



ELIGIBILITY FOR ELL SERVICES

Part 1: Home Language Questionnaire

When a student enrolls initially in the school district, it is important to identify the primary language of the student. This is true for each and every student. The appearance of the student should not determine whether or not he or she is screened for primary language. Likewise, how the student sounds in English should not determine whether or not he or she is screened for primary language. In order to ensure that each and every non-native speaker of English is correctly identified, state law **requires** that the district must ascertain the primary language of **every** student on the Home Language Questionnaire (HLQ). In SPPS, this normally occurs at the Student Placement Center.

A student who can answer with a different language to one or more of the questions in the student language information section is considered to have a primary language other than English. The home language questionnaire should be placed in the cumulative folder of each student. In general, the home language does not change. However, if an error occurred upon initial enrollment, every effort should be made to ascertain the correct home language background of the student.



Student Information Form

Student's Name: _____
 Student ID Number: _____

DECLARATION OF ETHNIC AND RACIAL BACKGROUND

Federal and state government mandates require the school district to identify the racial/ethnic background of each student. Racial/ethnic category is private data and will only be released under one of the following conditions:

- 1) To district employees who have a legitimate need to know;
- 2) To other educational agencies who have a legitimate need to know; and
- 3) To other agencies or individuals who provide a release form signed by you or by your child once he or she reaches legal age.

What is this student's ethnicity? (choose one)

<input type="checkbox"/>	Ethnic Background	Description
<input type="checkbox"/>	Hispanic or Latino	Hispanic is defined as a person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.
<input type="checkbox"/>	Not Hispanic or Latino	

What is this student's race? (choose one or more)

<input type="checkbox"/>	Racial Background	Description
<input type="checkbox"/>	American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
<input type="checkbox"/>	Asian	A person having origins in any of the peoples of the Far East, Southeast Asia, or the Indian subcontinent.
<input type="checkbox"/>	Black or African American	A person having origins in any of the Black racial groups of Africa.
<input type="checkbox"/>	Native Hawaiian or other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
<input type="checkbox"/>	White	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

DECLARATION OF STUDENT LANGUAGE

Dear Parents and Guardians:
 In order to help your child learn, your child's teachers need to determine which language your child uses most. Please respond to the questions below by checking the appropriate boxes.

1. Which language did your child learn first?	<input type="checkbox"/> English	<input type="checkbox"/> Other: _____
2. Which language is most often spoken in your home?	<input type="checkbox"/> English	<input type="checkbox"/> Other: _____
3. Which language does your child usually speak?	<input type="checkbox"/> English	<input type="checkbox"/> Other: _____
4. Which language do you usually use when speaking to your child?	<input type="checkbox"/> English	<input type="checkbox"/> Other: _____
5. Which language do you usually use when speaking to your friends?	<input type="checkbox"/> English	<input type="checkbox"/> Other: _____

Do you work in the agriculture or fishing industry for your seasonal/temporary employment? Yes No

I UNDERSTAND THE ABOVE DESIGNATION CANNOT BE CHANGED FOR THE DURATION OF MY CHILD'S ENROLLMENT IN THE SAINT PAUL PUBLIC SCHOOLS.

 Signature of Parent/Guardian (if student is under 18)

 Date

Part 2: Developmentally Appropriate Measures

Students who are determined to have a primary language other than English are then screened to determine their level of English proficiency for program placement. According to state law, developmentally appropriate measures might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments. Some academic achievement tests may not be considered as developmentally appropriate for ELLs at the emergent levels of English proficiency. SPPS language assessments include the preLAS, LAS and TEAE, MN-SOLOM, and GRAD/BST, depending on the age and grade level of the student as indicated in the chart below.

ELIGIBILITY

ELL Service Eligibility Chart 2009-2010

To be eligible for ELL service a student must meet both criteria below:

1. **Home Language Questionnaire (HLQ) other than English**

AND

2. **At least one or more of these criteria need to be met**

Grade Level	Teacher Recommendation	PreLAS	LAS	TEAE*	MN-SOLOM	Direct Service	GRAD
KG	Yes	Fall Oral Language Score 0-96	NA	NA	NA	NA	NA
1	Yes	Oral Language Score 0-96 (Result from prior spring)	Oral score 0-96 (Given at Student Placement Center for students new to the district)	NA	Level 1-5	NA	NA
2-3	Yes	NA		NA	Level 1-5	NA	NA
4-6	Yes	NA		Reading level 1-4 and*/or Writing level 1-5	Level 1-5	NA	NA
7-9	Yes	NA		Reading score 0-95 (Given at Student Placement Center for students new to the district)	Level 1-5	Currently in a direct service classroom	NA
10-12	Yes	NA		Level 1-5	Student has not passed all GRAD tests		
	Yes	NA					

**Students are NOT eligible for ELL Services if they receive both a reading level of 4 AND a writing level of 5 on the TEAE.*

Students with a Campus ELL level 1-4 are eligible for **Direct Services**.
 Students with a Campus ELL level 5 are eligible for **Support Services**.

Revised August 2009

Elementary ELL Service Guidelines

Students who are eligible for ELL services are assigned a level (1-5), which is recorded in CAMPUS. ELL levels help determine how much service a student should receive. Students receive support in English language development and literacy, relative to their need. Students may also receive support in math or other content areas.

ELL Direct Services <i>ELL Levels 1-4</i>	ELL Support Services <i>ELL Level 5</i>
<p>ELL Direct Services include:</p> <ul style="list-style-type: none"> • <i>Notification of ELL Services</i> • <i>Assessment of language proficiency using TEAE and MN-SOLOM</i> • <i>Testing accommodations when appropriate</i> • <i>Native language support from a Bilingual Educational Assistant</i> • <i>Translation/interpreting services at the district and school level for parents and families</i> <ul style="list-style-type: none"> • Instruction from an ELL teacher, relative to the student's level of need • Completion of the English Language Proficiency Report (filed in the student's cumulative folder at the end of the school year) • Completion of the Progress Report in collaboration with General Education teachers in the areas of literacy and any additional content areas where ELL teachers provide instruction 	<p>ELL Support Services include:</p> <ul style="list-style-type: none"> • <i>Notification of ELL Services</i> • <i>Assessment of language proficiency using TEAE and MN-SOLOM</i> • <i>Testing accommodations when appropriate</i> • <i>Native language support from a Bilingual Educational Assistant</i> • <i>Translation/interpreting services at the district and school level for parents and families</i> <ul style="list-style-type: none"> • Lowered teacher to student ratio and/or flexible groupings depending on co-teaching model • Review of academic progress by an ELL teacher in collaboration with General Education teachers

Secondary ELL Service Guidelines

Students who are eligible for ELL direct services are assigned a level (1-4), which is recorded in CAMPUS. ELL levels help determine how much service a student should receive. Students receive support in English language development through content courses, relative to their need. Advanced English learners who have not yet met the state exit requirements (based on the TEAE Reading and Writing) continue to receive ELL support services, though they are not directly served in an ELL secondary program.

<p align="center">ELL Direct Services <i>ELL Levels 1-4</i></p>	<p align="center">ELL Support Services <i>All other ELL eligible students</i></p>
<p>ELL Direct Services include:</p> <ul style="list-style-type: none"> • <i>Notification of ELL Services</i> • <i>Assessment of language proficiency using TEAE and MN-SOLOM</i> • <i>Testing accommodations when appropriate</i> • <i>Native language support from a Bilingual Educational Assistant</i> • <i>Translation/interpreting services at the district and school level for parents and families</i> <ul style="list-style-type: none"> • Enrollment in an ELL secondary program** • Instruction from an ELL teacher, relative to the student's level of need • Instruction to meet content area standards from an ELL teacher and/or in collaboration with a Content Area teacher 	<p>ELL Support Services include:</p> <ul style="list-style-type: none"> • <i>Notification of ELL Services</i> • <i>Assessment of language proficiency using TEAE and MN-SOLOM</i> • <i>Testing accommodations when appropriate</i> • <i>Native language support from a Bilingual Educational Assistant</i> • <i>Translation/interpreting services at the district and school level for parents and families</i> <ul style="list-style-type: none"> • Review of academic progress by an ELL teacher in collaboration with Content Area teachers