



Home Language Survey

Washington State Transitional Bilingual Instructional Program

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| Student Full Name: _____ | | |
| Birth Date: _____ | Gender: _____ | Grade: _____ |
| Form Completed by: | | |
| Parent/Guardian Full Name _____ | | |
| Relationship to Student _____ | | Date _____ |
| Parent/Guardian Signature _____ | | |
| If available, in what language would you prefer to receive communication from the school? _____ | | |
| Did your child receive English language development support through the Transitional Bilingual Instruction Program in the last school your child attended? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know | | |

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| 1. In what country was your child born? | |
| 2. What language did your child first learn to speak?* | |
| 3. What language does your child use the most at home?* | |
| 4. What language(s) do <u>parent/guardians</u> use the most when speaking to your child? | |
| 5. Has your child ever received formal education outside of the United States? (Kindergarten – 12 th grade) <input type="checkbox"/> Yes <input type="checkbox"/> No Please note: "Formal education" does not include refugee camps or other unaccredited programs for children. | If yes, in what language(s) was instruction given? For how many months? ____ |
| 6. When did your child first attend a school in the United States? | Month / Day / Year |
| 7. Do grandparent(s) or parent(s) have a Native American tribal affiliation? ____ Yes ____ No | |

***WAC 392-160-005:** "Primary language" means the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence.

The Purpose of the Home Language Survey

The Home Language Survey is given to *all* students enrolling in Washington schools. The following information should help answer some of the questions you may have about this form.

What is the purpose of the Home Language Survey?

The primary purpose of the Home Language Survey is to help identify students who may qualify for support to help them develop the English language skills necessary for success in the classroom and who may qualify for other services. It is important that this information be correctly recorded since it can affect the eligibility of students for services they need to be successful in school. Testing may be necessary to determine whether or not additional language and academic supports are needed. No student will be placed in an English language development program based solely on responses to this form.

Why do you ask about the student's first language and language(s) used in the home?

The two questions about the student's language help us to determine:

- if your student may be eligible for assistance with learning English, and
- whether staff at the school should be aware of other languages being used by the student at home.

The language your child first learned may be different from the language your child uses for communication at home now. The responses to both of these questions will assist the school in providing instruction appropriate to the individual student's needs as well as help with communication needs that may arise. Students who first learned a language other than English may qualify for additional supports. Even students who speak English well may still need support in developing the language skills needed to be successful in school.

Why do you ask where the student was born?

This information helps the school district and the state determine if the student meets the definition of immigrant for the purposes of federal funding. This applies even when the student's parents are both US citizens, but the student was born outside of the United States. This form is not used to identify students who may be undocumented.

Why do you ask about my student's previous education?

Information about a student's education will help ensure that the student's education both within and outside of the United States is considered in any recommendations made for participation in programs and district services. The student's educational background is also important information to help determine if the student is making adequate progress toward state standards based on their prior educational background.

Thank you for providing the information needed on the Home Language Survey. Contact your school district if you have further questions about this form or about services available at your child's school.