

Instructions for Home Language Survey (HLS) Collection and Submission

Use of this Document

This document provides step-by-step instructions to Vermont LEAs for distributing and collecting Home Language Surveys (HLSs) and for submitting *qualifying* surveys to the Vermont Agency of Education, using the Home Language Survey collection site.

Background

Under Federal law, LEAs must identify all enrolled students who are English Learners (ELs) and notify all parents of ELs of the services available to their child within 30 days of the start of the school year (with an additional two weeks allowed for students enrolling mid-year.)

The HLS is a pre-screening tool used by LEAs to assist them in determining which incoming kindergarten students or students new to the LEA may require additional assessment of English language proficiency (ELP) to determine their status as ELs. In conjunction with other demographic and performance data, the VT-AOE uses HLS information to distribute Title III EL and Immigrant grant funds, determine LEA and statewide progress in meeting student-level ELP growth targets, evaluate programs that support ELs, and comply with Federal monitoring/reporting requirements.

LEAs are required to use the HLS form provided by the VT-AOE (**Appendix B and linked here**) when collecting this information about students new to their schools. The form provided includes all information needed for designated LEA staff to successfully enter qualifying HLSs into the HLS collection site.

Instructions

1. A “paper” version of the HLS should be completed by a parent or guardian for every incoming kindergarten student or student who is new to the LEA at any grade level.
2. If a parent or guardian is unable to complete the HLS in a timely or accurate way, due to primary language or other factors, the LEA should assist by providing translated versions and/or interpreting services.
3. The completed HLS should be submitted by the parent or guardian to the LEA with other enrollment materials.
4. All HLSs should be reviewed by qualified EL professionals to determine which students, should be identified as *potential* ELs and screened for English language proficiency to determine if they qualify as ELs. Criteria used in this determination should be documented and uniformly applied, to the degree practicable. When this review seems to suggest mostly English is spoken in the home or the student only has minimal exposure to other languages, EL staff should confirm this by interviewing parents/guardians and reviewing available academic records. If the only non-English language responses on the HLS are a parent’s native language or the child’s first language, this alone would not be enough to identify the student as a potential EL and conduct ELP screening. A far more clear-

cut determination of “potential EL” could be made for a student whose HLS responses to Questions 1-3 do not include English at all.

5. Once the student has been identified as a *potential* EL, a licensed EL Teacher must use a valid and reliable screening tool to assess the student’s English language proficiency and determine eligibility for EL support services. In Vermont, a valid and reliable screener is made available to all LEAs via our partnership with the WIDA consortium. By law, this screening and parental notification of EL eligibility must occur within 30 days of enrollment (with an additional two weeks allowed for students enrolling mid-year).
6. At the bottom of the HLS, in the space designated “For LEA use only,” qualified staff should indicate whether a student has been screened for ELP and identified as an EL; or, if not an EL, meets the Title III definition of “Immigrant Children and Youth.”

Under ESSA, the term ‘immigrant children and youth’ means individuals who –

“(A) are aged 3 through 21;

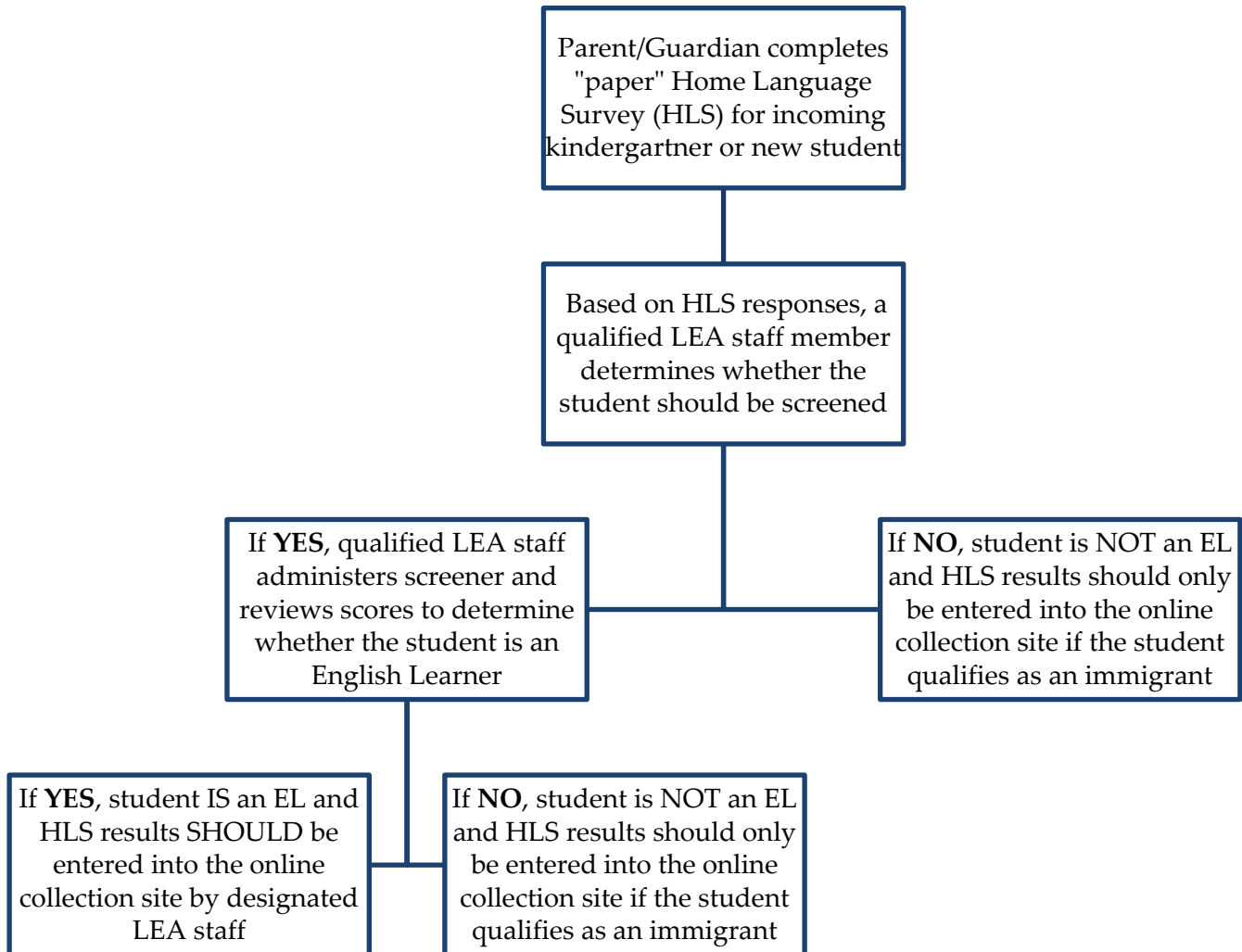
“(B) were not born in any State (including Puerto Rico);

“(C) have not been attending one or more schools in any one or more States for more than 3 full academic years.” (ESEA Sec. 3201)

7. LEAs should submit HLSs to the VT-AOE using the HLS collection site only for students who have been:
 1. Screened by EL Professionals for ELP and identified as ELs; and/or
 2. Identified as eligible to be counted under “Immigrant Children and Youth” definition.
8. Only qualified LEA staff designated by the LEA to submit HLSs of identified ELs and “Eligible Immigrants” should access the HLS collection site. Designated staff should ensure that all information submitted is accurate and that all fields are complete. Parents/Guardians and students should never access the HLS collection site.
9. LEA staff should contact Stephanie Vogel at stephanie.vogel@vermont.gov with questions or concerns about the process described above, the HLS and online collection site, or general rights of and services for ELs and Immigrants.

Appendix A: Home Language Survey, Screening and Online Entry Process

Note: In addition to those students identified as English Learners through the process detailed above and below, the Home Language Survey of any student that qualifies under "Immigrant Children and Youth" should be submitted to the VT-AOE, regardless of EL status.



Appendix B: Home Language Survey

Dear Parent/Guardian(s):

Vermont welcomes families of all cultural and linguistic backgrounds. Speaking more than one language is a valuable asset for individuals, families, and communities. We encourage families to maintain their languages while learning English. In order to ensure meaningful communication between your family and our school, please let us know if you have questions and/or would like translation/interpreting services related to this survey or other important school notices.

In order to meet challenging academic standards for all students, Federal law requires that public schools identify students who may be entitled to English language support services. Every parent/guardian of newly enrolling students in Kindergarten through grade 12 must complete the survey questions (below) at registration. An English Learner (EL) Specialist may request further information, if needed, to determine whether your student should be classified as an English Learner (EL) and is eligible to receive additional services.

Thanks very much for your time in completing this form! Please be assured that the survey information is used solely for educational purposes, to identify potential English Learners who might be eligible for English language support.

Student Information (Parents/Guardians should complete this section.)			
First Name:	Last Name:	Date of Birth (Month/Day/Year)	Gender: F <input type="checkbox"/> M <input type="checkbox"/>
Country of Birth:	Date of Entry in U.S. (Month/Day/Year):	Date student first began Kindergarten (or higher grade) in any U.S. school (Month/Day/Year):	
Questions for Parents/Guardians		Response	
1. What language(s) are spoken in your home?			
2. What language do you most <i>often</i> speak to your child?			
3. What language does your child <i>currently</i> use most often at home?			
4. What is the native language of each parent/guardian?			
5. What language did your child first speak or understand?			

For LEA Use Only:
What school will the student attend?
What grade will the student enter?
Beginning date in this school (Month/Day/Year):
This student was screened for English Language Proficiency and identified as an English Learner (EL)?* Y / N Name of Test Administrator: Date Student Screened:
<i>If not identified as an English Learner</i> , does the student meet the ESSA Definition of “Immigrant Children and Youth”? * Y / N Under ESSA, the term ‘immigrant children and youth’ means individuals who – “(A) are aged 3 through 21; “(B) were not born in any State (including Puerto Rico); and “(C) have not been attending one or more schools in any one or more States for more than 3 full academic years.”

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1. Screened by EL Professionals for English Language Proficiency and identified as ELs; and/or
2. Identified as eligible to be counted under the “Immigrant Children and Youth” definition.