

Program Description

The English Learner (EL) Program was developed to meet the federal (Title III) and State compliance regulations, which mandate language support services for students whose first, most used, and/or home language is not English.

Programming is based on the needs of the students as determined by the Identification, Assessment, and Programming System (IAPS) guidelines and the ESLL Framework.

Instructional Focus

The primary instructional focus is to help students make a smooth transition to the regular education classroom. Curriculum and instruction must provide students with opportunities to develop language skills.

Identification

Students are identified as a potential EL Program student for the following reason(s):

1. When students initially enroll in our public schools, parents complete an SIS-10W (Revised) enrollment form. A response of a language other than English to one or more of the following questions identifies a student as a potential EL Program student:

- Student's first acquired language
- Language most often used at home
- Language most often used by student

Or

2. A referral by a teacher, counselor, parent, or student, if a language other than English is documented.

Assessment

Once the student is identified as a potential EL Program student, an assessment process is begun. The potential EL Program student is given a test in:

- Speaking
- Listening
- Reading
- Writing

Parent Notification

Assessments and parent notification of ELL Program placement must be completed **within the first 30 calendar days** of the start of the school year, if the student's first day of attendance is within the first 14 calendar days of the school year; **or** **within 14 calendar days** of the student's first date of attendance at a new school, if student enters **during the school year**.

Programming

Programming is determined by the student's English language proficiency scores in listening, speaking, reading, and writing. Other information may also be used to determine the type of service, i.e. Native Language Proficiency (NLP) test, grade level, and educational background of the student.

<i>Proficiency Level</i>	Description of English Language Proficiency Levels
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support
2 - Beginning	Knows and uses some social English and general academic language with visual support
3- Developing	Knows and uses social English and some specific academic language with visual support
4 - Expanding	Knows and uses social English and some technical academic language
5 - Bridging	Knows and uses social and academic language working with grade level material
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test

Students may be exited from the EL Program for the following reason:

Academic Exit (Action Code 03)*: The student's proficiency levels in literacy (reading & writing) & overall English (listening, speaking, reading, and writing) are at exit levels, as measured by the annual English Language Proficiency (ELP) Test. No further EL Program services are required.

*Students must be **monitored quarterly for two years** to ensure continued academic progress.

Students may be action coded from the EL Program for the following reasons:

English Only (Action Code (AC) 01): Denotes that the student is not eligible for EL Program services because the student's first acquired language, the language most spoken in the student's home, **and** the language most often used by the student are English only.

Parental Refusal (AC 04)*: After EL personnel provides a comprehensive overview of the EL Program, parents may refuse EL services for their child, by writing a letter to the school, if they feel their child will not benefit from EL services. Parents may request reinstatement of EL services, at a later time. *Federal law requires testing of such students until they reach state academic exit criteria.

Initially Functionally English Proficient (AC 06): A potential EL student who meets the Functionally English Proficient (FEP) criteria based on the EL initial placement test. No monitoring needed.

Monitored Functionally English Proficient (AC 06): **Kindergarten or Gr. 1 or 2 student (MFEP in kindergarten)** who met criteria on the EL initial placement test, monitored quarterly for 2 full years; not currently receiving EL services.

Return to Program (AC 50): A mainstreamed student who is returned to the ELL Program after appropriate differentiation and/or instructional strategies, as well as interventions have been attempted. Based on ELP test results, the student has English language development needs. *Note: Motivation, social and/or emotional adjustment, not completing work, etc., should not be reasons to return a student to the EL Program and alternative supports shall be provided.

Parental Support & Involvement

Bilingual School Home Assistants (BSHAs)

The Bilingual School Home Assistants provide language support to parents and students. They also:

- Help parents understand school policies and expectations;
- Serve as interpreters during school meetings and workshops with parents;
- Accompany school personnel on home visits;
- Serve as a cultural resource to schools;
- Administer tests;
- Translate or interpret school-related requests;
- Serve as communication support between schools, EL families, and community resources.

Bilingual School Home Assistants are available in the major language groups in the Leeward District.

The Four Instructional

Settings

There are four basic instructional settings for providing EL Program services. Schools may use one or a combination of the following settings to meet students' needs:

Self-contained Class

A self-contained class is appropriate when there is a concentration of Non-English Proficient (NEP) students. It is often found in secondary school settings as an elective (such as ESOL) or a required credit course (such as English and Social Studies), where there is a high concentration of EL Program students.

Inclusionary Support

(Intervention or Team Taught Class)

This setting is one in which EL Program students are grouped for instruction within the regular classroom. The regular teacher and EL Program staff plan and work together to deliver services. In the intervention class, the regular education curriculum is adapted to meet the needs of EL Program students. The EL student's language development needs are supported.

Pull-out (Tutorial or Learning Center)

In this setting, the EL Program teachers pull students out of their regular classroom for individual or small group instruction. Students then receive supplemental intensive language instruction. Pull-out may also be used in addition to the intervention setting to provide NEP students with targeted assistance in a more controlled setting.

Newcomer Center

A newcomer center provides a transitional program for a high concentration of newly-arrived students with similar needs, in preparation for mainstream schooling. Instruction for newly arrived immigrant students focuses on a modified version of the core curriculum, intensive English language instruction, and an orientation to the school and community. Often native language assistance is provided.

Personnel Information

Complex Area Superintendents (CAS)

Keith Hui: Pearl City, Waipahu- (CAS admin. for EL)
Sean Tajima: Campbell, Kapolei
Ann Mahi: Nanakuli, Waianae

Leeward District EL Program

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Leeward District (LD) EL Program Coordinator

Greg Uchishiba, LD EL District Educational Specialist
Phone: 675-0443

EL Resource Teachers Phone: 675-0443

Joanne Powell
(FTE, Pearl City, Waipahu & Campbell Complexes)
Jamie Yoshida
(FTE, Kapolei, Waipahu, & Campbell Complexes)
Sherry Ann Chang
(.50, Nanakuli & Waianae Complexes)
Mary Yamashiro
(.50, Leeward District EL Program Mentor Teacher)

Bilingual School Home Assistants (BSHAs)

To request a BSHA, please email an encrypted electronic *BSHA Request* form (2 weeks prior) to your EL RT.
Call the number(s) listed below (in urgent cases).

Based at Waipahu High School

677-6652
Arlene Helgeson (Ilokano/Tagalog)
Eola Lokebol (Marshallese)

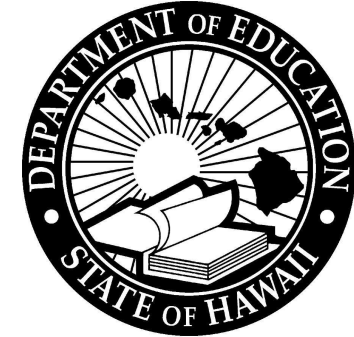
Based at Waipahu Elementary School

307-6305
Lupe Tafaoa (Samoan) - p.m.
Chomi Elanzo-Anitok (Marshallese) - p.m.
Setiro Paul (Chuukese)

Based at Kaimiloa Elementary School

689-1280
Arlene Helgeson (Ilokano/Tagalog)

English Learner (EL) Program



**The goals of the
English Learner Program
are to ensure students will:**

- Acquire a level of English proficiency, that will provide them with equal opportunities to succeed in the general education program;
- Achieve the HODOE content standards and English language proficiency standards at levels needed to exit the EL Program;
- Possess the language, knowledge & skills to graduate and pursue post-secondary education and/or careers;
- Develop an understanding of and appreciation for diverse cultures.