



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

OFFICE OF THE SUPERINTENDENT

May 3, 2016

TO: The Honorable Patricia Halagao  
Chairperson, Student Achievement Committee

FROM:   
Kathryn S. Matayoshi  
Superintendent

SUBJECT: **Update on Board Policy 105.15, Seal of Biliteracy Implementation Plan**

1. DESCRIPTION

The purposes of the Seal of Biliteracy are to recognize the importance of: (1) enabling students to be college, career, and community ready in today's global society; (2) establishing an educational culture that recognizes and values the wealth of linguistic and cultural diversity students bring to the classroom; (3) supporting opportunities for study of and increasing proficiency in Olelo Hawaii, an official language of the State of Hawaii; and (4) encouraging partnerships with institutions of higher education and community organizations to increase access to language instruction in a variety of languages. The Seal of Biliteracy shall be available to students graduating in 2017 and thereafter.

2. UPDATE

The Office of Curriculum, Instruction and Student Support will provide an update to its previous Student Achievement Committee presentations regarding the implementation plan for the Seal of Biliteracy. The presentation provides an update on Board Policy 105.15.

KSM:CSM:itk

Attachment

c: Board of Education Members  
Office of Curriculum, Instruction and Student Support

UPDATE: BOARD POLICY 105.15

# Seal of Biliteracy Implementation Plan

Presentation to the BOE Student Achievement Committee  
May 3, 2016

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## Seal of Biliteracy: Purpose

- Enabling students to be college, career, and community ready in a global society;
- Establishing an educational culture that recognizes and values the wealth of linguistic and cultural diversity students bring to the classroom;
- Supporting opportunities for study of and increasing proficiency in 'ōlelo Hawai'i; and
- Encouraging partnerships with institutions of higher education and community organizations to increase access to language instruction in a variety of languages.



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## Seal of Biliteracy: Timeline

### JANUARY 2016

- Gathered and discussed feedback on draft proposed English proficiency and language assessment criteria with complex area superintendents and high school principals
  - The Seal of Biliteracy criteria certifies attainment of a *high level of proficiency* in two or more languages.

### FEBRUARY 2016

- Attended the 2<sup>nd</sup> Roadmap Symposium on Building a Multilingual Workforce for Hawaii organized by the Hawaii Language Roadmap Initiative, University of Hawaii at Manoa – *“The Seal of Biliteracy: An Introduction for Educators, Employers, and the Community”*



## Seal of Biliteracy: Timeline

### MARCH 2016

- Received online language proficiency assessment status update

### APRIL 2016

- Solicited feedback from the Hawaii State Student Council regarding World Language assessments
  - cost, payment/collection, testing sites/dates/times, proctors, agencies/employer support

### MAY - JUNE 2016

- Finalize application forms, guidelines, procedures and timelines
- Coordinate launch
- Form logo contest committee
- Develop Seal of Biliteracy field for transcript



## Seal of Biliteracy: Timeline

### School Year 2016-17

- Launch Seal of Biliteracy Program
  - Distribute collateral materials/logo contest
  - Assessments: Advanced Placement & International Baccalaureate
  - English Language Proficiency GPA: 3.0
- Research Assessment Offerings
  - Meet with language community representatives
  - Continue to network with other states
- Build community and business contact list
- Collaborate with UH (e.g., college credits, language assessments)
- Celebrate Class of 2017 Seal of Biliteracy recipients

### School Year 2017-18

- Expand Assessment Offerings to include online World Language Assessments

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## Seal of Biliteracy: Class of 2017

### OCISS will:

- Screen applications and verify students meet the Seal of Biliteracy qualifications (e.g., school registrars and counselors)
- Notify high schools of their Seal of Biliteracy honorees and candidates
- Provide presentation medals
- Mail certificates to honorees

***Per Policy 105.15, the Seal of Biliteracy shall be available to students graduating in 2017 and thereafter.***

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UNIVERSITY  
of HAWAII  
MANOA

Colleges of Arts & Sciences  
College of Languages, Linguistics & Literature  
Office of the Dean

**College of LLL Statement in Support of the BOE's Seal of Biliteracy**

The College of Languages, Linguistics & Literature at the University of Hawaii at Manoa offers programs in the most commonly taught languages as well as many of Hawaii's heritage languages. Therefore, we applaud the State's recognition of the value and importance of second language skills for Hawaii's students. The College recognizes that the attainment of the Seal of Biliteracy demonstrates a student's knowledge and academic achievements in at least two languages (as specified by BOE policy), and, in line with the College's mission, we fully support this initiative. Further, the College will work toward developing mechanisms through which Seal of Biliteracy recipients may be granted college credit for their achievements. Options under consideration include the granting of credits and/or placement into non-introductory level courses. As a final note, the College can be considered as a resource partner for the creation of the necessary procedures and assessments for languages that are less commonly taught in the state's public schools.

Reviewed and Approved for Support:

Debra Yoshimi, Director of Hawaii Language Roadmap Initiative	Date: 9/23/15
Robert Carroll, Interim Dean, College of Languages, Linguistics & Literature	Date: 9/24/15
John Meyer, Chair, Indo-Pacific Languages and Literatures	Date: 9/24/15
Paul Chandler, Chair, Languages and Literatures of Europe and the Americas	Date: 9/24/15

*"... the College will work toward developing mechanisms through which Seal of Biliteracy recipients may be granted college credit for their achievements. Options under consideration include the granting of credits and/or placement into non-introductory level courses."*

*"... the College can be considered as a resource partner for the creation of the necessary procedures and assessments for languages that are less commonly taught in the state's public schools."*

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