emerging	Developing	Expanding	Bridging	Reaching

These levels describe the spectrum of a learner's progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra language support.

Methods of Instruction

To meet your child's strengths and areas of need, it was determined that your child will receive the method of instruction in the EL Program indicated on Attachment B, EL Parent Notification. A detailed list of language instruction educational program (LIEP) type options provided by HIDOE schools are included in Attachment C.

Transitioning and Exiting From the EL Program

Your child will be eligible to receive services from the EL Program until your child attains English language proficiency. According to research, achieving English language proficiency may take from five to seven years or seven to ten years for students with no prior schooling. Other variables may include your child's language development or other educational needs, level of proficiency, and the age the child enters the EL Program. The state's average length of time for transition out of the EL Program is three (3) years and six (6) months. EL services will be provided for your child until he/she attains a score of 5.0 on the annual EL assessment. Once exited, your child will be monitored for two (2) full academic years to ensure success.

Your Rights as the Parent or Guardian

As the parent or guardian, you have the right to:

- (1) Have your child immediately removed from the EL Program upon your written request to the school principal; and
- (2) Decline to enroll your child in the program or method of instruction chosen by the school personnel, or choose another program or method of instruction, if it is available.

Parent or Guardian Participation and Involvement

Your school will provide you with as much information as you need regarding the instructional programs that they are able to offer your child. Your school will also assist you in selecting the program or method of instruction, if more than one program or method is offered by your child's school.

The HIDOE encourages you to be involved in your child's education, and to become an active participant in assisting your child to achieve English language proficiency and high academic achievement. Please complete and return the parent acknowledgment, Attachment A.1.

If you have any questions about the EL Program or the availability of other programs, please contact your school principal or talk to your child's teacher.

Sincerely,



Dr. Christina M. Kishimoto
Superintendent

CMK:aw
Attachments

Note: If you need assistance understanding this document, please contact the principal of the school that your child is attending.

Notice of Language Assistance

If you have difficulty understanding English, you have the right to receive language assistance at no cost to you. Please contact your school's principal for more information.

(Traditional Chinese / 繁體中文) 如果您理解英語有困難，您有權得到免費的語言幫助。請聯繫您的學校校長以獲得更多信息。

(Simplified Chinese / 简体中文) 如果您理解英语有困难，您有权得到免费的语言帮助。请联系您的学校校长以获得更多信息。

(Japanese / 日本語) 英語の理解に困難を覚える方は、無料で言語支援を受ける権利があります。詳細につきましては学校長にお問合わせください。

(Hawaiian / 'Ōlelo Hawai'i) Ina pilikia oe i ka hoomaopopo i ka olelo Pelekania, he kuleana no kou e lawelaweia oe i ke kokua olelo me ka uku ole. E hui kuka me ke poe kumu o kou kula no kekahi ike hou aku.

(Korean / 한국어) 영어를 이해하는데 어려움이 있는 경우, 무료로 통역 지원을 받을 권리가 있습니다. 더 자세한 정보는 학교장에게 연락하십시오.

(Chuukese / Kapasen Chuuk) Ika epwe weires ngonuk omw weweiti fóós un Merika, mi wor omw pwúúng omw kopwe angei aninnisin aweween fóós esapw kame. Kose mochen kékkééri ewe meinapen ewe sukkun (Principal) ren tichikin pworausun.

(Ilokano / Ilokano) Nu narigat mo a maawatan ti Ingles, karbengam nga umawat ti tulong ti lenggwahe ket awan bayad na dayta a serbisyo. Para ti kanayonan nga impormasyon, mabalin a kontakem ti prinsipal ti eskwelaan yo maipanggep iti dayta a serbisyo.

(Samoan / Gagana Samoa) Afai e faigatā ona ē malamalama i le Igilisi, e i ai lau aiā e maua ai le fesoasoani tau gagana e aunoa ma se tupe e te totogi ina. Fa'amolemole fa'afeso'ota'i le pule o lau aoga mo nisi fa'amatalaga.

(Tongan / Lea faka-Tonga) Kapau 'oku faingata'a ke mahino kiate koe 'a e lea faka-Papalangi, 'oku 'i ai ho'o totonu ke ke ma'u ha tokoni fakatonulea 'ikai totongi. Kataki 'o fetu'utaki ki he puleako ki ha toe fakaikiiki ange.

(Tagalog / Tagalog) Kung nahihirapan kang intindihin ang Ingles, karapatan mong makatanggap ng tulong para sa lenggwahe at libre ang serbisyon ng ito. Para sa karagdagang impormasyon, maari mong kontakin ang prinsipal ng inyong paaralan tungkol sa serbisyon ng ito.

(Cebuano / Sugboanon) Kon kamo adunay kalisud sa pagsabut sa Iningles, naa moy katungod sa pagdawat sa tabang sa pinulongan nga walay gasto kaninyo. Palihog kontaka ang prinsipal sa inyong eskwelahan alang sa dugang nga impormasyon.

(Vietnamese / Tiếng Việt) Nếu quý vị thấy khó khăn trong việc hiểu tiếng Anh, quý vị có quyền nhận được sự hỗ trợ ngôn ngữ miễn phí. Vui lòng liên hệ hiệu trưởng của trường quý vị để biết thêm thông tin.

(Spanish / Español) Si tiene dificultad para entender Inglés, tiene derecho a recibir asistencia lingüística sin costo alguno para usted. Comuníquese con el director de su escuela para obtener más información.

(Marshallese / Kajin Majôl) Elaññe ejabwe am melele kajin Pälle, ewör am jimwe ñan jibañ ko ikijien ukok ilo ejelok wönen. Jouj im köjjeläik lok principle eo an jikuul eo am ñan melele ko rellap lok.

SAMPLE TEMPLATE (TO BE GENERATED FROM eCSSS)

January 5, 2019

The following provides specific information regarding your child's eligibility to participate in the English Learner (EL) Program.

➤ Child's name: _____

- ☐ Your child is enrolled in the EL program.
- ☐ Your child is being monitored.¹
- ☐ Your child is being placed into the EL program because a student focus team used additional data (e.g., report card grades) to determine language development support is required.

➤ Your child's level of English language proficiency information is below, as applicable:

Proficiency Level: ² _____			
Overall Score: _____			
Oral Score (Listening & Speaking Combined): _____		Literacy Score (Reading & Writing Combined): _____	
Listening: _____	Speaking: _____	Reading: _____	Writing: _____
A score or level may not be available for all grade levels and categories above and is indicated with "not applicable" (n/a).			

➤ The method of EL instruction chosen for your child.³

- **ESL/ELD Pull-out**—This goal is foundational English language development with explicit language instruction through thematic or topical units. The setting is pull-out or a self-contained classroom. This LIEP type is taught by a qualified EL teacher.
- **ESL/ELD Push-in**—The goal is foundational English language development with explicit language instruction through thematic or topical units. The setting is push-in to the general education classroom. The teacher is a qualified EL teacher.

If you have any questions about the EL Program or about the availability of other programs, please contact the school's EL teacher: _____. Please sign and return Attachment B.1 indicating you understand your child will be receiving EL Program support.

_____, Principal

Aloha High School
Phone: 732-5444

¹ The following kindergarten students are considered functionally English proficient (FEP), and will be monitored:

- First semester students with an oral score of 29-30, or
- Second semester students with an oral score of 27-30, a reading score of 11 or more, and a writing score of 12 or more.

Students who are FEP and monitored may not require ELL services unless other criteria such as subsequent academic grades (e.g., "Not Yet" or "Well Below"), or language proficiency scores, show support is required. Kindergarten students who initially are FEP status are monitored for two full academic school years to ensure language development continues.

² Note, for students in kindergarten or the first semester of first grade: oral proficiency levels are on a scale of Low (0-10) – Mid (11-18) – High (19-28) – Exceptional (29-30).

³ For a description of programs, see Attachment C. Note, for parents who have refused ELL Program services: even if you have refused ELL Program support by submitting a letter requesting your child is removed from the ELL Program, the law requires this notification and annual testing. If you have changed your mind and now would like ELL Program support provided to your child, please contact your child's teacher or principal.

Please print and sign your name below and return to the EL Teacher.

School: Aloha High School

Name of Student: Aloha Test Cabanilla

- ☐ I understand that my child will receive English Learner (EL) Program services as needed unless I have submitted a written letter refusing EL Program support.
- ☐ I have questions and would like to meet.
- ☐ Please call me: _____

Parent/Legal Guardian Name

Parent/Legal Guardian Signature

Date

Hawaii Department of Education English Learner (EL) Language Instruction Educational Program (LIEP) Type Options

English as a Second Language (ESL)/English Language Development (ELD), EL Program

- ❑ **ESL/ELD Pull-out**—This goal is foundational English language development with explicit language instruction through thematic or topical units. The setting is pull-out or a self-contained classroom. This LIEP type is taught by a qualified EL teacher.
- ❑ **ESL/ELD Push-in**—The goal is foundational English language development with explicit language instruction through thematic or topical units. The setting is push-in to the general education classroom. The teacher is a qualified EL teacher.
- ❑ **Content-Based ESL**—The goal is language development taught through content with a focus on developing English using topics from content areas such as math and science. The curriculum does not need to be identical to grade-level curriculum but should be aligned. The setting is pull-out or a self-contained classroom. This LIEP type is taught by a qualified EL teacher.
- ❑ **Newcomer Program**—The goals are survival English and U.S. culture/education acculturation. Students receive direct, explicit English instruction to learn social language and should be in this program no longer than one academic school year. The setting is pull-out or a self-contained classroom. This LIEP type is taught by a qualified EL teacher.

Sheltered Grade-level/Content

- ❑ **Sheltered Instruction**—The goal is content learning with academic language supports. Depending on ELP levels, ELs in a sheltered instruction program type **must also** receive English language development assistance through another type of LIEP. The setting is the general education classroom. This LIEP type is taught by a qualified content or grade-level teacher with training in second language acquisition.

Bilingual Program

- ❑ **Transitional Bilingual Program**—The goals are academic achievement and proficiency in English with students' home language used as a language of instruction that gradually transitions to only English over time. The setting is the grade-level content classroom with students sharing the same home language. This LIEP type is taught by a qualified bilingual program teacher.
- ❑ **One-Way Dual Language Program**—The goals are academic achievement in two languages, bilingualism, and biliteracy in English and another language. The setting is the grade-level content classroom where most if not all students speak a common non-English language as their first language. This LIEP type is taught by a qualified bilingual program teacher.
- ❑ **Two-Way Dual Language Program**—The goals are academic achievement, bilingualism, and biliteracy in English and another language. The setting is the grade-level content classroom where half of the class speaks English as the first language and another half speaks the other language as the first language. This LIEP type is taught by a qualified bilingual program teacher.

Heritage Language

- ❑ **Heritage Language Program**—The goal is proficiency in the heritage/home language, especially in reading and writing skills. The setting is the language classroom. This LIEP type is taught by a qualified language teacher.