



# Dual Language Learner Identification Procedure – Pre-K

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

NOTE: All eligible children between the ages of 3 and 21 participating in any educational program receiving federal or state funding must be screened and identified as ELs if necessary.

- 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 young child 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 child:

PASID (if applicable):

Child's Date of Birth:

Age:

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

Parents' Country of Origin:

Child's Country of Origin:

Parents' Primary Country of Education:

1. Is this child a Native Alaskan, Native American, or Native Hawaiian?

- YES       NO

2. Is this child's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?  
 YES             NO
3. When at home, how often does this child hear a language other than English?  
 Always             Occasionally             Never
4. When at home, how often does this child speak a language other than English?  
 Always             Occasionally             Never
5. When interacting with their parents or guardians, how often does this child 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 child hear a language other than English?  
 Always             Occasionally             Never
7. When interacting with siblings or other children in their home, how often does this child hear or use a language other than English?  
 Always             Occasionally             Never

### **Review the family interview**

Based on the answers to the parent interview questions, determine if the second language exposure/use is significant or superficial in nature. If the child'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 child's native language or that exposure to another language may have had a significant impact on the child's English language development, **proceed to STEP 4**.

- STEP 4:** Screen the child 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 pre-k or early intervention (EI) program 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 child as a DLL must be based on the evidence produced by the HLS and family interview. If the evidence suggests that the child’s first language is not English and/or that exposure to another language may have had an impact on the child’s English development and that the child will most likely need supports to overcome language barrier in order to participate in the academic program, then the child should be identified as a DLL and you should **proceed to STEP 5**.

- STEP 5:** Determine the most appropriate language supports that will be provided based on the child’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 child with English-speaking peer(s)
- Pairing child 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 pre-k/EI program will **not** place the child 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 pre-k/EI program notifies the parent of their option to refuse specialized services provided in a separate setting, the parent does not respond, then the program may proceed with the recommended placement. **Proceed to STEP 8**.

- **STEP 8: ONLY APPLIES TO PROGRAMS THAT REPORT DATA IN THE PENNSYLVANIA INFORMATION MANAGEMENT SYSTEM (PIMS):** Complete the Student/Student Snapshot template in PIMS. In field 41, code the child as *01 – Current EL* (there is no code for DLL in PIMS). In field 45, code the child 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 child based on program placement and English language proficiency.

NOTE: Enrollment personnel are responsible for ensuring that all personnel 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 child's record. Copies of this form should be given to personnel who will be working with this child.**

# Appendix A

## Pre-K EL Identification Procedure Flowchart

