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Dual Language Learner Identification Procedure – Pre-K

(See K-12 identification guidance for K-12 students)

☐ **STEP 1:** Review the Home Language Survey. If the HLS indicates a language other than English for any question, proceed to STEP 2. If the HLS indicates a language other than English for **all questions**, the family interview is optional and you may skip to STEP 4.

 NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia) constitute a language other than English for identification purposes.

☐ **STEP 2:** Conduct family interview to determine if the student is potentially a DLL.

Family Interview

Conducted by district-trained enrollment personnel - not to be completed by the parent/guardian

Interviewed:

Date: Phone:

Name of Student: PASID:

Students Date of Birth: Age:

Student's Date of Entry to U.S. (if born in the U.S., then same as DOB):

Parent Country of Origin: Student Country of Origin:

Parents' Primary Country of Education:

1. Is this student a Native Alaskan, Native American, or Native Hawaiian?
    ☐ YES   ☐ NO

2. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
   ☐ YES   ☐ NO

3. When at home, how often does this student hear a language other than English?
   ☐ Always   ☐ Occasionally   ☐ Never

4. When at home, how often does this student speak a language other than English?
   ☐ Always   ☐ Occasionally   ☐ Never

5. When interacting with their parents or guardians, how often does this student hear a language other than English?
   ☐ Always   ☐ Occasionally   ☐ Never

6. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
   ☐ Always   ☐ Occasionally   ☐ Never

7. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?
   ☐ Always   ☐ Occasionally   ☐ Never

Review of the family interview must be conducted by an ESL professional.

Based on the answers to the parent interview questions, determine if the second language exposure/use is significant or superficial in nature. If the student's development of English may have been impacted by exposure to another language in any way, then **proceed to STEP 3**.

   Comments:

☐ **STEP 3:** Review the information on the family interview. If the information from the family interview indicates that English is not the student's native language or that exposure to another language may have had a significant impact on the student's English language development, **proceed to STEP 4**.

☐ **STEP 4:** Screen the student for English language proficiency **if a screening instrument is available.** Acceptable screening instruments include, but are not limited to, the Pre-IPT, Pre-LAS or Pre-LAS Observational Tool. The school/district must provide the screener if it will be used for this step. Record the screening scores below.

Name of screener	Score(s)	Score descriptor

If no screening instrument is available, then the determination to identify the student as a DLL must be based on the evidence produced by the HLS and family interview. If the evidence suggests that the student's first language is not English and/or that exposure to another language may have had an impact on the student's English development and that the student will most likely need supports to overcome language barrier in order to participate in the academic program, then the student should be identified as an DLL and you should **proceed to STEP 5**.

☐ **STEP 5:** Determine the most appropriate language supports that will be provided based on the student's English language proficiency.

Supports to be provided:
☐ Specialized English language instruction
☐ Native language support
☐ Additional language enrichment activities
☐ Use of additional/specialized visuals to communicate and convey meaning
☐ Pairing student with English-speaking peer(s)
☐ Pairing student with native language peers(s)
☐ Other: Click here to enter text.

Proceed to STEP 6.

☐ **STEP 6:** Provide the parent(s) with a description of the program and/or the supports that will be provided to their child(ren) and explain the identification decision. Parents have the right to refuse placement in a specialized, separate setting if that is the proposed program design for the DLL. See PDE guidance concerning parental right to refuse services. If the school will **not** place the student into a separate setting based on the DLL status, then **skip to STEP 8,** otherwise **proceed to STEP 7**.

☐ **STEP 7:** Parent accepts or refuses placement in part or in whole in the program. If, after the district notifies the parent of their option to refuse specialized services provided in a separate setting, the parent does not respond, then the school may proceed with the recommended program placement. **Proceed to STEP 8.**

☐ **STEP 8:** Complete the Student/Student Snapshot template in PIMS. In field 41, code the student as *01 – Current EL* (there is no code for DLL in PIMS). In field 45, code the student as *26 – Mixed Classes with English-Only Support* unless another code is more appropriate (e.g. 22 - *EL bilingual*). **Proceed to STEP 9**.

☐ **STEP 9:** Schedule student based on program placement and English language proficiency.

NOTE: Enrollment personnel are responsible for ensuring that all teachers who will be working with DLLs have English language proficiency information for their DLLs. *This includes general education teachers.*

The procedure is complete. Attach the HLS form and parent refusal acknowledgement form (if completed) to this form and file in student's record. Copies of this form should be given to ESL and general education teachers who will be working with this student.

Appendix A

Pre-K EL Identification Procedure Flowchart

Student enrolls in LEA

NOTE: This process must be completed within 30 school days for student enrolling at the start of the year or within 14 days for students enrolling after that start of the year.

Administer Home Language Survey

Language other than English listed? — NO → Student is not a DLL → Schedule Student

YES

Family Interview (see note A)

Evidence suggests that student will require language supports?

NO

YES

ELP screening (if available)

Determine supports based on ELP level

Provide parent with program description

Placement in separate setting for all or part of the school day?

NO

YES

Parent refuses separate placement?

NO → Place student in general school setting without separate placement(s)

YES

Code student appropriately in PIMS → Schedule Student