**Georgia Home Language Survey**

**Required: January 2024 | Optional: January 2023 – December 2023**

**Notice to Educators:**

For each newly enrolled student, Georgia school systems collect parents’ or guardians’ responses to one question regarding their own language preference for school communication, and to three questions regarding their child’s primary or home language, i.e., *Home Language Survey (HLS)*. In addition, families who report a multilingual home language environment will choose only one clarification statement regarding their child’s understanding and use of English. Parents responses to these *HLS* questions during enrollment comprise the first step in Georgia’s statewide standardized English learner (EL) identification process.

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| **Purpose of Questions** | **Questions** | **Decision-Making Guidance** |
| **Parent Communication Language Preference** |
| Information from this question helps schools identify which parents or guardians need documents and forms interpreted and/or translated. | **Parent Communication Language (Required)*** In which language would you prefer to receive school communication?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * This question is for informational purposes only. It is **not** used to identify a potential English learner for English language proficiency (ELP) screening.
* Schools provide parents or guardians with school information in a language and format they understand.1
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| **Identification of Potential English Learners** |
| Information from these three questions help schools identify if the student is a potential English learner (EL) who must be administered the English language proficiency (ELP) screener to determine EL eligibility. | **Home Language Survey (Required)**1. Which language does your child best understand and speak? \_\_\_\_\_\_\_\_\_\_\_\_\_
2. Which language does your child most frequently speak at home? \_\_\_\_\_\_\_\_\_\_\_
3. Which language do adults in your home most frequently use when speaking with your child? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **If parent or guardian’s response to the question is:**  | **Then, the required decision is:** |
| Non-English language for **all** three questions. | * Student is a potential English learner.
* Administer the grade-level appropriate ELP screener (with accommodations when student has an identified or suspected disability.)
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| English language or American Sign Language for **all** three questions. | * Student is not a potential English learner.
* Do not administer the ELP screener.
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| Non-English language(s) and English language for **any** of the three questions. | * Follow instructions in the ***Additional Information from Multilingual Families*** section.
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 [U.S. Department of Justice, Civil Rights Division, and U.S. Department of Education, Office for Civil Rights, 7 January 2015, *Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, p. 37.*](https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf)

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| **Purpose of Questions** | **Questions** | **Decision-Making Guidance** |
| **Additional Information from Parents or Guardians in Multilingual Home Environments** |
| Parents and guardians in multilingual home environments must choose only one of these five clarification statements about their child’s primary language use in the home. The parents’ or guardians’ clarification statement will support educators’ identification of the student as a potential EL or not a potential EL. This statement provides parents or guardians the opportunity to clarify their child’s use of English and other language(s) in the home. | ***Choose only one sentence that best describes your child’s primary language.**** My child understands and uses only the home language and **no English**.
* My child understands and uses mostly the home language and **a little English**.
* My child understands and uses the home language and English **equally.**
* My child understands and uses **mostly English** and only a little of the home language.
* My child understands and uses **only English**.
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| **If parent or guardian’s statement choice is:**  | **Then, the required decision is:** |
| My child understands and uses only the home language and **no English**. | * The child is a potential EL.
* Administer the ELP screener
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| My child understands and uses mostly the home language and **a little English**. | * The child is a potential EL.
* Administer the ELP screener
 |
| My child understands and uses the home language and English **equally.** | * The child is not potential EL.
* Do not administer the ELP screener.
* LEA option for “acknowledgement statement” below.
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| My child understands and uses **mostly English** and only a little of the home language. | * The child is not potential EL.
* Do not administer the ELP screener.
 |
| My child understands and uses **only English**. | * The child is not potential EL.
* Do not administer the ELP screener.
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**Notice Regarding Parent/Guardian Signature & Date:**

* Based on parents’ choosing the statement: “My child understands and uses the home language and English equally”, LEA’s have the option to ask parents to sign an Acknowledgement Statement:
	+ *I, parent/legal guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, do hereby acknowledge that my child’s home language environment is multilingual, including English, and that my child’s level of English proficiency is developmentally age-appropriate as that of other English-only peers.*
* The updated HLS was designed to be uploaded into an online enrollment system. Consequently, the updated HLS and 20 language versions do not include a parent/guardian signature and date line. However, if school systems use paper enrollment processes, please ensure that parents or guardians sign and date the HLS, in a language and format they understand.
* LEA must maintain all HLS documentation in the student’s permanent records.

**Notice Regarding HLS One-Time Administration:**

* Although schools’ enrollment packets contain the HLS, it is intended that parents/guardians only complete the HLS one-time during student’s initial enrollment in a U.S. school.
* Unless the student is newly enrolled in a U.S. school, please review students’ transfer documentation, since only the parents/guardians’ responses on the original HLS are used to identify a potential EL who must be administered the ELP screener.
	+ The parents/guardians’ original HLS responses determine whether the student is identified as a potential EL or not.
* See [*EL Language Programs – State Guidance*](https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/English%20Learner%20Programs/EL%20Language%20Programs%20-%20State%20Guidance%20Updated%2028%20July%202022.pdf)*,* pp. 8 and 14.