

## Multilingual Home Language Survey (HLS) Amendment Guidance

**Purpose:** The Multilingual HLS Amendment Form should only be used in very rare cases when a parent affirms the student to be similarly proficient (or developing similar proficiency) in two or more languages, one of which is English, in a multilingual home environment, and requests that the student's primary language code be English and the student's English language proficiency (ELP) not be screened or assessed for English learner (EL) status.

This guidance should be considered carefully, and all supporting documentation should be provided given that the student's primary language code in the Student Information System (SIS) will be changed to English and the student will be considered an English proficient student or EL=No.

1. All language minority students must be correctly identified, and limited English proficient students must be served in accordance with federal law (*Lau v. Nichols 1974, Castañeda v. Pickard 1981, Plyler v. Doe 1982, and Sec. 1111(b)(1) of ESEA 2001*).
2. All language code information depends on the language(s) listed on the original home language survey (HLS) when the student first enrolled in a Georgia K-12 public school. LEAs must reference the original home language survey when making student primary language code change requests. If a non-English language is listed for any of the three required HLS questions, then the non-English language is reported in the SIS.
3. The Multilingual HLS amendment form is only used when a parent requests a change in the student's primary home language code from a non-English language to English based on the student's equivalent proficiency in English and/or other language(s) as developmentally appropriate in a multilingual, multiliterate home environment.
4. When completing this form, the following items must be included:
  - a. The original HLS when the student first enrolled in a Georgia K-12 public school
  - b. Parent's signature and date on the Multilingual HLS Form Acknowledgement Statement
  - c. Appropriate LEA EL Language Program administrator signature
5. This form is **NOT** needed when:
  - a. A student's primary language is currently listed as English, but the parent is requesting it be changed to a non-English language. LEAs may make this change in SIS by providing parents with the state approved Home Language Survey to complete.
6. Upon verification and approval by appropriate LEA Title III, Part and EL Language Program personnel, this **Multilingual HLS Amendment** must be included to the student's file as it will constitute the official Home Language Survey of record.

**INSERT LEA NAME & LOGO HERE**

Multilingual Home Language Survey (HLS) Amendment Form

Student Name: \_\_\_\_\_ Student GTID: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ School Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Original Language(s) on HLS: \_\_\_\_\_ Date of Original HLS: \_\_\_\_\_

Current Student Primary Language Code in SIS: \_\_\_\_\_

Previous Schools/Districts enrolled (when applicable): \_\_\_\_\_

Previous ELP Screener Proficiency Level/Scores (when applicable):

K-WAPT \_\_\_\_\_ WIDA MODEL \_\_\_\_\_ WIDA Screener \_\_\_\_\_

Previous ELP Assessment Overall Composite Proficiency Level(s) (when applicable):

KACCESS CPL: \_\_\_\_\_ ACCESS 2.0 Grade \_\_\_\_ CPL: \_\_\_\_\_

Pertinent District/School Academic Data (when applicable):

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1. Which language does your child best understand and speak? \_\_\_\_\_
2. What other language(s) does your child understand or speak? \_\_\_\_\_
3. How would you describe your child's ability to understand and speak in English? (check all that apply)
  - Almost always understands & speaks in English
  - Sometimes understands and/or speaks in English
  - Seems to understand/speak English more than \_\_\_\_\_.
  - Seems to understand/speak both languages equally.
4. How would you describe your child's ability to understand and speak in the other home language(s)? (check all that apply)
  - Almost always understands & speaks in \_\_\_\_\_
  - Sometimes understands and/or speaks in \_\_\_\_\_
  - Seems to understand/speak \_\_\_\_\_ more than English.
  - Seems to understand/speak both languages equally.
5. Which language does your child most frequently speak at home? \_\_\_\_\_
6. Which language do adults at home most frequently use when speaking with your child? \_\_\_\_\_

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**INSERT LEA NAME & LOGO HERE**

**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. I formally request that my child's Primary Language code be changed from \_\_\_\_\_ to English in the School District's Student Information System, and as such, I request that my child's English language proficiency not be screened nor assessed for possible identification as English learner in need of specific instruction for English language development.

Parent/Guardian Name \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

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For LEA Purposes Only:

LEA EL Language Program Administrator Name \_\_\_\_\_

LEA EL Language Program Administrator Signature \_\_\_\_\_

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Notes \_\_\_\_\_

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