ENGLISH LANGUAGE LEARNERS

Hawthorn will adhere to national and state policies regarding Limited English Proficient

identification and education – the Elementary and Secondary Education Act of 1965, as amended, Title III, Secs. 3111–3141; 20 U.S.C. 6821–6871, and applicable Missouri statutes under Chapter 160. Students with English language learning needs will be identified early through the Home Language Questionnaire, included in both English and translated versions during the enrollment process. If the student’s home language is not English, Hawthorn staff will conduct an interview with the student and parent, with interpreters provided to ensure clear communication. If the student speaks a language other than English, or little to no English, the School will administer W-APT to identify skills in the four domains (reading, writing, speaking and listening). Any limited English proficient students will be assessed annually. Hawthorn’s policies regarding ELL students include:

* Students are assessed for both language proficiency and subject matter knowledge in order to appropriately identify necessary services and grade placement;
* The ELL Coordinator develops an accommodations profile and Individual Learning Plan for students based on the diagnostic assessments and home survey;
* The ELL Coordinator works with teaching staff and aides to ensure appropriate

accommodations are provided throughout the school year, including any necessary

classroom assistance or integrated programming;

* The ELL Coordinator will monitor development of Missouri’s Grade Level Expectations

(GLEs) for students learning English as a second language and implement those standards as appropriate;

* ELL students will be assessed for both language acquisition and content knowledge to

avoid gauging a student’s academic progress solely on language proficiency;

* Students will be promoted based on knowledge and performance, not on language

acquisition;

* The Missouri ACCESS for ELLs, the annual English language proficiency assessment, will be used for measuring longitudinal progress for ELL students over time;
* School leadership will work with the ELL Coordinator to identify appropriate assessments and to modify internal assessment tools as appropriate for ELL students.

English Language Learners will be served through an English immersion model. Every effort will be made to ensure that students reach English proficiency at a rapid pace. English Language Learners will receive the same academic content instruction as their English-speaking peers and all faculty will be trained in Sheltered English teaching strategies for English Language Learners. The amount of instruction in English (both spoken and written) will be modified appropriately for each student to ensure content acquisition. There will be structured time for intensive English language instruction during the school day, as well as during extended school day instruction. Students will receive additional counseling and parental counseling as necessary.