



The OSSE Home Language Survey

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Objectives

The OSSE Home Language Survey is included in the enrollment packet and its completion is required for all families enrolling their child in a DC public or public charter school for the **first time**. The results of the survey are used to identify students who need to be screened for eligibility into the LEA's language assistance program. The OSSE Home Language Survey resources are located here: <https://osse.dc.gov/node/682462> .

During this webinar, attendees will gain an understanding of:

- The law surrounding English learner identification
- The purpose of the home language survey
- The standardized statewide procedures to administer the OSSE Home Language Survey



What is the Home Language Survey?

It is more than just a form.

It is part of students' civil right to education.

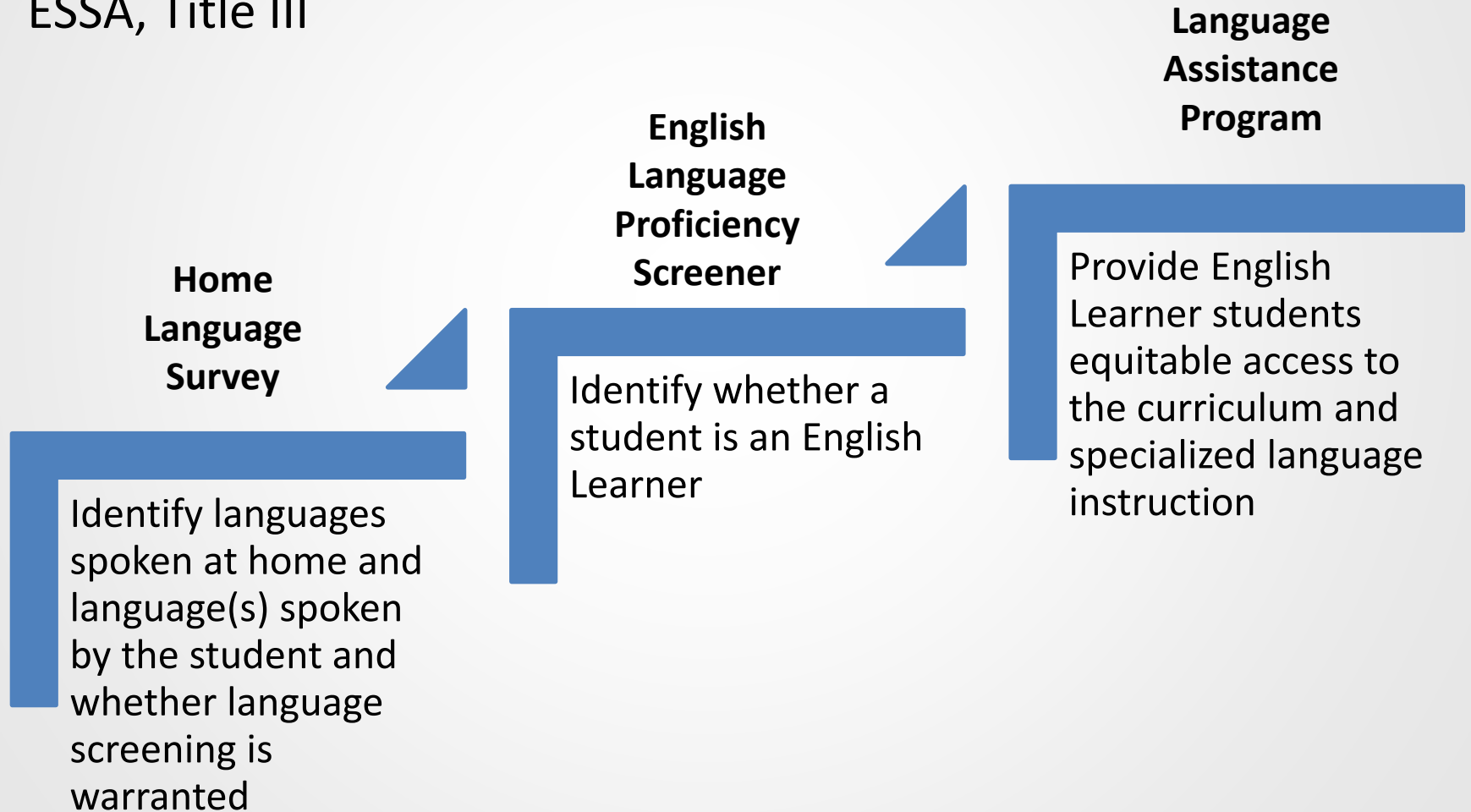
It is part of understanding your students.

It is part of welcoming students from all backgrounds.



Educational Access

- Lau v. Nichols, 414 U.S. 563 (1974)
- ESSA, Title III





Legal Requirements

The Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act (ESSA), provides that under Title III, states must implement ***standardized statewide entrance criteria and procedures*** leading to the identification of students who are potentially eligible for placement in an LEA's language assistance program.

Further, English learners must be identified **within 30 days of enrollment**. *ESEA Section 3113(b)(2)*

All LEAs must use OSSE's Home Language Survey in order to comply with state and local law. *DCMR 5A-32: 3202.1*



Purpose

LEAs must take measures to identify all students who are potentially eligible for English language services. To identify potential ELs, the LEA must administer the OSSE Home Language Survey, a questionnaire completed by parents/guardians of all students at the time of the student's *first* enrollment in a DC LEA.

**Hint*: EL history in Qlik may reveal if the survey was previously issued.

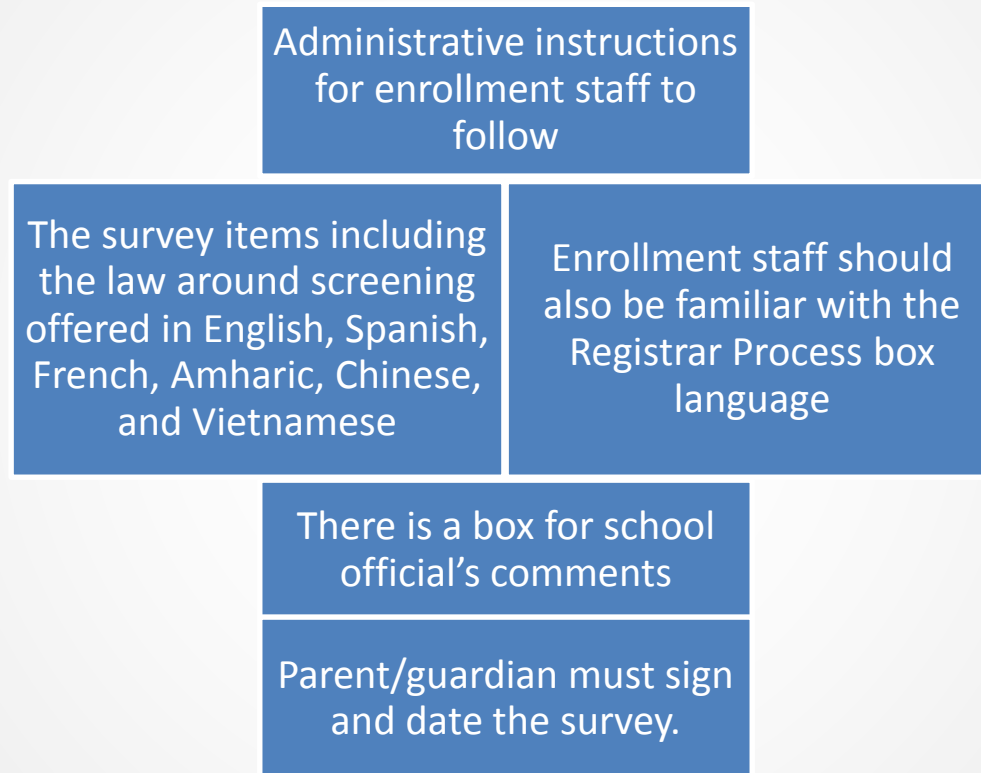
While the **home language survey is used to determine if a student is eligible to take an English language proficiency screener**, it is not used to determine:

- immigration purposes
- residency status
- the student as an English learner



Components

OSSE's Home Language Survey is composed of five distinct sections.



Note, the survey stays in the student's file.



Adult-serving Schools

“Adult-serving schools that offer non-traditional pathways which do not culminate in a regular high school diploma have the flexibility to:

- use a standard survey or questionnaire designated by the LEA in order to determine whether a student’s English proficiency should be further assessed, and
- the flexibility to use of screener designated by the LEA to then assess a student’s English proficiency.



Cover Sheets

Beginning in the 2018-19 school year, OSSE added a cover sheet to its Home Language Survey.

The first part, “For Parents”, must be issued to families upon their child’s first enrollment in a DC LEA.

The second part, “For LEAs”, is not to be issued to families. It is an informational and instructional bulletin explaining the purpose of the survey and how to administer and interpret the survey.



Accessing the Home Language Survey

<https://osse.dc.gov/node/682462>

Please complete this Home Language Survey at the student's initial enrollment in a District of Columbia school. This form must be signed and dated by the parent of guardian. This form must be kept in student's file.

Attachment(s):

-  OSSE Home Language Survey.pdf - 298.8 KB (pdf)
-  Home Language Survey for LEAs.pdf - 450.1 KB (pdf)
-  Home Language Survey Instructions (English)_Families.pdf - 500.5 KB (pdf)
-  Home Language Survey_French.pdf - 261.8 KB (pdf)
-  Home Language Survey_Chinese.pdf - 286.2 KB (pdf)
-  Home Language Survey_Amharic.pdf - 312.1 KB (pdf)
-  Home Language Survey_Korean.pdf - 459.0 KB (pdf)
-  Home Language Survey_Spanish.pdf - 336.3 KB (pdf)
-  Home Language Survey_Vietnamese.pdf - 358.2 KB (pdf)



Interpreting Survey Results

LEAs **must** take measures to identify all students who are **potentially** eligible for English language services.

- **If** a student’s guardian responds “Yes” to either question 1 or question 2
- **then** the student must be referred to the appropriate LEA staff (i.e., English Learner [EL] Coordinator) for English language proficiency screening.

Fact:

Having another language spoken in the home or routinely used in other settings is **not** an automatic identification of a student as an EL.



Language Support for Families

It is the responsibility of the school/LEA to ensure it collects accurate responses by providing language support to families with Limited English proficiency. The translated “For Families” cover sheet *may not be enough!*

It is never too late to plan for supporting families who:

- *May not be able to read (blind or illiterate)
- *May not be able to comprehend what they read
- *May need support in a language other than those found on the survey



English Language Proficiency Screening

English language proficiency screening is the second step in identifying potential English Learners (EL) to help determine whether a student is eligible for placement in an LEAs EL program.

IF

- The Home Language Survey indicates a language other than English is spoken in the home to or by the student **and**
- No information about the student being an EL appears in Qlik

THEN

- the student **MUST** be screened for possible identification as an English learner using the appropriate screener



SIS Alignment

LEAs must align the SIS fields with data from the Home Language Survey and screening.

Use the Home Language Survey responses to inform your SIS’:

- “Native Language” field
- “Home Language Survey Date” field

Use the screener results to complete the following fields:

- LEPIndicator (Is the student EL? Yes/No)
- LEPStatus (Screener status)

If a student’s parent waives EL services, note their parent waiver status in the “LEPStatus” field.



Reminders

- **All students** need to complete a Home Language Survey if they are new to DC public schools.
- Screeners must be administered within 30 days of stage 5 enrollment.
- No home language survey is required for students who have EL history in the EL Qlik app.
- Responses on the Home Language Survey do not identify a student as an EL.
- Following the standardized statewide procedures can reduce:
 - The incidences of English learner misidentification
 - The number of OST tickets an LEA completes to correct data errors due to EL misidentification



Q&A



For assistance with professional development and on-site EL Program assistance, please contact:

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For guidance regarding English Learner Program and policy support, please contact:

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Thank you for your
participation!