

The purpose of this guidance document related to identification and placement of emergent bilingual students prior to Kindergarten is to distinguish between [key terms](#), explain [key elements](#) of the enrollment process, and to clarify common [enrollment process scenarios](#). Particularly, this resource explains the interrelatedness of services for students served through special education and the identification process for emergent bilingual students to be dually served in bilingual education or English as a Second Language (ESL) programs.

For any student initially enrolling in a three- or four-year-old public-school program, a [Home Language Survey \(HLS\)](#) shall be administered and the state process followed for identification as an emergent bilingual (EB) student.

- This includes:
  - students with or without identified special needs.
  - students who are enrolled, not in membership due to attending school for less than 2 instructional hours per day.
  - students in a Head Start or private school program that are dually enrolled in a local education agency (LEA), based on the district's partnership with the Head Start/private school program.
- The [iden](#)





