Sequatchie County Schools

Duplicate Home Language Survey Procedure

The registration process for Sequatchie County Schools is as follows:

➔ Greet parents and student warmly;

➔ Complete a student profile form with the student's personal data, language background, and educational history. This should include the Home Language Survey (HLS) if one has not been previously completed for the student. If the student is transferring from another school, the original HLS should be obtained. If a language other than English was indicated, there should be documentation of the student's prior English language proficiency assessment(s) in his/her cumulative folder. The student's pre-determined eligibility and ESL services within the past year will be followed accordingly. If no records are available when the child registers, every attempt will be made to obtain the original HLS, or a copy, from the student's previous school. If records cannot be obtained in a timely manner, the school will ensure that it meets the appropriate deadlines for identification and screening of the transferred student. If a duplicate Home Language Survey arrives from a previous school or has conflicting information, the school registrar will complete the Duplicate Home Language Survey Procedure Form (see attached form) provided by the District and attached to the student's HSLs; For new students not previous enrolled in the US, a Home Language Survey will be completed by parents. The HLS is given to the parents as a separate document (not in the school's registration packet) that is thoroughly explained to them so they understand its purpose. Completed surveys are filed in the student's cumulative folder and transferred with the folder if the student transfers;

➔ Make copies of student records (e.g., transcripts, birth certificate, legal documents, etc.)- Note: No student will be turned away if the student doesn't have school records from their home country. The school will enroll the student in the grade closest to his/her age, and the try to obtain the school records after the student is enrolled; and

➔ Screen the student for ESL services if the HLS determines they are NELB and there is no indication in their records that they have been exited from such services.

➔ Once a student has been identified as Non-English Learner Background (NELB) by the HLS, he/she is considered a potential EL. These students will be screened by a certified ESL teacher with the WIDA-ACCESS Placement Test (W-APT) if they are in kindergarten or the WIDA Screener for grades 1–12 to determine if the student is an EL and corresponding ESL services identified. The screening will take place and parents will be notified within 30 calendar days.

The ESL District Supervisor, ESL Teacher, and school Administrators determine the service delivery program model for each ELL student that is most suited to meet the needs of that student. Typically, our district uses the Pull-Out Instruction and Push-In Instruction. All ELs are given the opportunity to participate in all extracurricular and special programs. If the student is unable to access content in a general education classroom due to language proficiency (such as newcomers), a pull out program is used. If content can be accessible in a general education classroom, then a push-in program is used. An appropriate language instructional program is created for each student. Individual Learning Plans (ILPs) and growth trajectories are developed to ensure all students are being served and on track to meet the linguistic and academic expectations. Reliable data helps form good decisions. How student achievement data are collected and implemented determines how well that data supports the instructional decision making by principals and teachers.

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1. We collect and prepare a variety of data about student learning. To gain a deeper understanding of students' learning needs, the teachers collect data from multiple sources, such as annual state assessments (TN Ready and WIDA ACCESS), district and school assessments, classroom performance data, and other relevant data. A districtwide data team aggregates data in content areas, climate and assessment to identify patterns in performance.

2. We interpret data and develop methods on how to improve student learning. Interpreting data allows teachers to identify the strengths and weaknesses of individual students. As we examine the data, teachers search for factors that affect students' learning and ways to improve instruction to help all students achieve. It is important for teachers to slow down and ask why during this phase of the cycle of instructional improvement.

3. We modify instruction to increase student learning. After determining students' learning needs, the teachers examine current instruction and implement instructional changes they believe are likely to raise student achievement. Drawing from the data, the teachers determine whether to continue the instructional improvement in its current form, modify or extend the approach, or try a different approach. Individualized student data to develop ILPs for each EL student is used.
Other data as well as the TNReady data, will be used to determine the program's success:

- WIDA assessments
- English oral, reading, and writing skills, as demonstrated by grades in language development courses
- year-to-year test scores
- teacher observations
- parental observations and feedback
- records on length of time from entry to exit from the program
- grades in core classes
- graduation rates

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The following procedure should be followed in the event that a duplicate Home Language Survey is located or created.

Date: _____   Student Name: _____

Student Current Grade: _____   School: _____

Date Entered Sequatchie Co. Schools: _____

Date Original HLS Was Completed: _____

Date Duplicate HLS Was Completed: _____

Describe the reason/situation in detail that resulted in duplicate Home Language Surveys for this child:

_____

_____

_____

_____

Please attach copies of ALL Home Language Surveys under the student's name.

The following steps must be taken as a result of duplicate Home Language Surveys:

- o   Date ESL Teacher realized/notified of issue: _____
- o   Date School Principal/Assistant Principal was notified of issue: _____
- o   Date ESL Director was notified of issue: _____
- o   Date Original HLS was marked: _____
- o   Date Duplicate HLS was marked: _____

Additional Comments:

_____

ESL Team Members Involved in Procedure:

_____   _____

_____   _____

_____   _____