



MULTILINGUAL LEARNER PROGRAM POLICIES AND PROCEDURES

Updated as of July 2026

CONTENTS

Contents	1
Purpose	7
Title III, Part A	8
Multilingual Learner Program District Contact Information	8
Assurances	9
SECTION I: Multilingual Learner Enrollment and Identification Guidance	10
Enrollment of Multilingual Learners	10
Completion of the Enrollment Survey	10
Identification of Multilingual Learners	19
Enrollment Survey and Home Language Survey	20
Signed Languages	21
3- and 4- Year-Old Preschool Program	22
Amendments	24
Multilingual Learner Program Timeline Calculator	27
Student Cumulative Record and Retention Policy	27
Potential ML File/Record Checklist	28
SECTION II: English Language Proficiency Screening Guidance	30
Current Multilingual Learner English Language Proficiency or Reclassification Criterion	30
WIDA Training Modules and Certification	30
WIDA Alternate Screener	32
Eligibility Criteria	33
Screening Scenarios and Procedures	33
Parent Notification After Alternate Reassessment	35
WIDA Alternate ACCESS	35
Attemptedness Criteria	36
English Language Proficiency Assessments and Placement of Newly Enrolled Students	37
WIDA ELP Assessments	37
Non-WIDA ELP Assessments	39
English Language Proficiency Coding 4.4-6.0 or AL3-AL5 Example Scenarios	41
Student Identification and Coding Based on Prior State Guidelines	43
Reclassification of Students Who Previously Met Proficiency	44
Parent Requests to Continue in the MLP	45
SECTION III: Parent/Guardian Notification Guidance	46
Parent Notifications	47

Waiver of Services	47
SECTION IV: Family Engagement	49
Family Engagement Recommendations for Parents of Multilingual Learners	49
Core Responsibility: Family Engagement and Communication	49
Translation and Interpretation Services	50
Creating a Welcoming School Environment	51
 SECTION V: Age-Appropriate Placement Guidance	 55
Student Enrollment, Age Appropriate Placement, Ninth Grade Cohort, and International Transcript Guidance	55
Enrollment	55
Age-Appropriate Placement	56
Grade Level Placement	59
Ninth Grade Code (9GR)	60
Placement Key Discussion Points	61
International Transcripts	63
Obtaining Transcripts	63
Translating a Transcript	64
Process for Evaluating Transcripts	64
Interpreting Prior School Experiences	65
Student Participation in Sports	67
Transcribing the Transcript and Awarding Appropriate Credit	67
South Carolina Uniform Grading Policy (UGP)	68
SCDE Activity Course Code Database	68
Probationary Placement	68
Making Decisions about Awarding Credit and Placement	68
Personal Finance	74
Reconstructing a Transcript	74
Interview and Creation of a Transcript	75
Proficiency-Based Education	75
Retroactively Awarding Credit for Immigrant Students	75
Placement Recommendation and Unique Enrollment Cases	75
Appeal Process	76
 SECTION VI: Language Instruction Educational Program (LIEP) Guidance	 77
Role-Specific Guidance: How Each Role Contributes to ML Achievement	77
Front Office Staff	77
School Counselor	77
Content-Area Teacher	78

Multilingual Learner Program Specialist	79
Administrator/Educational Leader	79
Strategic Planning for MLP	80
Providing Services to Multilingual Learners	80
Program Service Delivery Models	81
PSDM Programmatic Key Discussion Points	82
Selecting a Language Instruction Educational Program	83
Scheduling Considerations for Multilingual Learners	83
Endorsement and Certification	84
MLPS/Student-to-Teacher Ratio	84
Why Caseload Size Matters?	85
Recommended Caseload Ranges	85
Multilingual Learner Program Course and Course Codes	85
Satchel	86
Multilingual Learner Program Courses	86
Multilingual Learner Program Course Codes	87
<i>Frequency of Multilingual Learner Program Services and Developing Schedules</i>	90
Guidance on Compensatory Time	91
Program Service Delivery Models	93
<i>WIDA English Language Development Standards Framework 2020 Edition</i>	93
Multilingual Learner Considerations for the South Carolina Standards	95
South Carolina College- and Career-Ready Standards - Multilingual Learner Instructional Supports	95
Universal Design for Learning	96
State Assessments	97
Adult Education	98
Virtual SC	99
 SECTION VII: Individualized Language Acquisition Plan Guidance	 101
ILAP Workflow	102
Best Practices	102
Instructional and Assessment Accommodations	102
Instructional and Assessment Modifications	103
Students with Limited or Interrupted Formal Education and Newcomers	105
<i>Considerations for Implementing a Newcomer Program</i>	106
Multilingual Learners with Disabilities	106
Gifted and Talented Education Programs	106
Experienced Multilingual Learners	106
eLearning or Remote/Distance Learning	107
Grading	107

Notation of Accommodations in Report Cards	108
Promotion and Retention of Multilingual Learners	109
Third Grade Retention - Read to Succeed (R2S)	110
Decision-Making Framework	110
Frequently Asked Questions	110
Promotion and Retention Programmatic Key Discussion Points	111
SECTION VIII: MTSS for Multilingual Learners	112
MTSS Programmatic Key Discussion Points	112
Common Misconceptions Regarding MLs and MTSS	113
SECTION IX: Multilingual Learners with Disabilities	116
Language vs Disability	116
Suspecting a Disability in Multilingual Learners	117
Problem-Solving Team, Family Participation, and Data Review	118
Language Acquisition Expectations	118
Difference vs. Disability: Decision Guidance	118
Instructional Implications While Evaluations Proceed	119
Practical Application Steps for Schools	119
MLWD Programmatic Key Discussion Points	119
Supporting Multilingual Learners in Self-Contained Classrooms	120
Direct Instructional Support for MLWDs	120
Supporting Nonverbal MLs	120
Collaboration Strategies for Supporting Nonverbal MLs	121
Key Consideration: Distinguishing Language Acquisition From Disability	121
Practical Starting Points for MLPSs	121
Common Misconceptions Regarding MLs and Special Education	123
Students Receiving Services Through Age 21	126
Spoken Language Interpretation Resources for IEP Team Meetings	126
MultiCSD Multilingual Topics in Communication Sciences & Disorders	126
SECTION X: Annual English Language Proficiency Assessment Guidance	127
WIDA ACCESS	127
WIDA Alternate ACCESS	128
WIDA ACCESS Administration Guidance	129
<i>Failure to Obtain a Composite Score on the Annual ELP</i>	129
<i>Cut-Off Date for Testing</i>	129
<i>Student Transfers During the Testing Window</i>	130
<i>Mid-Year Grade Promotion and WIDA ACCESS Participation</i>	130

<i>Testing Mode</i>	130
<i>Students Not Tested</i>	131
<i>Less Than Four Domains Guidance</i>	131
<i>Precode and Ordering Materials</i>	132
SECTION XI: Reclassification, Proficiency, and Monitoring of Multilingual Learners	135
Reclassification	135
Proficiency Criteria	135
<i>WIDA ACCESS</i>	135
<i>WIDA Alternate ACCESS</i>	135
<i>Post-Proficiency Achievement and Data Reporting</i>	135
Progress Monitoring Multilingual Learners	135
Understanding Progress Monitoring	136
Progress Monitoring Programmatic Key Discussion Points	137
Progress Monitoring Form	138
Monitoring M1-M4	139
Screening for Initially Unclassified Students and Those Requiring Reclassification	139
SECTION XII: PowerSchool Coding Guidance	141
PowerSchool Field	141
Enrollment Survey PowerSchool Crosswalk	141
Right to Translation and Interpretation Services	142
<i>Proficiency Codes for the Multilingual Learner Program</i>	143
<i>Foreign Exchange Students</i>	146
<i>Guidance for Documenting ELP Initial Assessment Box in PowerSchool</i>	147
<i>District Enrollment Date Entry in PowerSchool</i>	147
<i>ELP Assessment and Score Entry in PowerSchool</i>	148
<i>Transfer Student Flowchart</i>	149
<i>Transfer Student Flowchart Scenarios - ELP Initial Assessment Box in PowerSchool</i>	149
<i>ELP Initial Assessment Protocol in PowerSchool for Kindergarten Students</i>	152
<i>Guidance for Students with Prior Screener Scores</i>	153
<i>District Support and Data Validation for ELP Score Updates</i>	154
<i>Title III, Part A Immigrant Funding Exception</i>	154
<i>First Record of MLP Services</i>	155
<i>Program Service Delivery Models</i>	155
Appendix A: Terms to Know	156
Appendix B: Multilingual Learner Program Terminology	161
Appendix C: Home Language Survey Flowchart	162

Appendix D: Signed Languages and Home Language Survey Guidance	165
Appendix E: Proficiency Codes for the MLP Matrix	166
Appendix F: South Carolina Historical English Language Proficiency (ELP) Criteria	167
Appendix G: Multilingual Learner Program Service Delivery Models (PSDM) Matrix	169
Appendix H: Frequency of Multilingual Learner Program Services & Developing a ML's Schedule	183
Appendix I: ESOL and Literacy Certification and Endorsement Information	184
Appendix J: Guidance and Implementation Plan for a Newcomer Program	188
Appendix K: English Language Proficiency (ELP) Training and Certification Requirements	192
Appendix L: PowerSchool State Code Validations	194
Appendix M: PowerSchool Language List	196
Appendix N: PowerSchool Birth Country List	199

PURPOSE

South Carolina is committed to ensuring that every student graduates prepared for success—college-ready, career-ready, or military-ready—with the South Carolina Department of Education (SCDE) advancing a vision in which all learners achieve at or above grade level, reaching at least 75% proficiency by 2030 and leaving school ready to thrive as capable citizens. Districts have a system of personalized and digital learning that supports students in a safe learning environment to meet the Profile of the South Carolina Graduate. A life and career characteristic of the South Carolina Graduate is to embrace a global perspective.

The Institute will take an asset-based approach by referring to English learners (ELs) as multilingual learners (MLs). An ML brings unique cultural identities and perspectives that enrich our classrooms and communities. MLs meet the South Carolina College and Career Readiness Standards while navigating both their native and instructional languages. They offer a global perspective aligned with the Profile of the South Carolina Graduate and highlight the benefits of bi-/multilingualism, recognizing students' linguistic and cultural backgrounds as strengths.

The term ML reflects the core values embedded in the Profile of the South Carolina Graduate. The Multilingual Learner Program (MLP) in South Carolina will continue to grow and align with these values to expand opportunities for MLs.

Additional terminology updates can be found in the [Multilingual Learner Program Terminology memorandum](#) and [Appendix B: Multilingual Learner Program Terminology](#).

The Institute has based its policies and procedures on the [SCDE's Multilingual Learner Program Guiding Principles](#). The Institute will update its policies and procedures as needed to align with the SCDE's policies.

TITLE III, PART A

The Elementary and Secondary Education Act of 1965 (ESEA), as amended by The Every Student Succeeds Act of 2015 (ESSA), recognizes the unique needs of MLs and provides Title III funds to supplement the instructional program for MLs.

The overall purpose of Title III funds is to ensure that students identified as MLs, including immigrant students, attain English proficiency while achieving academically, allowing them to meet the same challenging state academic content and academic achievement as their non-ML peers.

Districts receiving awards under this subgrant use funds from the Title III-ML subgrant within three overarching areas to supplement the required core program:

- increase language proficiency of MLs,
- provide effective professional development, and
- engage parents/guardians, families, and communities through various strategies.

This document provides schools with guidance to adequately support MLs and immigrant students within the Charter Institute at Erskine's schools. The *Multilingual Learner Program Policies and Procedures* should be used in conjunction with additional program resources, manuals from other SCDE offices, and updated memoranda. Additionally, these documents and resources should be used to ensure fidelity within various district MLP programs.

Multilingual Learner Program District Contact Information

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ASSURANCES

The Charter Institute at Erskine adheres to the SCDE Title III Multilingual Learner Program Guiding Principles as a basis for Title III/Multilingual Learner program requirements. The school has developed, adopted, and implemented policies and procedures that are consistent with all requirements of the Guiding Principles and state regulations.

- ☐ The school follows an enrollment process that includes the use of the Enrollment Survey (ES) and same age placement procedures.
- ☐ The school has a translation process that includes when, how and who will be implementing the process.
- ☐ The school follows all timelines related to screening of Multilingual Learner (ML) students and screening documents are uploaded in EDPlan SC.
- ☐ The ILAP is signed annually and uploaded to EDPlan SC.
- ☐ The school has a retention process and procedures with documentation.
- ☐ Grades and performance of ML students are monitored, and the monitoring process ensures correct classification.
- ☐ The school has evidence of communication with parents in a language they can understand as requested through the HLS section of the ES.
- ☐ There is documentation in IEP files that ML staff are invited and participate in IEP meetings as necessary.
- ☐ PowerSchool coding is accurate to reflect the services provided to ML students.
- ☐ There is evidence of procedures for referrals of MLs for Multi-Tiered Systems of Support (MTSS) and Special Education (SPED).
- ☐ Multilingual Learner Program (MLP) specialists/teachers are appropriately certified.
- ☐ School staff are trained in ML processes and procedures.
- ☐ The school communicates with parents about English Proficiency level, program options, and options to waive services by using the PN in EDPlan SC.
- ☐ The school completes outreach to parents.
- ☐ The school has appropriately certified staff members for administration of WIDA screeners and assessments.
- ☐ The school accepts responsibility for all expenses and obligations related to any Office of Civil Rights actions.
- ☐ As a public charter school within the Charter Institute at Erskine, **our school** follows the Institute's Multilingual Learner Policies and Procedures.

Title III/MLP School Coordinator Signature/Date

School Leader Signature/Date

SECTION I: MULTILINGUAL LEARNER ENROLLMENT AND IDENTIFICATION GUIDANCE

Enrollment of Multilingual Learners

Accurate enrollment and identification of multilingual learners (MLs) is an important first step in ensuring access to education and support services. Identification enables schools to provide the language instruction, academic resources, and wrap-around supports that MLs need to thrive. Under the Elementary and Secondary Education Act (ESEA), as amended by ESSA, and other federal mandates, schools are required to identify and serve students in key subgroups, including MLs, so they receive the rights and opportunities guaranteed by law.

The Enrollment Survey (ES) consolidates identification tools for multiple federal programs, streamlining processes and improving data collection for Local Educational Agencies (LEAs) and the South Carolina Department of Education (SCDE). This unified approach ensures that MLs and other vulnerable student populations are not overlooked and that schools can make informed decisions to meet their unique needs.

Completion of the Enrollment Survey

The Enrollment Survey must be completed by the parent or guardian (or by the student if unaccompanied) when a child enrolls in a South Carolina school district for the first time, from preschool (ages 3-4) through grade 12. Section II of the ES, which includes the Home Language Survey, must remain in the student's permanent file throughout their K-12 education and should never be removed. The form should be completed in its entirety, even if certain sections do not apply.

There are paper versions of the ES in multiple languages for those not using an electronic format (see Appendix D in the [Enrollment Survey Guidelines](#)). Schools are responsible for ensuring that all enrollment documents are accessible and understandable to families in their preferred language, and that any necessary accommodations are provided unless already supplied by the state.

Annual Updates

Section I of the Enrollment Survey, which includes student information, rights to translation and interpretation services, foster care status, migratory status, homelessness, and prior education, must be updated annually during school registration. This ensures that any changes in language preferences for communication, living arrangements, or program eligibility are accurately captured. In contrast, Section II, which contains the Title III Home Language Survey, is completed only at the time of a student's first enrollment in a South Carolina school district and is not repeated in subsequent years.

Integration with Enrollment Processes

The Enrollment Survey must be incorporated into all enrollment procedures, including online registration systems. For schools using online registration, the survey should only appear when the parent or guardian indicates that the student is enrolling in a South Carolina school for the first time. Students transferring from another South Carolina school or district should not complete Section II again; instead, the receiving school is responsible for requesting the original Enrollment Survey from the previous school/district.

Requirements for Online Enrollment Surveys

Schools that choose to implement the Enrollment Survey online must ensure that the form is easily retrievable for federal program monitoring and student transfers. At a minimum, Section II must be printed and placed in the student's file, including the student's information, date, and parent or guardian signature. The online version must replicate the official language of the Enrollment Survey and be provided in a language the family understands. Additionally, the system must include parameters to prevent Section II from appearing for students who have previously enrolled in a South Carolina school. Parent or guardian signatures for Section II must be captured electronically or printed for the student's file.

Schools may include the SCDE seal, a local logo, or no logo at all, provided all requirements outlined above are met.

Requirements When Using Paper or Printed Version of the Enrollment Surveys

The ES is a single document consisting of two sections: Section I and Section II. When using the paper version or printing the ES from an online platform, schools must ensure that the student's name appears on each section/page of the document for proper record keeping.

The top portion of the ES includes the student's full name, date of birth, and the date the survey was completed. Schools must verify that this student information, along with the completion date and parent/guardian signature, is accurately transferred onto the printed form—especially if only Section II is printed for student records.

Transfers and Documentation

Students transferring from another SC school/district should have the original ES on file starting with the 2022–23 school year (or earlier if piloted). If the original ES or prior HLS is missing, the receiving school must contact the previous school within 30 calendar days of enrollment (or 14 days for later enrollments) and make at least three documented attempts via varied methods (phone, email, fax). If unsuccessful, a new ES may be completed as a last resort, with all attempts fully documented and retained in the student's file.

Student Enrollment

Enrollment processes must be designed to remove barriers and prevent delays, ensuring that all students—including those in foster care, migratory students, students experiencing homelessness, multilingual learners (MLs), immigrant children and youth, and other diverse populations—can begin school without unnecessary obstacles. Schools are required to follow SCDE guidance and all applicable state and federal laws regarding minimum documentation to uphold every child's right to a free public education. Enrollment staff must implement procedures that comply with the McKinney-Vento Act, Title I, Title III, and Office for Civil Rights (OCR) requirements. Local policies and practices should align with SCDE guidance and must not create barriers to access or timely school entry for students and families.

[Fact Sheet: Information on the Rights of All Children to Enroll in School](#)

Enrollment Document Examples

Schools must engage in practices that remove barriers for students enrolling in school, do not expose the immigration status of students and families, and do not cause any unnecessary delays in enrollment. State Board Regulation 43-272 requires each student not previously enrolled to submit a birth certificate or other documentation to verify a birth record in special situations as allowed by a local board of trustees. Additionally, students' social security numbers or any family member may be requested but must not be required or prevent a student from enrolling in a South Carolina public school. If a social security number is requested, the purpose of providing this information must be explained.

Dos and Don'ts of Student Enrollment

Table 1. *Dos of Enrollment*

Dos of Enrollment	
Proof of the child's age and place of birth	*State Board Regulation 43-272 requires each student not previously enrolled to submit a birth certificate <u>or other documentation</u> to verify a birth record in special situations as allowed by a local board of trustees. Below are examples of enrollment documentation. This list is not comprehensive. Allowable documentation is determined by the local school board. ● Birth Certificate, ● Religious, hospital, or physician's certificate showing the date of birth, ● A duly attested transcript of the student's birth record with a public officer charged with the duty of recording births, ● A duly attested transcript of a certificate of baptism showing the date of birth,

Dos of Enrollment	
	• An insurance policy on the student's life, • A bona fide contemporary religious record of the student's birth, • A passport or certificate of arrival in the United States showing the age of the student, • Hospital records, • Adoption records, • An entry in a family bible, • Previously verified school records, or • An affidavit from the parent/guardian.
Proof of immunization	All state and local immunization requirements must be adhered to without exception. However, it is essential that all communications—especially those related to immunization documentation—are provided in the family's preferred language
Proof of residency	Utility bill, lease agreement, affidavit, etc.
For non-parent guardians	A notarized school enrollment affidavit explaining the child's living situation.
Accept official government-issued identification from the enrolling adult	• South Carolina driver's license • State-issued photo ID • Passport • Military ID • Voter registration card with photo
Use a translation and/or interpretation service to communicate with families in a language that they understand.	Chapter 10: TOOLS AND RESOURCES FOR ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS
Create a welcoming environment for our multilingual learners and families.	A Guide for Engaging ELL Families: Twenty Strategies for School Leaders
Place students age appropriately.	Multilingual Learner Enrollment memorandum

Dos of Enrollment	
Enroll students even if no transcripts are available.	Multilingual Learner Enrollment memorandum
Ensure accessibility accommodations are available for families completing enrollment forms.	
Train front office and enrollment staff on accessible practices and federal, state, and local requirements.	

Table 2. Don't of Enrollment

Don'ts of Enrollment	
<u>Do not</u> require documentation beyond what is legally mandated by the SCDE.	
<u>Do not</u> delay or deny enrollment due to missing non-essential documents, such as birth certificate and/or social security number.	The Rights of Immigrant Children and English Learners In The South Carolina Public Schools
<u>Do not</u> require a student's Social Security number or a copy of their Social Security card as a condition for enrollment. This is not permitted and may violate privacy protections.	Students' social security numbers or any family member may be requested but must not be required or prevent a student from enrolling in a South Carolina public school. If a social security number is requested, the purpose of providing this information must be explained.
<u>Do not</u> impose additional school-level requirements that impede a student's ability to begin school.	
<u>Do not</u> make assumptions about a student's immigration status or language proficiency.	English Learner DCL
<u>Do not</u> automatically push high school age multilingual learners to attend Adult Education.	Multilingual Learner Enrollment memorandum
<u>Do not</u> exclude students from enrollment based on housing instability or guardianship	

Don'ts of Enrollment	
status.	
<u>Do not</u> contact landlords to verify residency or require enrolling adults to be added to a lease agreement. These practices may create unnecessary barriers and violate privacy or housing rights.	
<u>Do not</u> assume native language literacy on behalf of the family unit.	Chapter 10: TOOLS AND RESOURCES FOR ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS

Immunization Records

There are no special exemptions or alternative policies for ML families regarding immunization records. All state and local immunization requirements must be adhered to without exception. However, it is essential that all communications—especially those related to immunization documentation—are provided in the family's preferred language. When information is not linguistically accessible, it significantly hinders a family's ability to understand requirements and submit the necessary records, potentially resulting in delays or non-compliance. Ensuring language access is an effective component of school health practices.

Comprehensive Tools for ML Enrollment and Program Monitoring

Schools may use the [Multilingual Learner Enrollment Checklist](#) as a supplemental tool to assist in tracking each step of the enrollment and documentation process for MLs. This checklist supports compliance with federal and state requirements by ensuring that all necessary procedures, such as identification, placement, parent/guardian communication, and required documentation, are consistently and accurately followed. Additionally, the checklist integrates indicators from the [ESSA Federal Programs Consolidated Monitoring Tool](#), the [Title I Equipment Inventory Control Procedures](#), and the Title III Self-Reflection Tool (SRT) [PDF](#) and [Google Form](#) versions, a resource developed by the state to guide schools in reviewing all Title III, Part A/MLP compliance and programmatic components. Together, these tools provide a comprehensive framework to help districts maintain clear, accountable records and implement compliant, high-quality MLPs.

Enrollment Survey Section I - Student Information

The student information section of the Enrollment Survey must be completed for every student at the time of first enrollment in a South Carolina public school and updated annually during registration. All information collected is used solely for educational and program purposes, and schools must adhere to the Family Educational Rights and Privacy Act

(FERPA) to protect student privacy. Federal law guarantees that all children, regardless of citizenship or residency status, have equal access to a free public education. The top portion of the Enrollment Survey includes the student's full name, date of birth, and the date the form was completed. Schools must ensure these details, along with the parent or guardian's signature, are accurately transferred to the printed form—particularly when only Section II is printed for student records.

For detailed instructions on PowerSchool coding and data entry, please refer to [Section XII: PowerSchool Coding Guidance](#). This section explains how to use the PowerSchool Crosswalk in alignment with the PowerSchool Student Information Systems (SIS) Data Entry Manual from the Office of Research and Data Analysis (ORDA).

Right to Translation and Interpretation Services

Families are entitled to receive information about their child's education in a language they understand, and districts must provide interpreters or translated documents at no cost when needed. Parents or guardians indicate their preferred languages for oral and written communication on the Enrollment Survey, and these preferences can be updated at any time. Some families may require additional support to ensure accessibility. When this section is integrated into online enrollment systems, districts should include a comprehensive list of languages, offer an "other" option for families to specify additional languages, and display language names in their native script (e.g., Español, русский, 普通话) for clarity. If certain features are not feasible within a school's online platform, the school remains responsible for proactively meeting families' language needs.

The Office of Civil Rights (OCR) requires that translation and interpretation services are the obligation of the school and do not solely fall under Title III. Schools are responsible for effectively communicating with families who may require translation or interpretation services. To assist schools in determining communication languages for families, the Enrollment Survey (ES) has a section that will be completed annually by families to determine their preferred oral and written communication language(s). This portion of the ES is not used to determine if students are eligible for MLP services.

Each school must have a written translation and interpretation plan in place and that it is posted on the school's website to ensure it is easily accessible to all staff and families. Schools should review and consider OCR requirements and federal guidance regarding translation and interpretation services when developing a written plan. All staff members in each school should be trained on school translation and interpretation procedures and services. Consider providing additional training specific for front office staff and those who will be utilizing translation and interpretation services more often.

Considerations include, but are not limited to:

- The school determines the qualifications to ensure translators and interpreters are qualified. Interpreters and translators must have knowledge in both languages of any

specialized terms or concepts and be trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.

- Students may not act as translators or interpreters.
- Schools determine a way to track translation and interpretation requests as documentation, specifically for schools that are not contracted with a vendor for these services.
- Procedures must be in place indicating how parents/guardians, who may be MLs themselves, will be notified of school activities that are called to the attention of other parents/guardians (e.g., student progress reports, school schedules, extracurricular activities, special meetings, ceremonies, events, etc.).
- School webpages and documents should be translated into applicable languages within the school. If applicable, a warning that automated translations may be inaccurate should be posted on the school website.
- All guidance from the Individuals with Disabilities Education Act (IDEA) and the Office of Special Education Services (OSSES) must be followed in reference to translation and interpretation services for students with disabilities and individualized education programs (IEPs).

The SCDE and the Institute strongly caution against the use of translation devices and tools such as Google Translate for communicating with families and students, as these tools often lack the accuracy required for official translation and interpretation. While the decision to use such tools ultimately rests with the school, it is important to note that, in accordance with guidance from the OCR and federal regulations, schools are required to provide qualified translation and interpretation services to ensure meaningful communication with all families.

For guidance on using translation applications or Artificial Intelligence (AI)-based tools for instructional purposes, please refer to the [Translation of Classroom Materials](#) section.

Prior Education

The Prior Education questions are only administered upon first time enrollment and are not completed annually. This section collects additional information about previous education and services before enrolling into a South Carolina school. This information does not inquire about immigration status of the student or family in accordance with *Plyler v. Doe*. This information is essential for determining appropriate services and potential funding to support the child and their needs.

Question One: “Has the **student** received English language development support in a previous school?”

The first question is to be answered as “Yes,” “No,” or “Don’t Know” by the person completing the survey. The purpose of this question is twofold. First, it is helpful to have a general idea if MLP services were provided for transferring students to aid in the identification process and obtaining previous records. Second, the SCDE must track the

number of years in MLP services, whether in South Carolina or a transferring state. This data is reported to USED on an annual basis. No matter the response, the student file should be reviewed to determine if services were provided and the date MLP services first occurred as applicable.

Question Two: “In what country was the *student born?*”

The second question is answered with the name of the country the student was born in by the person completing the survey. The purpose of this question is to assist in identifying immigrant children and youth.

Question Three: “If born outside of the United States, District of Columbia, or the Commonwealth of Puerto Rico, when did the *student* first attend a school in the United States?”

The third question is answered with the date the student first attended school in the United States. The purpose of this question is to assist in identifying immigrant children and youth. The US School Entry Date should only be completed in PowerSchool if there is a birth country outside of the United States, District of Columbia, or the Commonwealth of Puerto Rico. Otherwise, the US School Entry Date field in PowerSchool must be left blank.

Questions two and three are both used to determine immigrant status. Immigrant children and youth are individuals who:

- are aged 3 through 21;
- were not born in any State; *and*
- have not been attending one or more schools in any one or more States for more than three full cumulative academic years.

Note that “State” is defined in Section 3201(13) of the ESEA to include the 50 states, the District of Columbia, and Puerto Rico.

Enrollment Survey Section II - Title III, Part A: Multilingual Learner Program

This section of the Enrollment Survey must be completed for every student at the time of first enrollment in a South Carolina public school and is not repeated during annual registration. The Multilingual Learner Program (MLP), which operates under Title III, Part A of the Elementary and Secondary Education Act (ESEA) as amended by ESSA, provides free educational services to MLs, formerly referred to as English learners (ELs) or Limited English Proficient (LEP), as well as immigrant children and youth who speak languages other than English. These services support language acquisition and academic success for eligible students.

The Home Language Survey (HLS), embedded within the Enrollment Survey, serves as the initial step in provisionally identifying MLs. Schools must determine the language(s) spoken in each student’s home to identify language needs accurately. The HLS is administered only once at the time of initial enrollment and must remain in the student’s permanent record throughout their educational career.

Previously, the HLS required a staff signature to confirm that families understood the survey before completion. This requirement has been replaced with a “family-friendly” statement on the form. However, school personnel are still responsible for answering questions or providing clarification when requested by parents or guardians.

A parent signature must be obtained for the Title III -Section II portion of the ES. The signature certifies the parent has read the Title III information and provided the information to the best of their knowledge.

Identification of Multilingual Learners

The ESEA, as amended by ESSA, requires standardized, statewide entrance and exit procedures for MLs. ESEA section 3113(b)(2) states that all students who may be MLs are assessed for such status within thirty (30) calendar days of enrollment in a school. In South Carolina, all provisionally identified MLs, students whose HLS indicates a language other than English for any of the three questions embedded in Section II of the ES, must be screened using a South Carolina-approved ELP screener to determine identification within the first thirty (30) calendar days of enrollment at the start of the school year. Additionally, students who enroll after the start of the school year should be identified within the first two (2) weeks, or fourteen (14) calendar days, of enrollment to ensure students are receiving the appropriate services within a timely manner. The [Multilingual Learner Identification](#) memorandum supports the updated identification timeframe that began in May 2022.

Special circumstances regarding the identification timeline requirements may arise during the process. Special circumstances may include but are not limited to the COVID-19 pandemic, inclement weather, illness, delay in transfer records, and year-round school schedules. The identification process should be completed as timely as feasible to provide students with the appropriate services. However, South Carolina will allow up to, and not more than, the full thirty (30) calendar days for identification to meet the federal requirement or ESEA section 3113(b)(2). The school must document or have evidence of the special circumstance to show why identification was delayed beyond the two (2) weeks but less than thirty (30) calendar day timeline when requested. Documentation can be kept with or within student records, and electronic documentation is acceptable.

MLs that are already identified and served begin receiving services on or as close as reasonably practicable to the first day of school each year. At the start of the school year, all newly identified MLs must begin receiving MLP services no later than thirty (30) calendar days after enrollment. Additionally, students who enroll after the first thirty (30) calendar days of the school year should begin receiving services within the first two (2) weeks of enrollment to ensure students are receiving the appropriate support. If a special circumstance occurred during the identification period, the school is responsible for documenting the circumstance. In the interim, the student should be considered an ML and receive necessary support and accommodations until the identification process is complete.

Each school is responsible for having a uniform process of identifying MLs within its school district. This section will outline the steps necessary to ensure that all MLs are appropriately identified and placed in appropriate services. It is discriminatory to identify students for ML programs based on last name, appearance, accent, national origin, or any other surface identifier.

Enrollment Survey and Home Language Survey

To fulfill the requirement of ESEA section 3113(b)(2), schools are required to identify students whose home language is one other than English for potential ELD eligibility. The HLS is a legally binding document that is administered once at initial enrollment in South Carolina schools. As of the 2022-23 school year, the South Carolina HLS is embedded within Section II of the ES.

The [Enrollment Survey Guidelines](#) provide administration guidance and procedures for the entire ES, including the Title III/MLP. Schools must reference these guidelines when implementing the ES.

The HLS portion of the ES is the first step in the two-part identification process for provisionally identified MLs, students whose HLS indicates a language other than English for any of the three questions embedded in Section II of the ES. School personnel will use the HLS responses to determine if a student will move to the second part of the process—ELP screening. Parents/guardians of every newly enrolling student in a South Carolina school district will be asked to complete this survey in all grade levels from 3- and 4- year-old preschool programs through twelfth grade during the initial enrollment in South Carolina.

If the student enrolls in the school from another South Carolina district, do not have families immediately complete Section II of the ES. Instead, check student records for the original ES or previous HLS and go by the listed information. The receiving school must contact the previous school to request that they send the HLS within the identification and placement timeline. If the school has not received the original HLS before the designated timeline, and at least three multiple and varied attempts are documented, the receiving school may contact the parent/guardian to complete a new HLS. The completion of a new HLS should be a last resort. Schools must remain within state and federal mandated timelines.

If a parent/guardian indicates “English only” on the South Carolina ES for a student enrolling for the first time, but upon receipt of student records, the student previously received MLP services, the receiving school must continue providing the enrolled student with MLP services and follow identification and placement guidance.

The following questions are asked on the HLS (embedded in Section II of the ES):

1. What is the language that the student first acquired?

PowerSchool field: Language First Acquired

2. What language(s) is spoken most often by the student?
PowerSchool field: Language Spoken Most Often
3. What is the primary language used in the home, regardless of the language spoken by the student?
PowerSchool field: Primary Home language

These three questions are used to determine if the student will participate in step two of the identification process—ELP screening. If a language other than English is indicated for any of the three questions above, the student must participate in the ELP screening. Conversely, if English is the only language indicated for all three questions, the student will not participate in the ELP screening and is considered a native English speaker.

Schools may use the [Appendix C: Home Language Survey \(HLS\) flowchart](#) to support the steps involved in identifying students for the MLP.

The SCDE provides a paper version of the ES (in multiple languages - [Appendix D of the Enrollment Survey Guidelines](#)) for schools that need an ES to implement or are not utilizing an electronic version. All schools are responsible for providing documents in a language the family understands if not provided by the state.

HLS Responses in Parent/Guardian's Native Language

If a parent or guardian completes a paper version of the HLS and writes a response to any of the three questions embedded in Section II of the ES in a language other than English; the school must consider that the parent may be unable or more comfortable writing a response in their native language, and their answer should not be altered for screening purposes. For example, if the parent writes “Inglés,” for all of the three responses, it must be considered “English” and the school must follow the information provided by the parent on the original HLS and will not proceed to ELP screening.

Signed Languages

According to the [United States Department of Education \(USED\)](#), under the former Title VII of the ESEA, as amended by the Improving America's Schools Act (IASA), Title VII was designed to address the needs of students whose language minority status was tied to their national origin status; hence it provided services to students covered by the *Lau* obligation under Title VI of the Civil Rights Act of 1964, rather than students with disabilities. USED's position was that individuals cannot be considered MLs solely because of their reliance on American Sign Language (ASL) for communication due to deafness or a hearing impairment.

Although ASL and other signed languages (e.g., Mexican Sign Language (MSL), etc.) are considered languages other than English, if English and/or any signed language is the only language(s) listed on the HLS, the student must not participate in ELP screening. If a

language(s) other than English/a signed language is listed on the HLS, the student will participate in ELP screening.

A student who uses a signed language for communication due to deafness or hearing impairment, who meets the definition of ML, and whose primary language is based on national origin in which the HLS indicates a language other than English, may qualify for MLP services.

Schools are advised to review their records for any student who has been wrongly identified based on the information specified above. They should remove students from the MLP who use a signed language for communication due to deafness or hearing impairment if the HLS indicates English/a signed language only.

If a student meets the criteria described above, to be removed from the MLP, schools must do the following:

- Inform school and Institute administrators;
- Inform teachers and school staff who work directly with the student;
- Document the change in the student's records by including the [Appendix D: Signed Languages and Home Language Survey Guidance](#);
- Inform the parent/guardian and send a copy of the [Signed Languages Exemption letter](#) home with the student; and
- Recode the student in PowerSchool as a 9-Native Speaker on the proficiency code field.

3- and 4- Year-Old Preschool Program

When a student enrolls in a 3- and 4- year-old preschool program, this is considered the student's initial enrollment, and the parent/guardian must complete the ES. Therefore, the ES should not be included within any registration packets and should only be provided to those students actively enrolling in South Carolina districts and schools.

3- and 4- year-old preschool program students do not participate in ELP screening until they reach kindergarten or above. Therefore, students cannot enter ML status until kindergarten.

Any 3- and 4- year-old preschool program student with a language other than English indicated on qualifying HLS questions will receive an English proficiency level PowerSchool coding of '10-3K ML Status Pending' or '11-4K ML Status Pending.' This proficiency level serves as a placeholder until ELP screening for ELD services occurs in kindergarten. In addition, South Carolina guidelines allow for screening of incoming kindergarten students from 4-year-old preschool programs to occur after the annual ELP assessment window has closed for the school year, depending on student enrollment status. The SCDE suggests kindergarten round-up identification screening if utilized, not occur before May 1st of each year.

Students with these codes will automatically move to the proper coding the following school year if and once the school has completed the initialization process. Students coded as '10-3K

ML Status Pending' will move to '11- 4K ML Status Pending,' and '11- 4K ML Status Pending' will move to 'AW- Awaiting' until the proper proficiency level is coded based on screening results.

Supporting Provisionally Identified Multilingual Learners in Pre-Kindergarten

Pre-kindergarten students who are provisionally identified as MLs, based on the HLS, may receive language development services. While formal language accommodations are not provided for provisionally identified MLs in 3K and 4K, schools may offer services through a Multilingual Learner Program Specialist (MLPS). These services are often delivered via a co-teaching model, in which the MLPS collaborates with early childhood educators to support language-rich, developmentally appropriate instruction.

The decision to implement co-teaching or other support models for provisionally identified MLs may be based on school staffing and program capacity.

Although formal screening for MLP services does not occur until kindergarten, it is essential to create a supportive and language-rich learning environment for all preschoolers who come from homes where languages other than English are spoken. A growing body of research highlights the critical role of joyful, play-based learning in supporting the development of young children, particularly multilingual learners, across PreK–3 settings.

Play is not merely a recreational activity; it is a powerful vehicle for language development, identity affirmation, and meaningful engagement. Through play, children naturally communicate, explore their world, and build social, emotional, and academic skills. For MLs, play provides the space and time to authentically use language, express themselves, and connect new learning to their home cultures and lived experiences.

Whether through outdoor exploration or hands-on classroom centers, play-based learning fosters authentic peer interaction and communication. It also gives educators opportunities to affirm and celebrate children's cultural and linguistic identities while responding to their individual interests and strengths.

Bringing joyful learning into early childhood classrooms means making intentional space for play, because for young MLs, play is learning.

Supporting Provisionally Identified Multilingual Learners in Title I-Funded Preschool Programs

In alignment with the Head Start Act and Title I regulations, preschool programs serving provisionally identified MLs must implement practices that support both English language acquisition and the continued development of the child's home language.

1. Support Dual Language Development

- Preschool programs must provide intentional support for the development of both English and the home language of provisionally identified MLs, as outlined in Section 641A(a) of the Head Start Act and ESEA Section 1112(c)(7).

2. Implement Research- and Evidence-Based Teaching Practices

- As required by 45 CFR 1302.31(b)(2), programs must:
 - Recognize bilingualism and biliteracy as strengths.
 - Implement research- and evidence-based practices that promote language development in both English and the child's home language.

3. Instructional Practices

- Use teaching practices that support:
 - English language acquisition.
 - Continued development of the home language.
(45 CFR 1302.31(b)(2)(ii))

4. Alternative Language Support

- If staff do not speak the home languages of children in the program, they must:
 - Implement alternative methods to support the child's home language development.
 - Provide linguistically appropriate materials in the classroom.
 - Recruit volunteers who speak children's home languages.
 - Ensure volunteers are trained to help children develop skills in both languages.
(45 CFR 1302.31(b)(2)(iii))

Amendments

The [Enrollment Survey Amendment Form](#) is a document used only when there has been a genuine mistake for a student. This form is used sparingly, as federal law stipulates that once identified, all MLs must be served (Lau v. Nichols 1974; Castaneda v. Pickard 1981; Plyler v. Doe 1982; Sec. 1111(b)(1) of ESEA, as amended). PowerSchool coding mistakes that were simple data entry errors can be corrected to align with the original HLS responses without an amendment.

The HLS is a legally binding document that is designed to be completed once. Parents/guardians cannot change their original answers. The SCDE carefully considers each amendment submitted to determine the final outcome of the amendment request.

The ES Amendment Form is divided into three parts:

- Enrollment Survey Section I Amendment Form
- Home Language Survey (ES Section II) Exception (SCDE approval is not required)
- Home Language Survey (ES Section II) Amendment (SCDE approval is required)

ES Section I Amendment

Amendments to the ES Section I may be made without prior approval from the SCDE, provided districts use the Enrollment Survey Section I Amendment Form. This form serves as a way for schools and the Institute to document the required changes and ensure they are properly maintained within the student record.

- Student Information;
- Right to Translation and Interpretation Services;
- Title I, Part A Foster Care
- Title I, Part C Education of Migratory Children & Youth;
- McKinney-Vento; and
- Prior Education.

On the form, select the section(s) that need amending. Provide a detailed description of the necessary amendments. Lastly, obtain a parent/guardian signature and school/Institute personnel signature. If there are no amendments to the HLS portion of the ES, make amendments in PowerSchool and attach the ES Section I Amendment Form to the original ES in the student file. The SCDE approval is not required for the ES sections above the HLS portion.

ES Section II Amendment Exception Form (SCDE approval not required)

Certain circumstances, such as those outlined below, may result in an exception to one or more HLS guidance requirements. In these cases, the SCDE recommends that the exception to be corrected promptly and fully documented in the student's record.

Exception Examples:

- Question(s) 1-3 were left blank or were marked with quotation marks “ ” to indicate “same as above.” A copy of the ES was provided to the parent or guardian to complete the answers to the HLS portion.
- The date or parent signature was missing. A copy of the ES was provided to the parent or guardian to sign and/or date.
- An ES was filled out upon registration at a new school, but an earlier ES form was completed either within South Carolina or received by the new school. All other versions dated after the initial ES are placed behind the original ES and kept in the student's file.
- The parent/guardian later confirmed that the original HLS was completed in error and that a language other than English should have been indicated. There is documented evidence of a language concern; therefore, the district may proceed with an HLS exception at the district level and administer the ELP screener to determine the student's eligibility for MLP services.

Confirm that the necessary correction(s) has been implemented to ensure compliance with the South Carolina Multilingual Learner Program Guiding Principles regarding the use of the HLS in determining ML eligibility. In cases where an anomaly occurs in the HLS process, the original document must remain unchanged, and a copy should reflect the corrective action taken.

Obtain signatures from both the parent/guardian and school/Institute personnel. If there are no amendments (as opposed to exceptions) to the HLS section of the Enrollment Survey, attach the completed Enrollment Survey Amendment Form to the original ES in the student's file.

ES Section II Amendment Exception Form (SCDE approval required)

The Home Language Survey (ES Section II) Amendment Form cannot be filled out to simply remove a student from the MLP. The Home Language Survey (ES Section II) Amendment Form is used sparingly as federal law stipulates that once identified, all multilingual learners (MLs) must be served (Lau v. Nichols 1974; Castaneda v. Pickard 1981; Plyler v. Doe 1982; Sec. 1111(b)(1) of Elementary and Secondary Education Act of 1964 (ESEA), as amended). Contact the Institute's Title III/MLP Coordinator for additional information regarding amendment processes.

The HLS is a legally binding document that is designed to be completed once. Parents/guardians cannot change their original answers or submit an HLS Amendment to simply remove a student from the MLP.

Language code information depends on the language(s) listed on the original HLS portion of the ES when the student first enrolled in a South Carolina school district. Schools need to reference the original HLS section of the ES when making language code change requests. If a non-English language is listed for any of the three required HLS questions, then the non-English language is reported in PowerSchool.

HLS Amendment Examples:

- Responses to Questions 1–3 on the Home Language Survey that indicate a language other than what the parent intended, due to an error in dropdown menu selection during completion of the Enrollment Survey in the student's initial year of enrollment, may be corrected only within 30 calendar days of enrollment (or 14 days for later enrollments), provided the student has not yet been screened for the MLP. An amendment may not be requested after the initial year of enrollment.
- The student was identified for MLP based on a language other than English indicated in the HLS. The parent later claims the selection was made in error, but the student's screener scores confirm eligibility for services and support has already begun.
- A parent requests to change the original responses to Questions 1–3 on the Home Language Survey, but the student has a qualifying MLP score on the English Language

Proficiency (ELP) screener and summative assessment (WIDA ACCESS or WIDA Alternate ACCESS) and is currently receiving MLP services based on the original responses.

- A student transfers from another district or state with an HLS indicating a language other than English. The receiving school receives updated documentation or a parent request suggesting the original HLS was incorrect. However, the student's prior screener scores or summative assessment results support ML identification and services, and the parent disputes the original responses.

When submitting this form, the following items **must** be included:

- the original ES from when the student first enrolled,
- all pertinent information requested that is available (i.e., ELP screener and annual assessment data),
- the parent/guardian's signature, and
- the Institute's MLPC/Federal Program Director's signature.

The MLPC (or Federal Program Director) and parent/guardian signatures ensure that the form and the effects of a language code change have been explained. The HLS portion of the Enrollment Survey Amendment Form must be accompanied by the original ES/HLS and parent signature for an amendment to be considered.

Multilingual Learner Program Timeline Calculator

The SCDE has developed a [timeline calculator](#) to assist schools in determining key deadlines and requirements essential for supporting multilingual learners (MLs) while maintaining compliance with both state and federal program guidelines.

To ensure the accuracy and integrity of the tool, all embedded formulas and information must remain unaltered. Any accidental or intentional modifications may compromise the reliability of the calculator. Please note that SCDE is not responsible for any errors resulting from edits made to the original document.

We strongly recommend that school staff consult with their Title III/MLP Coordinators to verify the accuracy of the data and ensure alignment with timelines and procedures.

Student Cumulative Record and Retention Policy

The cumulative student record is a comprehensive file documenting a student's educational history throughout their elementary and secondary school years. It includes the permanent record card, which contains essential data such as the student's name, grade level, attendance history, courses taken, and standardized test scores. In addition to the permanent record, the file may include various supplementary documents such as photographs, mental and physical test results, applications for admission, immunization and health records, general correspondence between the school and parents or guardians, special medical reports (if the student has a physical impairment), guidance and counseling notes, and legal

documents verifying birthdate or name changes. The student's separation date—whether due to graduation, withdrawal, or expulsion—is always recorded.

Retention of these records follows specific guidelines. Permanent record cards, health records, and legal documents must be retained for 75 years following the student's separation from the school, after which they may be destroyed. All other records may be destroyed one year after separation. However, prior to destruction, the school is required to send written notice to the student's last known address. This notice must include specific information, including contact details for requesting access to the records. Documentation of this notice must be retained permanently, as the school must be able to produce either the records themselves or the destruction notice in response to any future request.

Additionally, schools must consider whether state or federal funds were used to support services for the student. If so, any documentation required to demonstrate compliance or justify expenditures must be retained for the duration of the applicable audit cycle, which is typically six years for most programs. Records should not be destroyed if they are needed to support a potential audit or monitoring review.

Finally, schools must ensure that destruction notices are accessible to families in a language they prefer, and should provide translation and interpretation services when appropriate to ensure compliance with language access requirements.

Potential ML File/Record Checklist

Schools have a local policy outlining the retention of student records, including those for transfer students. It is strongly recommended to review that policy to ensure full compliance with state requirements. Additionally, it's important to consider scenarios where records may be requested—such as by the transferring district, during monitoring visits, or by families and guardians. To support these needs and maintain accountability, it is imperative that all records are retained in accordance with your school's established policies and preferred procedures for maintaining student records. Before removing or discarding any documentation, staff should always refer to the [Student Cumulative Record and Retention policy](#) section and school's official record retention policy to ensure compliance.

For monitoring purposes, the SCDE accepts documentation in either printed or electronic formats. The following list outlines commonly reviewed documents during monitoring visits. While not exhaustive, it provides guidance on essential records that should be maintained in MLs' files:

- **Enrollment Survey/Home Language Survey (HLS):** A South Carolina HLS is required for *all* students, regardless of ML status (must be kept in printed format).

Note: The HLS should be completed only once at the time of a student's initial enrollment into South Carolina public schools. If multiple HLS forms are found in a student's file due to error or delay in transfer records, the original HLS must be

identified, placed on top, and used as the official record in the two-part identification process for the MLP.

Schools must not discard any versions of the HLS. All copies (original and subsequent) should be retained in the student's file, with the original clearly marked and used for official identification purposes. This practice ensures compliance with federal and state requirements and maintains the integrity of the student's language identification history.

- **English Language Proficiency (ELP) Screening Documentation:** Official score reports from initial screening assessments (printed or electronic).
- **Parent Notification (PN):** From all applicable school years (printed or electronic) in English and parents preferred language.
- **Individualized Language Acquisition Plan (ILAP):** From all applicable school years (printed or electronic).
- **Monitoring Form:** Required for MLs in monitoring status (M1–M4); typically completed quarterly (printed or electronic).
- **Annual ELP Assessment Score Report (WIDA ACCESS or WIDA Alternate ACCESS):** From all applicable years; the state provides two printed copies—one for families and one for the student file.
- **Parent Waiver:** If applicable, to document refusal of MLP services (printed or electronic).
- **Retention Form:** If applicable, to document retention decisions for an ML (printed or electronic).
- **Other Relevant Documentation:** As requested or applicable (printed or electronic), such as meeting notes, language support logs, or reclassification documentation.

Schools should ensure that all documentation is organized, accessible, and aligned with both state and local policies to support accurate reporting and compliance during state monitoring.

Note: If a school utilizes an electronic platform for record-keeping and elects to discontinue its use, it is imperative a proactive contingency plan be established to ensure the proper retention and preservation of all records.

SECTION II: ENGLISH LANGUAGE PROFICIENCY SCREENING GUIDANCE

Step two of the process for the identification of MLs requires ELP screening.

South Carolina has been a member of the WIDA Consortium since 2014 and has access to a suite of ELP assessments to determine ML status. Each tool is designed to assist in identifying students who may benefit from language services.

South Carolina-approved ELP screeners include:

- WIDA Screener (K-12),
- WIDA Alternate Screener, and
- WIDA MODEL.

To ensure accurate documentation of English language proficiency and appropriate identification and placement of multilingual learners, all WIDA screener score report must be generated using the appropriate WIDA Screener score report calculator based on the specific screener administered, such as the [WIDA Screener for Kindergarten Score Calculator](#), [WIDA Alternate Screener Score Calculator](#), or the [WIDA MODEL Score Calculator](#). For paper-based screeners, raw domain scores must first be calculated and then entered into the corresponding online calculator to produce a downloadable and printable PDF score report. Using the correct calculator ensures accurate documentation of English language proficiency and supports proper identification and placement of multilingual learners.

All WIDA ELP assessments, including screeners, are considered secure testing materials and should be stored and handled accordingly.

Current Multilingual Learner English Language Proficiency or Reclassification Criterion

The current ELP assessment proficiency criteria is a composite score of 4.4+ on the ELP assessments or 3+ on the alternate ELP assessments. An overall score will showcase students' progress in English language acquisition and more accurately represent grade-level proficiency. MLs who meet the proficiency criteria will continue to receive monitoring services for four additional years to ensure that premature reclassification from the MLP does not occur and that students receive needed language support and accommodations.

See the [New Multilingual Learner English Language Proficiency or Reclassification Criterion memorandum](#) and [Appendix F: South Carolina Historical English Language Proficiency Criteria](#) for additional information.

WIDA Training Modules and Certification

Identification screening assessments may only be administered by certified personnel who have completed the required WIDA training modules and certification requirements. All training modules are in the WIDA Secure Portal under each user's account. Certification is an

annual requirement for any test administrator (TA) administering the assessments applicable to their role. For example, if a TA completes the relevant modules and certification with a required score of 80 percent or higher on July 9, 2023, the certification will be active for one calendar year, expiring July 9, 2024. Each Institute school is required to have at least one staff member certified each school year.

WIDA training and certification requirements can be found on the [SCDE WIDA ACCESS website](#).

Table 3. WIDA Screener for Kindergarten

WIDA Screener for Kindergarten Administration Guidance	
WIDA Screener for Kindergarten and WIDA MODEL for Kindergarten	Administered Domains
1st Semester Kindergarten	Listening-Yes, Reading-No, Writing-No, Speaking-Yes
Identification Criteria	- The student qualifies for services if the Oral Language proficiency level (PL) is < 4.4. These students are coded an English Proficiency Level based on their Oral Language score on the screener. - The student does not qualify for services if the Oral Language PL ≥ 4.4. These students are coded an 'M1-1st Year Monitor' in PowerSchool and monitored for four years. After four years of monitoring, they will be coded an English Proficiency Level '8-English Speaker-Never ML' in PowerSchool.
2nd Semester Kindergarten through 1st Semester First Grade	Listening-Yes, Reading-Yes, Writing-Yes, Speaking-Yes
Identification Criteria	- The student qualifies for services if the Overall Composite PL is < 4.4. These students are coded an English Proficiency Level based on their Overall score on the screener. - The student does not qualify for services if the Overall Composite PL ≥ 4.4. These students are coded an English Proficiency Level '8-English Speaker-Never ML' in PowerSchool.

Visit the [WIDA Screener for Kindergarten](#) and [WIDA MODEL for Kindergarten](#) webpages to learn more about these assessments.

Table 4. WIDA Screener and WIDA MODEL

WIDA Screener and WIDA MODEL Administration Guidance	
WIDA Screener and WIDA MODEL Administration	Administered Domains
Kindergarten (2nd Semester) - Grade 12	Listening-Yes, Reading-Yes, Writing-Yes, Speaking-Yes
Identification Criteria	- The student qualifies for services if the Overall score is <4.4. These students are coded an English Proficiency Level based on their Overall score on the screener. - The student does not qualify for services if the Overall score is ≥ 4.4. These students are coded an English Proficiency Level '8- English Speaker-Never ML' in PowerSchool.

Visit the [WIDA Screener](#) and [WIDA MODEL](#) webpages to learn more about these assessments.

Students in the first semester of a new grade-level cluster will take the previous year's screener. For example, a student enrolling in sixth grade, a new grade-level cluster, in the first semester will take the fifth grade WIDA Screener or WIDA MODEL instead of the sixth grade form.

Grade level clusters include 1, 2-3, 4-5, 6-8, and 9-12.

If a school chooses to administer the paper version of the WIDA Screener, any mode of WIDA MODEL, or purchase WIDA Screener for Kindergarten kits, the cost will be the school's responsibility.

WIDA Alternate Screener

Beginning July 1, 2025, the WIDA Alternate Screener is an allowable ELP screener for students who have already been identified with the most significant cognitive disabilities who meet eligibility criteria for special education services and require an alternate pathway to language screening and assessment.

The WIDA Alternate Screener is provided at no additional cost to South Carolina as part of the Core Package included with its membership in the WIDA Consortium. Since it is already

covered under the state's consortium benefits, schools are not required to pay separately for access to the WIDA Alternate Screener.

Eligibility Criteria

When determining eligibility for the WIDA Alternate Screener, students must meet the following guidelines.

- Students already identified with a significant cognitive disability demonstrated by eligibility results showing scores 2.5 to 3 standard deviations below the mean in verbal, nonverbal, and adaptive skills.
- Students currently participating in South Carolina's alternate curriculum (SC-Alt), or those who:
 - Have documentation from another state confirming participation in a comparable alternate program.
 - Have documentation from another country indicating placement in a similar instructional setting.

Screening Scenarios and Procedures

Students Without an IEP

Any applicable student without an IEP must be administered the WIDA Screener (non alternate version) for ML identification purposes.

Students in the Process of Special Education Evaluation and Eligibility

If a student is in the process of undergoing evaluation and eligibility for special education services and may qualify for alternate assessment, including K-2 students, there are two options. No matter the option chosen, all federal and state timelines must be adhered to (see [Identification of Multilingual Learners](#) section).

1. The applicable student without an IEP can be administered the WIDA Screener for ML identification purposes. Once evaluations are complete and eligibility is determined, the WIDA Alternate Screener can be administered, if appropriate.
 - a. If eligibility is determined and the WIDA Screener had previously been administered for ML identification, the WIDA Alternate Screener must be administered within 30 days of the determination of eligibility to ensure state and federal compliance.
 - b. The applicable PN (see [Parent Notification After Alternate Reassessment](#) section) must be attached to the WIDA Screener and WIDA Alternate Screener score reports and kept in the student file.
 - c. The parent/guardian must be notified and provided a copy of the PN in the language they prefer.

- Evaluations may be expedited by submitting a special request to the SCDE using [Appendix C](#) on the *Review of Eligibility for WIDA Alternate ACCESS Participation Check List Guidelines for Kindergarten through Second Grade Students*, available on the SCDE Alternate Assessment website.

The administration of WIDA Alternate Screener does not need to be notated in the student's IEP.

Students Already Identified for MLP Prior to July 1, 2025

Any applicable student who has already been identified for the MLP, no matter the screener they took, will continue to receive language services and remain in the program. Such students already have WIDA ACCESS or WIDA Alternate ACCESS scores to properly determine their eligibility in the MLP.

Student's disability prevents participation in a domain

Students taking the WIDA Alternate Screener are intended to take all four domains, with the exception of kindergarten first-semester students or if the nature of the disability prohibits them from participating in a certain domain(s).

If a student is unable to access a domain on the WIDA Screener or WIDA Alternate Screener due to the nature of their disability, the attemptedness criteria must be met.

For any domains not administered (i.e., kindergarten first semester only) and not entered into the WIDA Alternate Screener Score Calculator, the score report will note "Not Tested" for the domain. For any composite scores that include domains that have not been tested, the score box will be grayed out and will not include a numerical score.

Table 5. WIDA Alternate Screener

WIDA Alternate Screener Administration Guidance	
WIDA Alternate Screener	Administered Domains
Kindergarten 1st Semester	Listening-Yes, Reading-No, Writing-No, Speaking-Yes
Identification Criteria	- The student qualifies for services if the Oral Language proficiency level (PL) is < 3 (Developing). These students are coded an English Proficiency Level based on their Oral Language score on the screener. - The student does not qualify for services if the Oral Language PL ≥ 3 (Developing). These students are coded an 'M1-1st Year Monitor' in PowerSchool and monitored for four years. After four years of monitoring, they will be coded an

WIDA Alternate Screener Administration Guidance	
	English Proficiency Level '8- English Speaker-Never ML' in PowerSchool.
Kindergarten 2nd Semester-1st Semester First Grade	Listening-Yes, Reading-Yes, Writing-Yes, Speaking-Yes
Second Semester First Grade-Grade 12	Listening-Yes, Reading-Yes, Writing-Yes, Speaking-Yes
Identification Criteria	- The student qualifies for services if the Overall score is <3 (Developing). These students are coded an English Proficiency Level based on their Overall score on the screener. - The student does not qualify for services if the Overall score is ≥ 3 (Developing). These students are coded an English Proficiency Level '8- English Speaker-Never ML' in PowerSchool.

WIDA does not keep historical records of WIDA Alternate Score Reports. Score reports must be printed and kept in the student record.

Visit the [WIDA Alternate Screener](#) webpage to learn more about this assessment.

Parent Notification After Alternate Reassessment

After identification screening reassessment has been completed using the WIDA Alternate Screener, schools must share information with the parent/guardian regarding the student's proficiency level and program options and offer an opportunity to opt-out of MLP services.

- [Form NQ \(ELP ALT Reassessment\)](#) for MLs whose ELP was re-assessed using the Alternate Screener to determine eligibility for the Multilingual Learner Program (MLP) and do not qualify.
- [Form C \(ELP ALT Reassessment\)](#) for MLs whose ELP was re-assessed using the Alternate Screener to determine eligibility for the Multilingual Learner Program (MLP) and they are identified.

WIDA Alternate ACCESS

If a student was screened with the WIDA Alternate Screener and is eligible for MLP services, the student should automatically take WIDA Alternate ACCESS. If a student participates in WIDA Alternate ACCESS, this must be notated in the student's IEP.

Attemptedness Criteria

Due to the nature of a student's disability, accessing specific domains of any of the WIDA ELP assessments may be challenging. Therefore, WIDA has created an attemptedness criteria to assist students, which can be located in the [WIDA ACCESS District and School Test Coordinator manual](#). Meeting the attemptedness criteria allows for an ELP score report to be generated, and the student will receive an overall ELP score.

Districts are required to test MLs in four domains: Listening, Reading, Writing, and Speaking. These scores are combined to give an overall English proficiency level. Tests must be valid and reliable. To be valid, a student must answer enough questions to get a score. This is called "attemptedness criteria."

For WIDA Screeners and WIDA ACCESS tests, this means:

- **Listening and Reading:** The student must complete one full folder of test items (after the unscored introduction).
- **Speaking and Writing:** The student must give at least one spoken or written response.

If a student meets these criteria in a domain, they get the lowest score for that section. If they do this in all four areas, they get a minimal overall score.

Although WIDA tests are untimed, the SCDE recommends ending a section once a student meets the minimum and can't continue with meaningful responses. Continuing too long may cause frustration or disengagement.

Key points for Staff Administering the Assessments:

- Students don't have to finish the full domain.
- Have a process to decide when a student can't continue.
- Make sure students have full access and don't need other accommodations before ending a test.

For **paper tests**, domains can be stopped at any time and still be scored.

For **online tests**, the testing coordinator must contact DRC to close a section and move the student to the next section (See the WIDA Screener Manual for details).

For additional information, refer to the [WIDA Alternate Screener - South Carolina Guidance Document and Key Information](#).

English Language Proficiency Assessments and Placement of Newly Enrolled Students

If the student is a first-time enrollee in U.S. public schools, the student is screened for possible identification using the applicable ELP screener. See the subsections below regarding ELP assessments and placement for transfer students.

When a student transfers into a district from another WIDA district or state (this includes Department of Defense (DOD) schools), check the official records to determine identification/placement status and any services the student may have received.

WIDA ELP Assessments

ELP Screening of Transfer Students with WIDA Assessments

Students Screened with Prior ML Eligibility/Services - Not Reclassified

If a student record indicates that the student has a qualifying WIDA screener score (based on the transferring state's criteria) and/or has received MLP services but has not met the transferring state's English language proficiency (reclassification) criteria, the student should be placed in the MLP based on their most recent score. These results must be dated within one calendar year.

If the most recent ELP scores are not available or are older than one year, the student must re-take the appropriate ELP screener to obtain an updated score. However, screener results may not be used to determine initial eligibility, as the student has already been identified as an ML. The student will continue participating in the annual summative ELP assessment until meeting South Carolina's proficiency (reclassification) criteria.

For example, a student transfers with a WIDA screener score of 4.5. The transferring state requires a 5.0 for proficiency, meaning the student did not meet that state's proficiency standard—even though they meet the South Carolina criterion. In this case, the student must continue receiving MLP services in the South Carolina district.

If the student's file includes documentation from an approved WIDA identification screener confirming that the student is not eligible for services, South Carolina will accept those results.

Students with Prior ELP Screening and No ML Qualification

When a transfer student has already been screened using a WIDA ELP assessment and was found not eligible for MLP services, the student should not undergo the South Carolina ML identification screening process, provided that complete and appropriate documentation is available.

Documentation includes:

- The original HLS from the transferring state,
- The official ELP screener score report, and/or

- Evidence that the student met the transferring state's non-qualifying or screener proficiency score criteria.

Note: Obtaining the original documentation can be challenging. Therefore, if unavailable, document a minimum of three attempts to obtain; submission may be accepted with at least some of the other documentation listed above. Schools must evaluate the submitted documentation to make a determination that prioritizes the student's best interests while ensuring full compliance.

If this documentation is deemed complete and confirms non-eligibility, the student is not to be rescreened in South Carolina—even if the SC HLS indicates all English or a language other than English.

However, if any part of the required documentation is deemed incomplete, the student must participate in the South Carolina ML identification process using the WIDA Screener to determine ML status.

ELP Summative - Transfer Students with WIDA ACCESS Assessments

Students Assessed with Prior ML Eligibility/Services - Not Reclassified

If a student's record indicates a WIDA ACCESS score and/or documentation of prior MLP services, and the student has not met the transferring state's English language proficiency (reclassification) criteria, the student must be placed in the MLP in South Carolina based on their most recent score results, provided those results are within one calendar year.

If the most recent ELP results are unavailable or older than one year, the student must be administered the appropriate ELP screener to obtain an updated score. However, screener results cannot be used to determine ML eligibility, as the student has already been identified as an ML. The student will continue to receive MLP services and participate in the annual WIDA ACCESS assessment until they meet South Carolina's proficiency criteria.

For example, student transfers with a WIDA ACCESS score of 4.5, and the transferring state requires a 5.0 to meet proficiency. Although the student meets South Carolina's proficiency criteria, they did not meet the transferring state's proficiency standard. Therefore, the student must continue receiving MLP services in the South Carolina district.

Students Assessed and Met ELP Reclassification Criteria

If a student's record includes a WIDA ACCESS score and documentation that the student met the transferring state's English language proficiency (reclassification) criteria, and the South Carolina HLS indicates "all English" or a language other than English, the student should not participate in South Carolina's ML identification screening, provided that complete and proper documentation is available.

Documentation includes:

- The original HLS from the transferring state,
- The official ELP screener score report, and/or
- Evidence that the student met the transferring state's non-qualifying or screener proficiency score criteria.

Note: Obtaining the original documentation can be challenging. Therefore, if unavailable, document a minimum of three attempts to obtain; submission may be accepted with at least some of the other documentation listed above. Schools must evaluate the submitted documentation to make a determination that prioritizes the student's best interests while ensuring full compliance.

If this documentation is deemed complete and accurate, the student is not to be screened again in South Carolina. However, if any part of the required documentation is deemed incomplete, the student must be administered the appropriate ELP screener to obtain an updated score. The screener results cannot be used to determine ML eligibility, as the student has already been identified as an ML. The student will continue to receive MPL services and participate in the annual WIDA ACCESS assessment until they meet South Carolina's proficiency criteria.

South Carolina will accept WIDA ACCESS results from another state if they are supported by proper documentation and demonstrate that the student met that state's proficiency criteria.

Non-WIDA ELP Assessments

Note: The updated guidance regarding non-WIDA ELP screening and summative assessments outlined below is not retroactive and applies only to 2025-26 and future implementation.

ELP Screening of Transfer Students with Non-WIDA Assessments

Students Assessed with Prior ML Eligibility/Services - Not Reclassified

When a transfer student from a non-WIDA consortium district or state has already been identified as eligible for MLP services, and the South Carolina HLS indicates "all English" or a language other than English, the student must still participate in South Carolina's ML identification screening using the WIDA Screener. This screening is used solely to determine the student's current ELP level and does not determine eligibility.

Since the student has already been identified as an ML, screener results may not be used to re-establish qualification for services. The student will continue to receive MLP services and participate in the annual WIDA ACCESS ELP assessment until they meet South Carolina's established proficiency (reclassification) criteria.

Students with Prior ELP Assessment and No ML Qualification

When a transfer student from a non-WIDA consortium district or state has previously been screened and not identified as eligible for MLP services—and the South Carolina HLS indicates either "all English" or a language other than English—the student should not participate in South Carolina's ML identification screening using the applicable ELP screener unless complete and proper documentation is provided.

Documentation includes:

- The original HLS from the transferring state,
- The official ELP screener score report, and/or
- Evidence that the student met the transferring state's non-qualifying or screener proficiency score criteria.

Note: Obtaining the original documentation can be challenging. Therefore, if unavailable, document a minimum of three attempts to obtain; submission may be accepted with at least some of the other documentation listed above. Schools must evaluate the submitted documentation to make a determination that prioritizes the student's best interests while ensuring full compliance.

If this documentation is deemed complete and clearly supports non-eligibility, the student does not need to be rescreened in South Carolina. However, if any part of the required documentation is deemed incomplete, the student must be screened using South Carolina's ELP screener to determine their MLP status.

ELP Summative - Transfer Students with Non-WIDA ACCESS Assessments

Students Assessed with Prior ML Eligibility/Services - Not Reclassified

If a student's record includes a non-WIDA ELP score and/or documentation of having received MLP services, and the student has not met the transferring state's proficiency (reclassification) criteria, the student must participate in South Carolina's ML identification screening using the appropriate WIDA Screener to obtain an updated proficiency score.

The screener results must not be used to determine ML eligibility, as the student has already been identified as an ML. The purpose of the screener is to determine the student's current ELP. The student will continue to receive MLP services and take the annual WIDA ACCESS assessment until meeting South Carolina's established proficiency criteria.

Students Assessed and Met ELP Proficiency Criteria

If a student's record includes a non-WIDA ELP assessment score, documentation that the student has met the transferring state's proficiency (reclassification) criteria, and the South Carolina HLS indicates "all English" or a language other than English, the student should not participate in South Carolina's ML identification screening using the applicable ELP screener—provided complete and proper documentation is submitted.

Documentation includes:

- The original HLS from the transferring state,
- The official ELP screener score report, and/or
- Evidence that the student met the transferring state's non-qualifying or screener proficiency score criteria.

Note: Obtaining the original documentation can be challenging. Therefore, if unavailable, document a minimum of three attempts to obtain; submission may be accepted with at least some of the other documentation listed above. Schools must evaluate the submitted documentation to make a determination that prioritizes the student's best interests while ensuring full compliance.

If this documentation is not provided, the student must participate in South Carolina's ML identification process using the applicable ELP screener to obtain an updated ELP score. Since the student has already been identified, screener results may not be used to determine ML eligibility. The student will continue to receive MLP services and take the annual summative ELP assessment until meeting South Carolina's proficiency criteria.

South Carolina will accept non-WIDA ELP assessment scores from another state if supported by proper documentation showing that the student met the transferring state's proficiency criteria.

English Language Proficiency Coding 4.4-6.0 or AL3-AL5 Example Scenarios

Use these scenarios to guide next steps for transfer students who have ELP scores ranging from 4.4–6.0 or AL3–AL5, ensuring accurate coding, placement, potential continued services, and compliance.

Scenario 1: A transfer student enters a South Carolina school district during the 2024-25 school year. The records contain a 2023-24 (2024) WIDA ACCESS Overall score of 4.6, and the student did not meet English proficiency requirements (reclassification) in the previous district/state.

If a student has a recent WIDA score report from another WIDA State with an overall ELP score that meets South Carolina's proficiency (reclassification) criteria but does not meet the proficiency criteria set by the transferring state, the South Carolina school or district must continue MLP services and the student is required to take the annual ELP assessment until they meet the SC proficiency criteria. South Carolina honors the MLP service plan associated with the transferring state, and services are obligated to continue until the ELP proficiency criterion is met in South Carolina.

Therefore, the student must continue MLP services in South Carolina. The student would have an ELP of 4.6 in PowerSchool, continue services, and take the annual ELP assessment, WIDA ACCESS until the South Carolina English proficiency criterion has been met.

Scenario 2: A transfer student enters a South Carolina school district during the 2024-25 school year. The records contain a WIDA ACCESS score report (or other ELP score) that is over one calendar year old.

When a student transfers into a district from another WIDA district or state (this includes DOD schools), check the official records to determine identification/placement status and any services the student may have received. If the approved documentation (WIDA MODEL, WIDA Screener, WIDA ACCESS, or WIDA Alternate ACCESS) shows that the student received services within the past year, place the student in the program according to their most recent ELP score results.

If the ELP scores are over one calendar year old, the student must be administered the ELP screener to obtain an updated ELP score for PowerSchool coding, accountability, and MLP services. If the student meets the South Carolina English proficiency criteria (reclassification) during the administration of the ELP screener, the student must remain in the MLP. This administration of the screener is no longer for identification purposes since the student was previously identified for the MLP. The student will remain in the program until the South Carolina English proficiency criteria are met on the summative ELP assessment.

Scenario 3: A student does not complete either the entire or part of the WIDA ACCESS annual assessment during the testing window. The student must be re-screened to obtain the updated ELP score.

Please note that Section 1111(b)(2) of Title I requires the continued annual ELP assessment of all MLs who have not yet met proficiency as defined by the State. All MLs must take the annual summative ELP assessment until proficiency is met. The student must be administered the ELP screener to obtain an updated ELP score for PowerSchool coding, accountability, and MLP services. If the student meets the South Carolina English proficiency criteria (reclassification) during the administration of the ELP screener, the student must remain in the MLP. This administration of the screener is no longer for identification purposes since the student was previously identified for the MLP. The student will remain in the program until the South Carolina English proficiency criteria are met on the summative ELP assessment.

Scenario 4: A transfer student enters a South Carolina school district during the 2024-25 school year. The records contain a 2023-24 (2024) WIDA Alternate ACCESS or WIDA Alternate Screener Overall score of AL3, and the student did not meet English proficiency requirements (exit) in the previous district/state.

If a student has a recent WIDA score report from another WIDA State with an overall English language proficiency (ELP) score that meets South Carolina's proficiency (exit) criteria but does not meet the proficiency criteria set by the transferring state, the South Carolina school or district must continue MLP services and the student is required to take the annual ELP

assessment until they meet the SC proficiency criteria. South Carolina honors the ML service plan associated with the transferring state, and services are obligated to continue until the ELP proficiency criterion is met in South Carolina.

Therefore, the student must continue MLP services in South Carolina. The student would have an ELP of AL3 in PowerSchool, continue services, and take the annual ELP assessment, WIDA Alternate ACCESS until the South Carolina English proficiency criterion has been met.

When schools have questions or are unsure of proper coding or screening procedures, especially regarding student transfers, please contact the Institute's Title III/MLP team.

Student Identification and Coding Based on Prior State Guidelines

This section outlines how schools ensure accurate identification, coding, and continuity of ML services when students transfer from other states, with particular attention to honoring prior state determinations and addressing complex transfer scenarios where ML services may have been interrupted.

Honoring Prior State Identification and Proficiency Determinations

Students who do not qualify for the MLP based on an enrollment interview or committee review, whether due to meeting proficiency in another state or following that state's identification process, must be honored as per the originating state's guidelines. The student must be coded according to the information received, and no additional screening should be administered in these cases.

- If the original HLS indicates a language other than English, but the initial enrollment interview determines the student does not qualify for MLP, and proper documentation has been received, ensure the language is entered in PowerSchool and code the student as '8 NEVER ML' if the student has never participated in MLP services.
- If the student met proficiency as documented through a committee review, confirm the year in which proficiency was achieved and apply the appropriate coding: either monitored status (M1–M4) based on the number of years since proficiency was reached, or code as '8 Former ML' if the student had already completed four consecutive years of monitoring at the time of transfer.

This process ensures compliance with state and federal guidelines, prevents unnecessary screenings and placement in the MLP, and maintains accurate records for accountability and reporting purposes.

Multiple-State Transfers with Gaps in ML Services

Students who have transferred across multiple states may have qualified for ML services under one state's criteria but not under another's, or another state did not provide continuity of ML services. In such cases, SC schools must ensure that proper reclassification

documentation is available in order to honor another state's identification and reclassification procedures for the MLP.

If a student was receiving ML services in State A, subsequently enrolled in State B where no ML services were provided, and then enrolls in a South Carolina school district, the following guidance applies:

- If State B does provide evidence of ML status reclassification documentation, the district may follow the guidelines regarding accepting reclassification criteria from other states.
- If State B does not provide valid reclassification documentation, the student must continue to be served as an ML in South Carolina.
 - Note that if the student's most recent ELP score is over one calendar year old, the district must administer an ELP screener to obtain a current proficiency. The screener results must not be used to determine ML eligibility, as the student has already been identified as an ML. The purpose of the screener is to determine the student's current ELP. The student will continue to receive MLP services and take the annual WIDA ACCESS assessment until meeting South Carolina's established proficiency criteria.

If the most recent prior state determined the student was not eligible for MLP services—whether based on committee decision, U.S. School Entry Date, or ELP summative assessment—and the family requests consideration for continued MLP services, the district may administer the ELP screener to determine MLP services eligibility. All related documentation, including the family's request and the rationale for rescreening, must be maintained in the student's record. Refer to [Screening for Initially Unclassified Students and Those Requiring Reclassification](#) for additional guidance on re-entering the MLP.

Students who have already met the criteria for reclassification and possess the required documentation must still participate in the monitoring process upon enrolling in South Carolina. For instance, if a student transfers into the state during their second year of monitoring (M2), they must continue the same monitoring cycle. Likewise, students who have completed all four years of monitoring—or who arrive in South Carolina beyond the four-year monitoring window—will typically be designated as “8 Former ML.”

In all cases, it is essential that families receive communication about the determination in the language they understand and prefer. This communication must be thorough, accurately documented, and placed in the student's record to ensure it is available for any future reference or required use.

Reclassification of Students Who Previously Met Proficiency

Students who have previously met the proficiency criteria but are later rescreened and/or take the WIDA ACCESS assessment and qualify for MLP services based on their scores will be

reclassified as active MLs. These scores indicate a renewed language concern, prompting their return to the MLP. Once reclassified, students must meet the proficiency criteria again on the annual ELP assessment and complete a four-year monitoring period before they are eligible to be reclassified from the MLP program.

The schools may proceed with the standard procedures for students entering the MLP, including PS coding, PN notification, ILAP implementation, and applicable steps.

Table 6. Reclassification vs Exit

Active MLs	Monitored Reclassification	Exited
Active MLs who receive MLP services. Each year they take WIDA ACCESS and are reclassified based on their proficiency level. (Title III funded)	Students who have met the South Carolina proficiency criteria and are reclassified to M1-M4 status for four years of monitoring. (Not Title III funded)	Students who have completed all four years of monitoring are exited from the program and become 8 Former or 8 Never MLs. (Not Title III funded)

Parent Requests to Continue in the MLP

When a parent or guardian requests consideration for continuation in the MLP for a student who was determined not eligible by the most recent prior state—based on a committee decision, the student’s U.S. School Entry Date, or performance on an ELP summative assessment—the school shall review the request and relevant student information to determine whether continued MLP services will be approved or denied. This determination must be made prior to the administration of any ELP screener. If the school approves continuation of MLP services, the ELP screener may then be administered solely to obtain the student’s current ELP level for the purpose of determining the appropriate level and type of services, not eligibility. Schools must maintain documentation of the parent or guardian’s request, the rationale for the approval or denial decision, and, if applicable, the ELP screener results used to determine services, and must provide written notification to the family of the final decision.

To support consistent communication and documentation across districts, standardized sample letters are available for both possible outcomes of a parent or guardian request to continue in the MLP. These include letters for the *approval of continued MLP services* and for the *denial of continued MLP services*. Schools are encouraged to use these templates to ensure clarity, consistency, and alignment with expectations when notifying families of final decisions. For questions or additional support, schools should contact the Institute Title III/MLP contact.

SECTION III: PARENT/GUARDIAN NOTIFICATION GUIDANCE

Parents/guardians are our partners in education and should be continuously updated on a student's progress towards English proficiency and academic achievement. Federal guidelines require parents/guardians of students with a language other than English indicated on the HLS questions to receive notification of the student's identification as an ML and their placement in the Language Instruction Educational Program (LIEP), also referred to as the MLP. According to Title I, Section 1112(e)(3)(A) and 1112(e)(3)(B) of the ESEA, the notification must be provided no later than thirty (30) calendar days after the beginning of the school year or within the first two (2) weeks of placement in the MLP for students who enroll after the start of the school year.

After identification screening has been completed, schools must share information with the parent/guardian regarding the student's proficiency level and program options and offer an opportunity to opt-out of MLP services. This PN must be in an understandable and uniform format and provided in a language that the parent/guardian understands (ESEA Section 1112(g)(1)(B)(2)).

According to ESEA Section 1112(e)(3), The PN must include:

- the reason for identification of the student as an ML;
- the student's level of ELP, how the level was assessed, and the status of the student's academic achievement;
- methods of instruction used in the program in which the student is, or will be, participating, and the methods of instruction used in other available programs, including how the programs differ;
- how the program will meet the educational strengths and needs of the student and help the student achieve ELP, and meet academic standards;
- reclassification/proficiency requirements for the program, expected rate of transition to a classroom not tailored for ML students, and expected rate of high school graduation;
- in the case of a student with a disability, how the program meets the annual goals in the child's IEP; and
- information regarding parents'/guardians' right to withdraw the student from a program upon their request and to decline enrollment or choose another program or method of instruction, if available. (If a waiver is signed, this removes the student from receiving direct instructional services, but participation in the annual ELP assessment is federally mandated until the student meets the state's proficiency criteria).

Parents/guardians can decline to enroll the student in such a program or choose another program or method of instruction if the eligible entity offers more than one program or method.

Additionally, best practice suggests that parents/guardians should be an integral part of a student's MLP team to provide input surrounding services and accommodations.

Parents/guardians may receive a copy of the ILAP via paper or electronically at the beginning of the school year and as updated throughout the school year. However, if a school provides a copy of the ILAP, it must be in a language and/or format the parent/guardian prefers. In addition, a letter to explain the purpose of the ILAP may benefit and provide context to the parent/guardian if receiving a copy. Providing a translated copy of the ILAP is currently optional from the state perspective and is based on each schools' guidelines.

All PNs are a state requirement. Beginning 2025-26 academic year, PNs must also be sent home for students coded as 'M2-M4.'

Parent Notifications

All Institute schools must create Parent Notifications (PNs) in the EDPlan SC system. These documents are intended to support initial communication efforts with families of multilingual learners. Parent/guardian notification must be issued within 14 calendar days of ML identification or enrollment.

Schools are responsible for ensuring that all parent notifications are provided in a language the family understands. In cases where an ML withdraws and subsequently re-enrolls within the same school year, schools must ensure that all required ML documentation—including parent notification—is reissued upon return. This practice is necessary to maintain accurate records, verify the continuity of services, and uphold compliance requirements. While the information may appear duplicative, reissuing documentation ensures that the student's ML status, services, and accommodations are properly recorded and implemented without interruption.

Waiver of Services

Under Title VI of the Civil Rights Act of 1964 and the EEOA, a parent's/guardian's decision to opt out of a program for MLs must be knowing and voluntary, and a district may not recommend that parents/guardians decline all or some services within a program for MLs. When discussing waiving services for students, the school must address the academic benefits of participating in the MLP and any potential challenges associated with waived services.

If the parent/guardian still wishes to decline MLP services for the student after this discussion, the school must have the parent/guardian provide written documentation indicating this decision. Written documentation must be completed annually for a student to be removed from MLP direct services and must be kept on file. Although a parent/guardian has declined services for the student, it does not absolve the school of providing that student with equal access and opportunity towards obtaining language proficiency while meeting academic needs. In addition, MLs with a waived status are eligible for classroom and testing accommodations on state-mandated assessments. Therefore, they should have an ILAP.

Section 1111(b)(2)(G) of the ESEA requires that schools assess all MLs using an annual ELP assessment, including those students whose parents/guardians have declined to enroll them in, or had them removed from, MLP services. A waiver exempts the student from receiving direct instructional services; they will still participate in WIDA ACCESS testing until they meet the state's proficiency criteria. The student is then monitored for four years after meeting the proficiency criteria determined by the state.

Schools must use the waiver form from the EDPlan SC platform to document if the parent/guardian wishes to decline MLP services for the student. If the parent would like to readmit the student back into the MLP after already signing a waiver for the school year, please reach out to the Institute's MLP Coordinator for steps to take..

SECTION IV: FAMILY ENGAGEMENT

The SCDE and the Institute believe that strong partnerships between families, communities, and schools are essential to student success. The [Family and Community Engagement](#) page serves as a central hub for resources, initiatives, and strategies that empower families and communities to actively support learning and development with tools to strengthen collaboration and build meaningful connections that enhance educational outcomes for all students.

Family Engagement Recommendations for Parents of Multilingual Learners

Meaningful family engagement is essential to supporting MLs. Under Title I, Part A of ESSA, schools are required to implement effective outreach that not only informs parents about English language development (ELD) and academic expectations, but also actively includes them as partners in their children's learning. Traditional, one-directional communication alone is not enough. Schools must adopt a reflective, responsive approach that recognizes families' cultural and linguistic assets, removes participation barriers, and builds trust through authentic, two-way communication.

By moving beyond one-size-fits-all strategies and embracing the strengths of multilingual families, schools can create the conditions necessary for meaningful partnerships that directly contribute to ML success.

Core Responsibility: Family Engagement and Communication

Schools share the responsibility to ensure MLs and their families can fully access information, services, and educational decision-making processes. Effective MLP implementation depends on clear communication, consistent collaboration, and timely delivery of services across all levels of the system.

Schools must ensure that families understand ML placement decisions, including the criteria used for identification, age-appropriate placement rules, and the full range of language support services available through the MLP. This work includes close coordination with enrollment personnel to verify [required documents](#); accurate evaluation of international transcripts; and appropriate age placement, grade classification, and 9GR determination for high-school entrants.

During IEP, Section 504, and ILAP meetings, schools must provide spoken-language interpretation to ensure families can meaningfully participate. Ongoing two-way communication is essential and should include regular updates on English language proficiency progress, academic achievement, and any changes in services or accommodations.

Schools should also engage families of 3- and 4-year-olds early in the enrollment process to

discuss language identification, available services, and placement procedures to support a smooth transition into the MLP.

To support these responsibilities, the SCDE offers foundational documents translated into sixteen languages—such as the Enrollment Survey, Parent Notification letters, and Individualized Language Acquisition Plans (ILAPs)—ensuring families receive information in a language they understand.

Key Resources to Support Implementation.

Schools should ground local practices in federal guidance and use state-vetted tools to ensure clarity and consistency. The U.S. Department of Education's Office for Civil Rights (OCR) [*FAQ on the Rights of Limited English Proficient Parents and Guardians*](#) outlines civil rights obligations for communication, translation, interpretation, and family access. Chapter 10 of the [*U.S. Department of Education English Learner \(EL\) Toolkit*](#) addresses MLs with disabilities and language access requirements during IEP meetings; and the [*IEP Meeting Interpreter Script*](#) provides a ready-to-use protocol that helps interpreters facilitate clear, complete information exchange for families

Translation and Interpretation Services

Determining a family's preferred language for written and spoken communication is the first step in ensuring meaningful access. The Enrollment Survey must be administered at initial enrollment and annually at registration to identify home language, preferred language, and communication needs. These data support accurate, consistent decisions about translation and interpretation.

Translation and interpretation services are civil rights requirements under Title VI of the Civil Rights Act and the guidance of the U.S. Department of Education's Office for Civil Rights (OCR). These obligations apply to all school staff and may not be funded with Title III resources. Schools must provide written translation and spoken interpretation to ensure equal access for parents whose primary language is not English.

All communication made available to English-speaking families must be equally accessible to multilingual families, including school events, parent-teacher conferences, IEP and Section 504 meetings, ILAP meetings, newsletters, automated messages, and school policies.

Schools typically meet these requirements by using trained bilingual staff, multilingual liaisons, or contracted vendors. Each school should maintain clear processes for requesting, scheduling, and documenting translation and interpretation to support consistent implementation across schools.

Table 8. Who Can Provide Translation & Interpretation?

Who Can Provide Translation & Interpretation?	
Yes	No
Staff who are trained and qualified • Proficient in targeted languages • Ethics • Understand school procedures and the academic terminology used	Students
Language phone lines	Parents, family members, guardians, friends
Competent outside resources	Untrained staff members, including bilingual staff members without appropriate training

Creating a Welcoming School Environment

Cultivating a welcoming environment is an essential component of effective MLP implementation. Schools should establish climates where multilingualism is valued, staff interactions are welcoming, and families feel respected and supported. Practices may include multilingual signage, accessible front-office processes, culturally affirming communication, and proactive relationship-building from the moment families enter the school.

Schools should also maintain accessible website resources with translated documents, program descriptions, staff contacts, and links to state and federal supports. These tools help families understand the MLP, navigate school processes, and stay informed about their child's progress.

Together, these practices help ensure ML families can meaningfully engage in their child's education and that schools align with OCR requirements, federal guidance, and state MLP standards

Supplemental activities may include family engagement nights focused on English language development, literacy-focused events with take-home materials, and additional family learning sessions that provide strategies for supporting ELD, navigating U.S. school systems, understanding the MLP, and interpreting WIDA ACCESS (ELP) assessment results.

Schools may also use the *Strategies for Engaging Multilingual Families and Strengthening Home–School Partnerships* table below to design high-quality supplemental practices that complement, rather than duplicate, required communication and engagement activities.

These supplemental efforts build informed, empowered partnerships with families and contribute to improved outcomes for MLs.

Table 9. Strategies for Engaging Multilingual Families and Strengthening Home-School Partnerships.

Strategies for Engaging Multilingual Families and Strengthening Home-School Partnerships
Engaging Families in the Learning Process • Host family language nights—movies in the target language, simple recipe cooking, or game nights that build vocabulary through play. • Encourage shared language experiences like bilingual books, storytelling, and kid-friendly language apps. • Provide strategies for language-rich homes and ways to weave the target language into daily routines. • Explain language development milestones and offer guidance for common multilingual-family challenges. • Hold regular parent–teacher conferences focused on language progress and shared goals. • Maintain two-way communication through digital platforms
Building Strong School–Home Partnerships • Collaborate with families to set shared, SMART goals that align home and school expectations. • Cultivate a welcoming, accessible environment where all families feel valued and included. • Ensure multilingual signage, materials, and communication, and provide translators for meetings and events. • Host family nights featuring cultural performances, traditional food tastings, interactive workshops, and community-building activities. • Provide regular, translated updates on student progress to keep families informed and engaged.
Community Resources for Multilingual Families • Help families identify and access local resources that support language development and cultural connection. • Highlight the public library as a hub for bilingual books, story hours, reading clubs, and family literacy programs. • Connect families with community centers offering tutoring, enrichment programs, language classes, and social or legal support services.

Strategies for Engaging Multilingual Families and Strengthening Home-School Partnerships

- Share information about non-profit organizations and cultural associations that provide advocacy, family support, and culturally relevant programming.
- Encourage participation in language clubs and conversation groups that build confidence and create community for MLs and their families.

Organizing Multilingual Family Events

- Host storytelling sessions enriched with translation, visuals, props, puppets, and costumes to bring narratives to life for all ages.
- Offer food tastings, musical performances, and dance demonstrations that celebrate the diverse cultures represented in the school community.
- Create interactive displays of cultural artifacts that invite families to share traditions and personal stories.
- Involve families as co-planners and contributors, ensuring events reflect authentic voices and community strengths.
- Invite guest speakers who highlight the personal and academic benefits of being multilingual.
- Incorporate hands-on, language-rich activities such as scavenger hunts, craft stations, and greeting card-making to keep events fun and engaging for children and adults.

Encouraging Volunteerism and Community Involvement

- Invite families to serve as classroom helpers, especially during language-rich activities, small-group work, or cultural projects.
- Engage volunteers in organizing language clubs, tutoring sessions, and enrichment activities that support MLs.
- Encourage participation in community service projects, such as school beautification or neighborhood clean-ups, to build shared ownership and pride.
- Provide consistent recognition and appreciation for volunteers' time and contributions through shout-outs, certificates, and public acknowledgments.
- Host volunteer appreciation events that celebrate family and community involvement and strengthen long-term partnerships.

Utilizing Local Cultural Institutions

- Partner with museums, libraries, cultural centers, and community organizations to

Strategies for Engaging Multilingual Families and Strengthening Home-School Partnerships

- tap into rich, often underused resources that enhance MLs' educational experiences.
- Arrange language-specific tours of exhibits to deepen comprehension and cultural connection.
- Plan educational field trips to historical sites, cultural landmarks, and community events that bring language and culture to life.
- Encourage attendance at cultural festivals and performances where students can experience music, dance, food, and traditions firsthand.
- Take advantage of free or discounted admission days, family-friendly performances, and hands-on workshops accessible to all ages.
- Integrate institutional resources—educational kits, lesson plans, digital archives, and online tools—directly into classroom instruction.
- Invite guest speakers, such as curators, artists, musicians, and community leaders, to share their expertise and lived experiences with students.

SECTION V: AGE-APPROPRIATE PLACEMENT GUIDANCE

Student Enrollment, Age Appropriate Placement, Ninth Grade Cohort, and International Transcript Guidance

All students enter South Carolina public schools with a variety of backgrounds and experiences. Schools may be confronted with challenges when students enroll with international transcripts or do not have transcripts available. In most, but not all, cases, these students may be MLs and/or immigrant students. To learn more about the MLP, please visit the SCDE [ESEA, Title III, Part A / Multilingual Learner Program website](#). Additionally, review the [Dos & Don'ts of Student Enrollment](#) section for more information. The following guidelines explain specific requirements and best practices when enrolling ML and/or immigrant students in South Carolina public schools.

In South Carolina, MLs are students who enroll in public schools who have a language other than English on the HLS and receive qualifying scores on an initial ELP screener. Immigrant students are defined as students who are aged 3-21, born outside of the U.S., D.C., or Puerto Rico, and have been in U.S. schools for three or fewer cumulative years. A student could be classified as either an ML or immigrant student or both an ML and immigrant student.

Enrollment

Released on March 2, 2021, the [Multilingual Learner Enrollment memorandum](#) mandates enrollment processes for MLs and/or immigrant students that each LEA creates. Title VI of the Civil Rights Act of 1964 requires schools to ensure that enrollment procedures and policies do not negatively impact students based on their immigration status or English language proficiency.

Pursuant to S.C. Code of Law Ann. § 59-63-20 (Supp. 2020), students aged 3-21 enrolling in South Carolina public schools must be allowed to do so at all grade levels. Additionally, the United States Supreme Court held, in the case of *Plyler v. Doe*, 457 U.S. 202 (1982), that a State may not deny access to a basic public education to any child residing in the State, whether present in the United States legally or otherwise. Schools must not inquire about the immigration status of students and their families.

Public schools must not deny a student education at the school (or require the student to enroll in Adult Education) unless the student is 21 years of age before September 1st of the current school year. Even if a student earned a diploma in another country, the student is allowed to enter high school in the U.S. and earn a S.C. high school diploma if they choose. If a student turns 21 after September 1st of the current school year, the student must be allowed to finish the school year.

While Adult Education is a viable option for some students age 17 and over in South Carolina, students must fully understand that they have the right to enroll in public high school if they choose to do so. Schools must not discourage MLs and/or immigrant students from enrolling in a South Carolina public high school based on age, previous school, academic history, or English language proficiency. In addition, schools must communicate all enrollment options to MLs and/or immigrant students and their families in a language they understand.

Additionally, the Equal Educational Opportunities Act (EEOA) of 1974 and *Lau v. Nichols*, 414 U.S. 563 (1974), mandates that MLs and/or immigrant students are entitled to an equal opportunity to participate in all programs (i.e., Advanced Placement (AP), honors, International Baccalaureate (IB), gifted and talented programs (GTE), co-curricular, and extracurricular programs and activities).

Students must not be denied enrollment regardless of the time of year. Students who enroll late in the year or quarter/semester must be registered and provided the same opportunities as their non-immigrant and/or non-ML peers. Although rare, any student who enrolls late in the quarter or semester may audit a class per the school's policy for auditing a course, as referenced in the UGP. However, schools must not base their enrollment or course placement decision on the student's level of English language proficiency; ML and/or immigrant students must be provided access to the same grade-level content standards as other students. Students may be allowed to demonstrate proficiency in certain courses when appropriate and necessary based on the Proficiency-Based Education System Plan a school has in place.

Schools must engage in practices that remove barriers for students enrolling in school and must not expose the immigration status of students and families (reference the [January 7, 2015 Dear Colleague Letter](#)). State Board Regulation 43-272 requires each student not previously enrolled to submit a birth certificate or [other documentation](#) to verify a birth record in special situations as allowed by a local board of trustees. Additionally, social security numbers of students or any family member may be requested but must not be required or prevent a student from enrolling in a South Carolina public school. If a social security number is requested, the purpose of providing this information must be explained (reference the Department of Justice (DOJ) and USED [Fact Sheet: Information on the Rights of All Children to Enroll in Schools](#)).

In the event that a school is awaiting transcripts or records, the student must be enrolled in school while documents are pending. Upon receiving transcripts or prior records, student placement or coursework may be corrected. Students must not be denied enrollment while awaiting such information.

Age-Appropriate Placement

The SCDE does not currently provide a birth chart to aid districts in age-appropriate placement, yet it is highly suggested that schools select and reference a birth chart for correct

age-grade placement. Schools should include their selected birth chart in local policy and guidance documents.

Initial grade placement for all students enrolling in South Carolina public schools, including MLs and/or immigrant students, must be with same-age classmates regardless of the grade level. However, at the high school level, a student must be placed with age-level peers when possible (e.g., homeroom, electives, lunch, etc.), and grade classification and decisions for coursework should be based on the school's promotion policy and the student's transcript, if available.

When applicable, schools must be proactive and thoughtful in planning around specific grade-level activities or requirements (e.g., graduation, 9GR, or grade classification-specific assessments), and must communicate to students and families in advance, in a language they understand and prefer, why they may or may not be participating in certain activities. For example, if an 18-year-old student is placed in a 12th-grade homeroom but is not graduating that year, the school must be proactive in these conversations with the student and family. For questions related to state assessment requirements, contact the Office of Assessment and Standards (OAS).

In the event of a lack of formal schooling, an ML and/or immigrant student may be placed in a lower grade of no more than one year of the age-appropriate placement level. However, prudence and evidence of communication with the parent/guardian, MLPS/teacher, and additional stakeholders to discuss the placement must be documented along with written parent/guardian consent. Older high school-aged students may not be placed in the eighth grade (e.g., a 17-year-old student with no transcripts must not be placed below ninth grade). The [Multilingual Learner Age-Appropriate Placement form](#) can be used to obtain signatures and placed in the student record.

Age-Appropriate Placement Scenarios

Scenario 1 – The district received a new student who was in the fourth grade in Arizona (AZ) last year. The age-appropriate placement for this year would be grade 7. The previous school placed the student in the fourth grade after administering a baseline test in mathematics. The student struggled throughout the year and was on the retention list for the upcoming year. Before coming to AZ, the student was in Mexico but had no school records. The student also received MLP services in AZ. What should the district do now that the student is in South Carolina?

The student should be placed age-appropriately, so the student should be enrolled in the seventh grade. Since the student is coming from a non-WIDA state and received MLP services, the student will need to be screened using the WIDA Screener or WIDA Model for identification and placement, no matter the responses on the South Carolina HLS/Section II of the ES. Since this student could be considered a student with limited or interrupted formal education (SLIFE), the student may be placed one grade below age-appropriate placement

after the Multilingual Learner Program Team (MLPT) has agreed on a determination. The MLPT should include the MLPS/teacher, parent/guardian, administrator, content teacher(s), etc., who are all essential stakeholders in determining the student's best interest. After the team has discussed all options, the parent/guardian ultimately makes the final decision within the realm of district policy. These conversations should be documented, signatures obtained, and kept in the student's file.

Scenario 2 – A third-grade student was enrolled in a South Carolina school district from August 2016 to December 2018 before returning to Guatemala in the middle of the fourth-grade school year. The student did not attend school for the remainder of the 2017–18 school year, nor did the student attend school during the 2018–19 school year. The student returned to the South Carolina school district for the 2019–20 school year. In what grade should the district place the student?

Based on the provided information, the student should be age-appropriately placed in the sixth grade. Since this student could be considered an SLIFE, the student may be placed one grade below age-appropriate placement after the MLPT has agreed on a determination. The MLPT should include the MLPS/teacher, parent/guardian, administrator, content teacher(s), etc., who are all essential stakeholders in determining the student's best interest. After the team has discussed all options, the parent/guardian ultimately makes the final decision within the realm of district policy. These conversations should be documented, signatures obtained, and kept in the student's file.

Scenario 3 – High schools in a district encourage ML and immigrant students to enroll in an Adult Education program rather than enroll in high school.

Although Adult Education is a viable option for some students age 17 and over, all students must have the opportunity to enroll in high school if they choose. The SCDE strongly suggests the LEA work closely with the Adult Education program to determine a solution to these concerns and ensure that students and families know their rights and options when enrolling in South Carolina public schools. The following guidelines and reminders should be considered when determining proper enrollment procedures:

- Contact and collaborate with the district's Adult Education Director to ensure agreement. Furthermore, communicate all procedures with the secondary schools to provide the same equitable enrollment processes that occur locally if a family happens to enroll at a local school or a Welcome Center;
- Present all enrollment information and options to MLs and/or immigrant students and their families in a language and format they understand;
- Students aged 3–21 enrolling in South Carolina public schools must be allowed to do so at all grade levels. Adult Education is a viable option for some students aged 17 and over, but students must fully understand that they have the right to enroll in public high school if they choose to do so. LEAs must not discourage MLs and/or immigrant

students from enrolling in a South Carolina public high school. Please reference the memorandum that was released from the SCDE on March 2, 2021, for further ML and/or immigrant student enrollment information;

- The SCDE strongly recommends that the LEA create an 'enrollment option information sheet' or something similar to support students and families and ensure they understand their options thoroughly;
- The SCDE strongly recommends that the LEA monitors enrollment data to ensure an unusual increase of ML and/or immigrant students enrolling in Adult Education does not occur unless appropriate and accurate; and
- The SCDE strongly recommends using the new procedures to inform parents/guardians of their own opportunities with Adult Education if that is of interest to them.

Scenario 4 – An 18-year-old student transfers to a South Carolina high school from Guatemala without a transcript. What is the appropriate placement for this student?

Initial grade placement for all students enrolling in South Carolina public schools, including MLs and/or immigrant students, must be with same-age classmates regardless of the grade classification. At the high school level, a student should be placed with age-level peers when possible (e.g., homeroom, electives, lunch, etc.), and decisions for coursework and grade classification should be based on the district's promotion policy and the student's transcript, if available. High-school-aged students without transcripts should be assigned a grade classification based on local policy and scheduled in classes to meet graduation requirements while having the opportunity to interact and advance with grade-level peers. Since it is the student's first year in high school in the U.S., the 9GR code will be determined by the date of enrollment. If the student enrolls for their first year in a U.S. high school on or prior to the 45th day, then 9GR shall be set to the two-digit year of the spring semester of that school year (e.g., for students who the 2023-2024 school year is their first year in a U.S. high school will have a 9GR=24). If a student enrolls in their first year in a U.S. high school after the 45th day, then 9GR shall be set to the two-digit year of the spring semester for the following school year (i.e., the school year in which they are enrolled for their first 45th day; e.g., a student who enrolls for the first time in a US high school in January of 2024 will have 9GR=25).

Grade Level Placement

High-school-aged students without transcripts should be assigned a grade classification based on local policy and scheduled in classes to meet graduation requirements while having the opportunity to interact and advance with grade-level peers.

Ninth Grade Code (9GR)

A student who enrolls for the first time in a U.S. high school is added to a four-year graduation cohort. This is a separate consideration from age-appropriate placement and grade-level classification. If the student enrolls for their first year in a U.S. high school on or prior to the 45th day, the 9GR shall be set to the two-digit year of the spring semester of that school year (e.g., students for whom the 2023-2024 school year is their first year in a U.S. high school and who enroll before the 45th day will have a 9GR=24). If a student enrolls in their first year in a U.S. high school after the 45th day, the 9GR shall be set to the two-digit year of the spring semester for the following school year (i.e., the school year in which they are enrolled for their first 45th day; e.g., a student who enrolls for the first time in a U.S. high school in January of 2024 will have 9GR=25). For example, if an international student enrolls with enough credits to be classified as a junior, their 9GR will be the same as a first-year freshman as it is their first year of high school in the U.S.

For purposes of determining 9GR cohorts, the term “United States” refers exclusively to the 50 states, the District of Columbia (D.C.), and the Commonwealth of Puerto Rico. This definition is consistent with the Title III, Part A definition of immigrant children and youth and should be applied uniformly when identifying students’ 9GR status.

Other U.S. territories are *not* included in this definition. Students arriving from jurisdictions outside the 50 states, D.C., and Puerto Rico should therefore be considered according to the 9GR procedures outlined in this section and the [Cohort Progression Maintenance Manual](#), rather than the U.S.-based criteria.

The graduation rate of the school may decrease if students who are given a 9GR do not graduate within four years or if they age out. Although the graduation rate is important, it is essential to keep students’ best interests in mind and ensure equitable enrollment, no matter the implications on graduation rate.

A 9GR cannot be changed for any reason (e.g., to provide advantage for a school’s graduation rate). A student’s 9GR can only be corrected if there are true errors in coding. Corrections (e.g., transcript translation error) typically occur within four to six weeks of student enrollment but not longer than the school year. The updated guidance regarding 9GR may be retroactive for applicable students only. Schools must be able to provide appropriate documentation, when requested, for changes to 9GR coding. Please see the [Cohort Maintenance Information and Resources](#) on the SCDE website for proper coding procedures. Additionally, proper documentation must be available to substantiate a correction in the 9GR.

Given the complexity of enrollment and placement circumstances, it is challenging to outline every situation and outcome. For unique or specific ML and/or immigrant student enrollment and placement scenarios, please contact the Institute’s Title III/MLP Coordinator.

High School Course

The determination of how any course is offered is based on the school's bell schedule. If the school is on a block schedule, the one Carnegie unit will be earned over a semester. If the school is on a traditional schedule, the unit is earned over the year. In either scenario, you should give the student the ML course first, then the corresponding English course or find a way to align them for a greater chance of success in the English course. While there is no one size fits all, there should be rationale behind the school's decision that promotes the best interest of the ML student. Currently, there are no prerequisites for the ML courses. ML students present the ideal scenario for individualized instruction because they have such variances in their English proficiency.

Placement Key Discussion Points

Placement decisions should be made collaboratively and thoughtfully, using the following placement key discussion points to support appropriate, well-informed, and legally compliant enrollment practices.

Table 10. *Placement Key Discussion Points*

Placement Key Discussion Points
Academic Pathway & Credential • How does the student's transcript inform the best completion option? • Which setting provides the strongest opportunity for the student to earn high school credits needed for graduation? • Has the student been fully informed, in a language they understand, about the differences between K-12 diploma pathways and Adult Education/GED pathways?
Language Development Needs • Does the student require English language development services as documented in their ILAP? • Which setting can best support the student's continued English language growth? • How will the student's language proficiency level influence their success in different instructional models (e.g., in-person, virtual, adult-focused, alternative school)?
Support Services & Access • Can the potential placement provide all the services the student needs (academic, language, social-emotional, transportation, technology)?

Placement Key Discussion Points
• Which environment offers the most appropriate instructional support based on the student's prior schooling, gaps, and strengths? • Are accommodations or supports needed that are only available in a K-12 setting?
Student Readiness & Engagement • What is the student's level of comfort, confidence, and readiness for each available educational setting? • Does the student prefer a structured environment (high school), a flexible environment (Adult Ed), or a setting with enhanced behavioral/academic supports (alternative school)? • Is the student aware of the expectations, rigor, and attendance requirements of each pathway?
Long-Term Goals & Opportunities • What are the student's long-term academic, career, and personal goals, and which pathway aligns best with those goals? • How will each option affect the student's future opportunities, such as college admissions, military eligibility, or specific career programs?
Family Engagement & Understanding • Have the student and family received placement information in a language and format they understand? • Do they fully understand enrollment rights, including the right to enroll in a public high school through age 21?
Access & Compliance • Are we ensuring the student is not being discouraged, intentionally or unintentionally, from enrolling in a public high school? • Are we following all federal and state requirements for ML and immigrant student enrollment?

International Transcripts

Per the [Uniform Grading Policy](#), the criteria for accepting credits earned through international transcripts from international students are a local decision based on local policy. Schools must create a local policy for translating and interpreting transcripts. The SCDE provides guidance to assist schools with best practices for awarding credits, specifically related to international transcripts. When schools create local policy, they must appoint personnel as the contact(s). The SCDE suggests including staff from the school's counseling office as well as the Title III/MLP team. Additionally, all international transcripts must be translated by a certified translator. The school should include any school-specific guidance regarding the translation of transcripts.

The parent/guardian must be informed that official transcripts may be required to attend post-secondary institutions. The evaluation completed by the school may not be fully accepted by the postsecondary institution and proper conversations and planning should occur upon the student's enrollment.

Schools must implement a consistent international transcript evaluation policy. Consistency is imperative. Additionally, all documentation and notes of the evaluation must be kept within the student's permanent record.

Obtaining Transcripts

The first step in the process of evaluating transcripts is to obtain the official transcript(s). Official transcripts must be received directly from the international school; however, in the event that obtaining an official transcript is not possible but the student has earned prior credits, schools may opt to reconstruct a transcript (see [Reconstructing a Transcript](#)). Unofficial transcripts from families or students should not be accepted.

When contacting an international school for transcripts, the school could use the appropriate translation and interpretation services per the school's procedures as applicable. Please note that time zone differences may exist when contacting international schools.

In the event that transcripts cannot be obtained by the school or family and the student did, in fact, receive credits for courses completed in their home country, please follow the directives as outlined in the [Reconstructing a Transcript](#) section below.

In the event that a school is awaiting transcripts or records, the student must be enrolled in school while documents are pending. Upon receiving transcripts or prior records, student placement or coursework may be corrected. Students must not be denied enrollment while awaiting such information.

Translating a Transcript

The second step in the process of evaluating international transcripts is to translate the transcript. Schools are not obligated to translate outgoing records transfers; such translations are optional and may be provided at the school’s discretion based on local policies and available resources.

However, all international transcripts must be translated by a certified translator who has completed the appropriate certification. This ensures the accuracy and validity of academic records for multilingual learners entering the U.S. school system.

In accordance with Title VI of the Civil Rights Act of 1964, schools are required to use state and/or local funds to provide translation and interpretation services for families free of charge, including the translation of international transcripts. This obligation supports equitable access to educational services and ensures that families can fully participate in the enrollment and placement process.

Process for Evaluating Transcripts

All documentation and decisions regarding the evaluation of transcripts must be maintained and kept within the student’s permanent record. The SCDE may require such documentation for monitoring or other procedural purposes upon request. Additionally, documentation is imperative for student transfers and ensuring proper placement and enrollment of all students.

Table 11. Students transferring with or without international transcripts

Grade Level	Ninth Grade Cohort (9GR)	Age Placement	Course Placement
Students should be placed in the correct grade classification in accordance with the school’s promotion policy.	If the student enrolls for their first year in a U.S. high school on or prior to the 45th day, the 9GR shall be set to the two-digit year of the spring semester of that school year (e.g., for students who the 2023-2024 school year is their first year in a U.S. high school will have a	Initial grade placement for all students enrolling in South Carolina public schools, including MLs and immigrant students, must be with same-age classmates, regardless of the grade classification and district promotion policy. At the high school level, a student must be placed with	Create a course schedule or plan that will help the student graduate on time. Students must be allowed the opportunity to follow their IGP, once developed, through age 21. See Enrollment section. Reference the accountability manual and EOC’s YouTube Channel regarding on-track graduation and

Grade Level	Ninth Grade Cohort (9GR)	Age Placement	Course Placement
	9GR=24). If a student enrolls in their first year in a U.S. high school after the 45th day, the 9GR shall be set to the two-digit year of the spring semester for the following school year (i.e., the school year in which they are enrolled for their first 45th day; e.g., a student who enrolls for the first time in a U.S. high school in January of 2024 will have 9GR=25).	age-level peers when possible (e.g., homeroom, electives, lunch, etc.) and grade classification and decisions for coursework should be based on the school's promotion policy and student's transcript, if available.	accountability requirements . Follow the process for evaluating or recreating international transcripts, as applicable, as outlined in this guidance document. If schools choose to retroactively award credits, schools could administer placement tests to determine proficiency through prior knowledge, in accordance with the school's proficiency-based education policy. For information on proficiency through prior knowledge, visit the Office of Personalized Learning webpage .

Families and schools should explore all possible avenues to acquire international transcripts. In the event international transcripts are not available, but the student and family confirm the student attended an international high school, an interview may be conducted to determine placement. Then the assigned personnel in the school counseling and MLP team must be contacted. Counselors can complete a [Reconstructed Secondary Coursework Form](#) with the family and student.

Interpreting Prior School Experiences

The third step in the process of evaluating international transcripts is to interpret the prior educational experiences of the student. Translating course names is usually not enough to evaluate international transcripts, as identically named courses completed in another country may vary in key characteristics, such as content, hours of instruction, and grading practices. Knowing this information will allow school personnel to make more informed and equitable decisions before awarding credit.

At a minimum, the following information regarding the student's previous country's education system should be gathered prior to awarding credit:

- What school year did the student attend/complete school and what is the U.S. equivalent school year?
- What country did the student attend school?
- What grade level did the student complete?
- Does the translated transcript provide a grading scale? (If not, refer to potential resources)
- Can the courses taken be converted into the state curriculum?
- How many hours per week did the student attend each class?

To accurately interpret the courses listed on a transcript, school counselors should review current and accurate information about the corresponding country's education system. The NCAA created [a helpful reference document](#) to learn more about each country's education system. Additionally, [P.L. Grant and Associates](#) offers materials, training, and guidance regarding international transcripts. Other potential resources include [World Educational Services](#), [New York City Department of Education](#), and [Central Intelligence Agency Website](#).

Upon request, the SCDE can provide a more detailed, in-depth Profile Snapshot (purchased from P.L. Grant and Associates) of the countries listed below to the Institute to reference for no longer than two weeks. These materials are copyrighted and must not be shared, copied, scanned, photographed, etc. for any reason. Country Profile Snapshots are helpful in evaluating the grading scales, hours-per-week (seat time), education system or U.S. grade level equivalents, instructional language, high school completion documents, and sample transcript evaluations.

- Afghanistan
- Argentina
- Bahamas
- Belarus
- Brazil
- Cameroon
- China
- Costa Rica
- Cuba
- Democratic Republic of Congo
- Dominican Republic
- Ecuador
- Egypt
- El Salvador
- France
- Ghana
- Greece
- Guatemala

- Haiti
- Honduras
- Hungary
- India
- Indonesia
- Iran
- Iraq
- Jamaica
- Jordan
- Kazakhstan
- Kenya
- Mexico
- Nicaragua
- Nigeria
- Panama
- Philippines
- Russia
- Senegal
- Syrian Arab Republic
- Tanzania
- Thailand
- Turkey
- Ukraine
- Venezuela
- Vietnam

Student Participation in Sports

Participation in sports for all students will follow school guidelines. Typically, schools require students to be on track for graduation and have health insurance.

Transcribing the Transcript and Awarding Appropriate Credit

The final step in the process of evaluating international transcripts is deciding how students' past coursework will count, in terms of the number of allowable transfer credits, and how previous coursework will be applied to South Carolina graduation requirements. Where there are questions about a particular course, schools may attempt to gather as much course information from the sending school, including course syllabi, standards, end-of-course assessment results, etc., to determine the course credits that are the best match. The total credits awarded per year from the international transcript should correlate to the approximate number of instructional hours that the student spent in each subject. Per SBE Regulation 43-234, one Carnegie unit correlates to 120 hours per week for 36 weeks, which is 3.3 hours per week. Therefore, a full credit (1.0) can be awarded if 3-4 hours a week were spent in the course, a half credit (.50) credit can be awarded for 2 hours a week, and a quarter (.25) credit

can be awarded for 1 hour a week. Follow local procedures for entering the student's record in historical grades.

South Carolina Uniform Grading Policy (UGP)

Use the grading scale from the student's home country along with the South Carolina UGP when assigning grades. Consideration is given to the home country's grading scale and its equivalent to the S.C. Uniform Grading Scale. For example, if the grading scale band for a D is 45 to 55, the student would receive a D and a 65.

A=95

B=85

C=75

D=65

F=50

Use the UGP conversion chart to award grades if numerical grades are not given. If a grading scale is not on the transcript, refer to the NCAA International guidelines manual or other applicable materials. If it is not on the transcript or in other resources, contact the sending school or try finding a conversion chart online.

SCDE Activity Course Code Database

First, match transfer courses with those listed in the SCDE Activity Course Code Database. If no direct match exists, create a transfer course code following the guidelines outlined in the Course Code Database, using the course title provided by the sending school. The SCDE Course Code Database is now housed within [SC-Satchel](#).

Probationary Placement

The SCDE allows the probationary placement of international students for whom transcripts are unavailable or unclear. Once students are placed in a class on probationary terms and credits are earned, the credits for courses that would normally be taken prior to that class can be awarded with a "P" for passing. For example, if a student is placed in Algebra 2 and passes it, credit can be awarded for Algebra I. However, since the student did not take the course in South Carolina, the school cannot give the End-of-Course exam. This credit through prior knowledge must be in the district's Proficiency-Based Education Plan.

Making Decisions about Awarding Credit and Placement

Use the Content-Specific Guidelines for Awarding Credit and Placement Matrix below when deciding which credits to award.

Understand that instructional hours (i.e., "seat time") are almost exclusively unique to South Carolina and that awarding credits from other states and countries does not have to conform

to this rule. This means that whatever is called a semester or year in the former state/country should also correspond to that designation here for previously earned credits.

Immigrant students may have a course credit that is awarded at honors weight. If so, the school may review supporting evidence to justify the honors weighting. The school may also apply the S.C. Honors Framework to the evidence provided by the student. The SCDE advises schools to adopt a policy for accepting units of credit from home schools, private schools, or out-of-state nonpublic schools that is consistent with state regulation.

Table 12. Content-Specific Guidelines for Awarding Credit and Placement Matrix

Subject in a Country other than the U.S.	Guidelines for Awarding Credit	Guidelines for Placement
English	Regarding English classes, award credit if the student received a similar curriculum (i.e., English literacy). If not, give elective credit or MLP credit (i.e., English language development).	Students must have four English credits to meet graduation requirements.
	English courses taken in an English-speaking country, in an American school, or in a school where the language of instruction is English will be awarded as core English credit. If a student has combined English and native language credits, divide them up in the most advantageous way between English and world language credit. Do not worry if the district does not teach the student's native language as a world language. The school may use a transfer course code and award the graduation credit.	Schools may creatively schedule students in order to obtain core English credits in a timely manner. Newcomer students are strongly suggested to take EOCEP courses in the second semester, especially in their first year in the U.S.

Subject in a Country other than the U.S.	Guidelines for Awarding Credit	Guidelines for Placement
Math	Give credit for appropriate Math courses taken in a country other than the U.S. Most countries teach math and science in an integrated way. If the student has taken an integrated math course, gather information from the family and/or student about the main topic or type of math coursework completed. Use placement tests, the MLPT, and subject area teachers for assistance. If, however, there are three years of math on the transcript, award them accordingly. If three math courses are combined and taken in one year (Algebra, Geometry, and Statistics), a placement test can determine which of the three the student has mastered. If the sequence is listed for three academic years, award Algebra I credit, Geometry credit, and Probability and Statistics credit in three separate years.	If students have taken an integrated Math course, gather information from the student and/or family about the main topic or type of Math coursework completed by the student. Gather Math and ML Teacher input when making placement decisions. Newcomer students are strongly suggested to take EOCEP courses in the second semester, especially in their first year in the U.S.

Subject in a Country other than the U.S.	Guidelines for Awarding Credit	Guidelines for Placement
Science	Give credit for appropriate Science courses taken in a country other than the U.S. Most countries teach math and science in an integrated way. If the student has taken an integrated science course, gather information from the family and/or student about the main topic or type of science coursework completed. Use placement tests, the MLPT, and subject area teachers for assistance. If, however, there are three years of science on the transcript, award them accordingly. If there is one science credit on the transcript and it is an integrated science course (Biology, Chemistry, and Physics) for one year, award integrated science credit. Integrated science is found in SC-Satchel. If there is more than one year of integrated science credit on the international transcript (i.e. Biology, Chemistry, and Physics, award one science credit (e.g., Biology one year, Chemistry a second year, etc.). For accountability purposes, a student must take Biology I if they did not earn the credit in a former state or country.	If students have taken an integrated Science course, gather information from the student and/or family about the main topic or type of science coursework completed by the student. Students with strong Science schooling and high levels of native language literacy will be ready for more challenging courses sooner. Newcomer students are strongly suggested to take EOCEP courses in the second semester, especially in their first year in the U.S.

Subject in a Country other than the U.S.	Guidelines for Awarding Credit	Guidelines for Placement
Social Studies	Geography courses transfer directly to correlating courses in South Carolina. Courses about their native countries' history (such as History of Mexico) count as World History or Human Geography. Students must take American Government, Economics, and U.S. History.	Human Geography may be the most appropriate Social Studies class for Newcomers due to the prior knowledge they bring with them.
	For history classes on a transcript, consider giving credit for World History or Human Geography as the "other Social Studies" elective. Students must take U.S. History and Constitution, Economics, and Government.	Students with high levels of native language literacy may be ready for more challenging courses sooner. Newcomer students are strongly suggested to take EOCEP courses in the second semester, especially in their first year in the U.S.
PE and Health	Give credit for appropriate Physical Education courses taken in the country if a course description or curriculum can be documented. Comprehensive Health Education (CHE) has specific topics that must be taught in each grade span. If documentation does not exist to demonstrate that a student was exposed to CHE, the student must take it.	Students should be placed in an appropriate health course if no documentation of exposure to a health curriculum exists.

Subject in a Country other than the U.S.	Guidelines for Awarding Credit	Guidelines for Placement
World Language	Regarding World Language classes, award credit if the language is other than the native language in the country. If it is the native language in the country, refer to the English section of this table. Courses listed as “World Language” with a specific language indicated are transcribed as such. If a student has combined English and native language credits, divide them up in the most advantageous way between English and world language credit. Do not worry if the district does not teach the student’s native language as a world language. If English is not the student’s native language, award world language credit with a world language transfer course code. Refer to SC-Satchel. Students who pass the Stamp test can receive a “P” for passing for a World Language credit. This must be noted in the district’s Proficiency-Based System Plan.	Before making decisions regarding placement of MLs and/or immigrant students in World Language courses, always collaborate with the world language teacher at the school.
Electives	Elective credit may also be awarded to those subjects that are specific to the country, but not all credits have to be awarded. Students must take a 0.5 Personal Finance class (CTE credit) and 6.5 electives. Refer to the Personal Finance Memorandum.	Students should be placed with age-appropriate peers when feasible. Courses should be appropriate considering the needs and interests of the student.

Personal Finance

Beginning with the 2023-24 academic school year, all students with a 9GR=24 and later must meet the 0.5 Personal Finance CTE course requirement for graduation. In some circumstances, students with a 9GR=24 or later will transfer to a South Carolina public school at the beginning of the semester or mid-year from an international, out-of-state, private, or homeschool where a personal finance credit was not a graduation requirement. These students may graduate earlier than their cohort (i.e. transferring with multiple credits, from an international school, or were previously enrolled in U.S. high schools and already have a 9GR cohort) and may have limited time to complete the required 0.5 credit in personal finance. To ensure that students meet this graduation requirement, schools may utilize the following 0.5 credit course. It is imperative that schools create protocols for transfer students to meet the graduation requirements.

Course One: VirtualSC

VirtualSC offers the 0.5 Personal Finance course. Visit the [VirtualSC website](#) and [Course Catalog](#) for additional information. As with all VirtualSC courses, students must receive approval from a school counselor and begin/complete the course within VirtualSC's timeframe.

Translation of Classroom Materials

Prior to utilizing translation applications or artificial intelligence (AI)-based programs or subscriptions for instructional purposes, schools and educators should consider the following regarding each student.

- What literacy skills does the student possess in their native language?
- Are the translated materials accurate?
- What additional supports will be used in conjunction with the translated materials?
- How will the student's native language (L1) be used to support English language acquisition?
- Are all applicable languages represented when translating materials?

Refer to the [Personal Finance one-half \(0.5\) unit Graduation Requirement](#) memorandum and the [Personal Finance Frequently Asked Questions](#) for additional information.

Reconstructing a Transcript

Refugee or evacuee students or students who are unable to produce transcripts or produce partial evidence of prior education records for reasons including, but not limited to, displacement, school closure, war, natural disaster, etc. who have attended school should still be provided the opportunity to receive credit for the courses they took in their home country. The school shall have the right to evaluate evidence provided by the parent or student before

transcribing the credit. If the evaluated evidence is insufficient, schools shall follow the option(s) defined in their school policy, which complies with the S.C. Uniform Grading Policy.

School personnel will need to complete an interview to gather information and create a transcript to award credit to applicable students.

Interview and Creation of a Transcript

To reconstruct an international transcript, the MLPT should conduct an official interview with the parent(s)/guardian(s) and the student. These interviews should happen in the family's preferred home language. During the interview, the [Reconstructed Secondary Coursework Form - Example](#) should be completed. Based on the reconstructed transcript, award credits accordingly.

Proficiency-Based Education

Per [SBE Regulation 43-234 \(Defined Program, Grades 9-12 and Graduation Requirements\)](#), a school may award credit for courses that have been approved by the SCDE in a proficiency-based system. Each school district that seeks to implement a proficiency-based system for initial credit, credit through prior knowledge, and/or credit recovery must submit a plan to the SCDE's Office of Personalized Learning by completing the [Online Waiver form](#). The plan must outline procedures for establishing and developing a proficiency-based system, including the method for determining proficiency, and must be linked to a performance goal in the school's strategic plan.

Retroactively Awarding Credit for Immigrant Students

Placement tests can be given in the student's home language. It is recommended that the school create subject-area assessments or utilize assessments from a reputable online vendor that the district has procured and vetted and has been approved through the district's Proficiency-Based Education System Plan. MAP (or similar vendors such as APEX or Edgenuity) testing is an option to determine a student's base knowledge.

If an immigrant student passes an initial credit course such as English II, the school may retroactively award credit for English I. Grades for the previous sequential course(s) will be a "P" for passing.

Placement Recommendation and Unique Enrollment Cases

Given the complexity of particular enrollment, placement, and scheduling circumstances, it is challenging to outline every situation and outcome. Placement in unique enrollment cases should be a team decision and multiple sources of data should be considered.

Use the [Placement Recommendation Form](#) as documentation for determining placement of the student after the evaluation has been completed. Have a conversation with the student and parent/guardian regarding the number of credits the student must earn to receive an S.C. high school diploma.

Appeal Process

A parent/guardian may appeal a course from the evaluation of international transcripts. The parent/guardian must be responsible for obtaining additional documentation (e.g., syllabus or course description) and have it sent directly to the school district in South Carolina from the international school. If new documentation is provided, the school will appoint the evaluator or a designee to make the final determination. The appropriate designee will provide the evaluator with the final outcome via email. The evaluator will revise the evaluation based on the guidance from the designee. If there are no additional documents provided, the evaluation stands as is, and no appeal will be considered.

A parent/guardian may appeal the grade or number of classes awarded due to seat time from the evaluation of international transcripts. The parent/guardian must be responsible for obtaining additional information (e.g., grading scale or hours per week) directly from the international school to be sent directly to the South Carolina school district. The evaluator or designee will revise the evaluation as applicable based on the new information received from the international school.

Schools should establish a timeframe for parents/guardians to appeal evaluations of transcripts.

SECTION VI: LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP) GUIDANCE

An MLP program aims to provide students with a primary or home language other than English who are identified as MLs with high-quality instruction that promotes MLs' ELP and academic achievement.

Role-Specific Guidance: How Each Role Contributes to ML Achievement

Every role matters; working together ensures that MLs have access to, meaningful engagement and the support they need to succeed. Supporting MLs is a shared responsibility. Each role within the school community plays a vital part in ensuring access to education, fostering a sense of belonging, and promoting academic and linguistic success. Below are descriptions of role-specific guidance to help staff effectively support MLs.

Front Office Staff

Front office staff play a vital role as the first point of contact for families and students, often shaping their initial impressions of the school environment. It is essential that staff foster a welcoming atmosphere for all, regardless of language or cultural background.

Staff should always greet families warmly and respectfully, demonstrating openness and kindness even when language barriers exist. The use of translation tools or interpretation services must be implemented to facilitate effective and accurate communication. Multilingual signage and materials should be prominently displayed to support accessibility. Confidentiality and cultural sensitivity must be maintained at all times.

It is important to not make assumptions about a family's language preferences or immigration status. It is equally important not to dismiss or ignore communication attempts due to language differences, as this can create feelings of exclusion and mistrust.

To further support ML families' engagement, front office staff are encouraged to participate in cross-cultural communication training and should be familiar with the appropriate contacts for accessing language support services.

School Counselor

School counselors play an imperative in supporting students' academic planning and ensuring equitable access to services. It is essential that counselors advocate for MLs and help create pathways for their success.

Counselors should ensure that MLs are placed in appropriate courses that reflect their academic potential and provide access to necessary support services. Effective advocacy during meetings and planning sessions is key to addressing the needs of individual students. Collaboration with families should be conducted respectfully, using interpreters when

needed to ensure clear and inclusive communication. Ongoing monitoring of student progress is important, and academic plans should be adjusted as needed to reflect growth and changing needs.

Understanding and addressing the language needs of your students is essential to ensuring access to education. Some students may require targeted language support or interpretation services, particularly during formal meetings such as Individual Graduation Plans (IGPs). Proactively identifying these needs not only fosters meaningful participation but also allows students and families to fully engage in the decision-making process.

It is important to not assume that language proficiency equates to academic readiness, nor should students be placed in lower-level courses solely based on their language status. These practices can limit opportunities and hinder academic development.

To further support MLs, counselors should familiarize themselves with the identification and reclassification processes for MLs. Additionally, promoting extracurricular activities helps foster a sense of belonging and engagement that extends beyond the classroom.

Content-Area Teacher

Content-area teachers are responsible for delivering rigorous, grade-level instruction while simultaneously supporting the language development of MLs. Effective teaching practices should ensure that all students have access to academic content and opportunities for growth.

Teachers should incorporate scaffolding strategies and visual support to enhance comprehension and engagement. Collaboration with MLPSs is essential for differentiating instruction to meet the diverse language and learning needs of students. Classrooms should promote peer interaction and include language-rich activities that foster both academic and linguistic development. High expectations must be maintained for all students, regardless of language proficiency.

It is essential that instructional and assessment accommodations listed in each student's ILAP are implemented with fidelity. These accommodations are designed to support access to learning and must be consistently applied across instructional settings.

Teachers should avoid simplifying content to the extent that it compromises academic rigor. Additionally, MLs should not be isolated from collaborative learning experiences, as these are imperative for both social and academic growth.

To further support MLs, educators are encouraged to integrate language objectives into lesson plans and use formative assessments to monitor progress in both content mastery and language development. These practices help ensure that instruction remains challenging and student-centered, addressing their individual language and academic needs.

Multilingual Learner Program Specialist

MLPSs serve as key coordinators of services, instructional support, and advocacy for MLs. Their role is essential in ensuring that both educators and families are equipped to support student success in ways that address their linguistic and academic needs while honoring their cultural and linguistic differences.

MLPSs should actively support teachers by sharing effective strategies and engaging in co-planning to meet the diverse needs of MLs. They are responsible for monitoring compliance with state and federal requirements related to the MLP and should facilitate ongoing professional development to build staff capacity. Engaging families in their children's education is also a necessary component of the role.

MLPSs must not work in isolation; collaboration with educators, administrators, and families is essential to building a cohesive support system. A one-size-fits-all approach should be avoided, as MLs have varied backgrounds, strengths, and needs.

In addition, ML Specialists should stay current with policy updates and emerging best practices in the MLP. They are expected to lead data reviews that inform instruction and services, and ensure that instructional and assessment accommodations outlined in students' ILAPs are implemented with fidelity across all learning environments.

Administrator/Educational Leader

Administrators and educational leaders play a pivotal role in setting the vision and establishing systems that support MLs across the school community. Their leadership is essential in fostering an environment where MLs can thrive academically and socially.

Leaders should foster a school culture that is rooted in belonging and high expectations for all students. This includes allocating appropriate resources for ML support and professional learning opportunities for staff. Administrators must actively monitor the implementation of ML programs and student outcomes, ensuring that legal requirements are met and that services are delivered effectively and efficiently.

Administrators are responsible for ensuring that observation protocols reflect a comprehensive commitment to MLs. This means embedding ML best practices, accommodations outlined in ILAPs, language objectives, and other relevant components into the evaluation of all teachers across the building—not solely the MLPS. By doing so, administrators promote consistency, accountability, and equitable instructional practices that support the success of every ML.

ML needs must be prioritized in school improvement planning and strategic initiatives. It is important not to overlook these needs or assign MLPS to cover classes in place of grade-level teachers, as this undermines their specialized role. Additionally, MLs should not be limited in their access to advanced coursework or enrichment opportunities.

Strategic planning should include clear goals for MLs’ success, and administrators are encouraged to foster strong partnerships with families and community organizations to enhance support networks. Instructional and assessment accommodations outlined in the ILAPs must be implemented with fidelity to ensure access to learning and achievement.

Strategic Planning for MLP

Strategic planning for MLP is essential to ensure that services are aligned with district priorities, state accountability indicators, and federal compliance requirements. The following key considerations are intended to guide collaborative discussions on setting goals, allocating resources, and identifying professional development needs for the upcoming academic year. These prompts help teams focus on measurable outcomes and sustainability in program design and implementation.

Table 13. *Strategic Planning Programmatic Key Discussion Points*

Strategic Planning Programmatic Key Discussion Points
Strategic Planning for the Upcoming Academic Year • What are the district’s priorities for improving ML services next year? • How will we align strategic goals with SC accountability indicators and Title III requirements? • What resources (staffing, funding, technology) are needed to implement the plan effectively? • How will success be measured and communicated to stakeholders? • What partnerships or professional development opportunities can strengthen implementation?

For additional guidance on financial subgrant requirements related to the MLP, please refer to the [Title III Multilingual Learner and Immigrant Subgrants Finance Guidance](#), as key stakeholders, including family and community partners, engage in conversation for decisions regarding programmatic improvements. This resource outlines allowable uses of funds, compliance expectations, and procedures to ensure alignment with federal and state regulations.

Providing Services to Multilingual Learners

Title III of the ESSA requires that state and local education agencies identify and implement an “effective” LIEP for teaching students identified as ML. Under Title VI and the EEOA, an effective LIEP is both educationally sound and proven successful. Further specified in ESSA Title III guidance, successful LIEPs help MLs achieve ELP and meet the state’s challenging academic standards. Thus, an LIEP should result in improved ELP and academic achievement for MLs to be considered effective for the purposes of Title III requirements. Additional considerations for state and local education agencies when determining LIEP effectiveness

include that the program is: driven by data on the unique needs of MLs being served; aligned with local needs; and based on rigorous, relevant research on high-quality instruction that promotes MLs’ ELP and academic achievement.

In line with ESSA’s definition of an effective LIEP and to better align with evidence base and federal requirements, LIEPs may be viewed and defined as including two components: 1) a program model and 2) MLP services. The program model indicates how MLs are provided instruction in the core curriculum as aligned with grade-level academic content standards.

The MLP Instructional program is designed to support MLs in developing language proficiency and academic language skills so MLs can access grade-level content instruction. MLP instructional models are designed to provide targeted or integrated ELD instruction.

Instruction is in English and may use MLs’ home language as a resource. The program service delivery models (PSDMs) available in SC are: pull-out/push-in, class period, co-teaching, consultative, newcomer program, Sheltered Content-Based Instruction, monitored M1-M4, waived, and PK receiving services.

Table 14. Targeted and Integrated ELD

Targeted ELD	Integrated ELD
- Protected time within the school day - Focused language acquisition instruction - May be in a separate, standalone classroom or course or provided through in-class support - Taught by an MLP teacher/specialist *Class period and Newcomer Program	- Included in grade-level instruction - Integrated scaffolding and language instruction to support simultaneous content learning and language acquisition - Occurs within the grade-level classroom - Taught by a content teacher or a teacher who is dually certified in ESOL and the content area *Pull-out/Push-in, Co-teaching, Consultative, and Sheltered Content-Based Instruction.

Program Service Delivery Models

The ML program service delivery models are designed to ensure MLs access to high-quality instruction that supports both English language development and academic achievement. These models reflect a commitment to meeting the unique needs of MLs through evidence-based practices aligned with state and federal requirements, including the ESSA and Title III provisions. Districts are encouraged to select and implement models that are responsive to local contexts while maintaining fidelity to the guiding principles of rigor and meaningful engagement for all MLs.

Schools may implement one or more of the following models based on MLs needs and program goals:

- Pull-out/Push-in
- Class Period
- Co-teaching
- Consultative
- Newcomer Program
- Sheltered Content-Based Instruction
- Dual Language Immersion (DLI) Program
- Monitored (M1-M4)
- Waived
- PK-Receiving Services

See [Appendix I - PSDM Matrix](#) including service model descriptions, suggestions for schools and suggestions based on ML proficiency levels.

PSDM Programmatic Key Discussion Points

Evaluating the current implementation of ML PSDMs is imperative for ensuring effectiveness and alignment with state and federal requirements and that MLs are receiving the most effective PSDM for their language development needs. The following key considerations are designed to guide program teams in reviewing existing practices, identifying gaps, and exploring opportunities for improvement. These prompts encourage reflection on current PSDMs, integration within general and special education, team capacity, and planning for future enhancements to better serve MLs.

Table 15. PSDM Programmatic Key Discussion Points

PSDM Programmatic Key Discussion Points	
Evaluating Current Implementation	
● What PSDMs are currently in use in our school or district? ● How do we determine which model is appropriate for each ML? ● Which PSDMs are producing the strongest outcomes for MLs? ● Are there gaps in service delivery or student progress? ● How are MLs integrated into general education and special programs?	
Exploring SCDE-Approved PSDMs	
● Which models are we not currently using that could benefit our ML population? ● What staffing or training would be needed to implement new models? ● How can we better align our PSDMs with student language proficiency levels?	

PSDM Programmatic Key Discussion Points

Strengthening the Multilingual Learner Program Team (MLPT)

- Is our MLPT representative of all stakeholders?
- How often does the team meet to review student progress and program effectiveness?
- What professional development is needed to strengthen our MLPT?

Planning for Improvement

- What are our top priorities for improving ML services?
- How will we measure success?
- What support do we need from SCDE or external partners?

Selecting a Language Instruction Educational Program

The ELP, additional data, and MLP team input must help determine the LIEP and ELD services which should be provided to MLs in the least restrictive age-appropriate environment. Student needs and goals should be foregrounded in program selection. Too often, decisions about LIEP selection are made based on an LEA's existing resources and teaching staff. LEAs should gather data on their MLs' assets and needs and align those with program goals. MLP services should be differentiated according to students' ELP levels and prior educational experiences.

Separation of MLs from their peers should be limited. While targeted instruction in ELD and literacy is beneficial, it can be a disservice when it is provided by removing MLs from academic content instruction.

Integrated ELD should be provided in all academic content classes taught in English. MLs across all grade levels benefit when academic language is developed in the context of teaching content in English.

Teachers should be adequately prepared for the program model and ELD services selected. MLs perform better academically when both their MLPSs and their academic content teachers are prepared to work with them. Further, MLs who are taught by teachers who hold a bilingual or ESOL certification tend to have higher academic achievement and ELP growth than MLs who are not taught by such teachers/specialists.

Scheduling Considerations for Multilingual Learners

ELD instruction needs to be included in MLs' schedules. Based on their ELP levels, MLs may need targeted ELD instruction in addition to the ELD instruction that is integrated into their content or grade-level courses.

Endorsement and Certification

Teachers working with MLs should hold a certification in any teaching area at the appropriate grade level (e.g., Early childhood, Elementary, PK-12). ESOL certification or add-on endorsement is strongly encouraged by the Institute. Additionally, the teacher must be proficient in English.

All non-certified personnel working in an MLP program must work under the supervision of a certified teacher. Paraprofessionals are not to be given any direct responsibility for teaching and/or supervising students.

The coursework and training related to this certification/endorsement are intended to enhance an educator's skills and knowledge to prepare the individual to work with students whose primary language is not English. If a teacher becomes ESOL endorsed, the Institute encourages continued progress toward full certification and expects teachers to remain engaged in coursework until certification is achieved.

For additional information about ESOL certification or add-on endorsement, reference the [SCDE Certification webpage](#) or contact the certification office at 803-896-0325 or certification@ed.sc.gov. See also [Appendix I: ESOL and Literacy Certification and Endorsement Information](#), [Adding Certification Fields & Endorsements](#), and [Guidelines and Requirements for Adding Certification Fields and Endorsements](#) - Updated September 10, 2019.

MLPS/Student-to-Teacher Ratio

Core language instruction is a federally mandated requirement, overseen by the OCR. The SCDE and the Institute recognize that MLs have unique needs based on their progress in acquiring academic English. To ensure these needs are met, each school district must maintain appropriate student-to-teacher ratios for core language instruction. The current SCDE suggested student-to-teacher ratio is 35:1, which includes active MLs (1.0-6.0, AL1-AL5) and 25:1 monitored students (M1-M4) - effectively setting a maximum caseload of 60 students per MLP specialist. Schools that do not meet the recommended student-to-teacher ratio should prioritize recruiting and retaining staff to align with these guidelines.

Several factors influence the appropriate caseload for ML teachers. The chosen program model, whether push-in/pull-out, co-teaching, dual language, or a dedicated newcomer program, significantly impacts how many students a teacher can effectively support. Student needs also play a critical role; for example, learners with a lower English proficiency and with interrupted formal education, or those who are dually identified with disabilities (MLWDs) often require more intensive, individualized support. The availability of support staff, such as bilingual aides, instructional coaches, or co-teachers, can expand a teacher's capacity and effectiveness to manage a larger caseload. Additionally, compliance requirements related to ELD standards, progress monitoring, WIDA ACCESS testing, and parent communication must also be factored in when determining caseload size. Taken together, these elements

underscore the importance of tailoring caseload expectations to both student needs and program capacity.

Why Caseload Size Matters?

- Smaller caseloads allow for more individualized instruction, support differentiation based on language proficiency and content needs, progress monitoring, family engagement, and collaboration with content teachers ensuring that instruction is both accessible and appropriately challenging.
- Larger caseloads (>35) can dilute service quality, limit co-teaching effectiveness, and reduce compliance with legal service mandates.

The SCDE and the Institute recognize the critical role that smaller student-teacher ratios play in enhancing educational outcomes and fostering individualized learning. While the team remains committed to achieving reduced ratios across all classrooms, it is understood that such a transition requires time, resources, and thoughtful planning.

Schools may face logistical and budgetary challenges, such as staffing limitations, space constraints, and enrollment fluctuations, that can delay immediate implementation. This recommendation comes with reasonable implementation flexibility during transitions. This approach acknowledges the differing capacities of districts and supports a gradual shift toward the desired ratios without compromising instructional quality.

Recommended Caseload Ranges

While the overall recommended caseload is 35:1, the ranges below reflect additional considerations such as grade level, instructional context, and student needs

Table 16. *Grade levels and recommended caseload*

Grade Level / Context	Recommended Caseload
Elementary (varying PSDMs)	20-30 MLs
Secondary (Multiple classes, co-teaching)	25-35 MLs
Mixed Proficiency or Newcomer Focus	Lower end: ~20 MLs
High-Need Contexts (SLIFE, newcomers)	10-20 MLs

Multilingual Learner Program Course and Course Codes

The MLP Course names at the state level have been updated to reflect the change in terminology from ESOL to MLP. This includes course validations, the master database, and PowerSchool.

Satchel

The SCDE Course Code Database now lives within [SC-Satchel](#), the SCDE's new platform for course standards and codes. Like the prior spreadsheet version, it lists the SCDE's active courses, codes, and identifiers such as grade span, academic weighting, units, subject-matter graduation credit, college and career readiness, credit types, course descriptions, and more.

Multilingual Learner Program Courses

MLP courses are designed for MLs only.

Title: Multilingual Learner Program 1-8

This course is designed for students identified as MLs through the ML identification process who have not yet met the ELP reclassification/proficiency criteria defined by the State. Instruction will be provided as a Class Period to promote high levels of ELP in listening, speaking, reading, and writing. Students will develop content and language concurrently, with academic content as a context for language learning and language within the [WIDA ELD Standards Framework](#), 2020 Edition (adopted by South Carolina in May 2021). This course earns elective credit and cannot be used in place of the grade-level English course. In addition, the course must be recorded in the student's ILAP.

Recommendation: This course code can only be used as a PSDM class period.

PREREQUISITE: None

Title: Multilingual Learner Program Literacy 1-4

This course is designed for students identified as MLs through the ML identification process with a WIDA ACCESS ELP score ranging between 1.0 and 4.3 and have an ELP Literacy score of 3.0 or lower or WIDA Alternate ACCESS ELP of 1, such as newcomer or SLIFE. Instruction will be provided to promote high levels of ELP in listening, speaking, reading, and writing. In alignment with the [WIDA ELD Standards Framework](#), 2020 Edition (adopted by South Carolina May in 2021), students will focus on building proficiency in literacy with collaborative, interpretive language, productive language learning opportunities, and developing their metalinguistic awareness and accuracy of English language production. This course earns elective credit and cannot be used in place of the grade-level English course. In addition, the course must be recorded in the student's ILAP.

Recommendation: This course code may be an effective PSDM for MLs with ELP Literacy 3.0 or lower or ALP1 and ALP2, such as newcomer or SLIFE, to learn systematic strategies in English reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material for any core course, and appropriate for a student's academic schedule.

PREREQUISITE: None

Multilingual Learner Program Course Codes

MLP course codes are assigned specifically for each grade span - PreK-6, 7-8, and 9-12. Please ensure your districts are properly using each code, as shown below, independent of MLs ELP. The activity codes do not follow a sequential order or correlate to the numbers in the course title.

The state sets the first four codes (e.g., 1084) in any activity code; however, the fifth and sixth-course code positions are reserved for district use (XX00) to delineate as needed. It may be a combination of numbers or letters. As a result, districts may group MLs by language proficiency and PSDM. However, the seventh position is reserved for academic rigor, and the eighth position is reserved for the academic unit. Anything other than what is indicated in the Course Code Database will trigger Level Data validation errors as well as potential accreditation errors. Therefore, the seventh and eighth-course code positions must be left as 00.

Note: For high school-level MLP courses, the seventh position in the course code (academic weighting) should be C, and the eighth position (academic unit) should be H or W.

Table 17. Elementary School

Activity Code	Course Title	Grade Assigned	Scheduling Guidance
1084-XX00	MLP	PK-6	Class period, Newcomer program Elementary MLP course code may be repeated
1085-XX00	MLP Literacy	PK-6	Newcomer/SLIFE only PK-6 Elementary MLP course code may be repeated *ESOL & Literacy Certification required

Sample codes by PSDM:

1084-**CL00** - Elementary / Class period

1084-**NP00** - Elementary / Newcomer program

Table 18. Middle School

Activity Code	Course Title	Grade Assigned	Scheduling Guidance
2084	MLP	7-8	Class period, Newcomer program Semesters or year-long Middle School MLP course code may be repeated
2085	MLP Literacy	7-8	Newcomer/SLIFE only 7-8 Semesters or year-long Middle School MLP course code may be repeated *ESOL & Literacy Certification required

Sample codes by PSDM and ELP:

2084-**CL00** - Middle / Class period

2084-**NP00** - Middle / Newcomer program

2084-**US00** - Newcomers / 1.0-1.7

2084-**A000** - ML / 1.8-2.9

2084-**B000** - ML / 3.0-3.9

Table 19. High School

Activity Code	Course Title	Scheduling Guidance
3084-XXCH or CW	MLP 1	It is recommended, but not required, that high school students begin with the MLP 1. High School MLP course codes may not be repeated.
4080-XXVH or CW	MLP 2	It is recommended, but not required, that high school students begin with the MLP 1. High School MLP course codes may not be repeated.
4081-XXCH or CW	MLP 3	It is recommended, but not required, that high school students begin with the MLP 1. High School MLP course codes may not be repeated.
4082-XXCH or CW	MLP 4	It is recommended, but not required, that high school students begin with the MLP 1. High School MLP course codes may not be repeated.
4087-XXCH or CW	MLP 5	It is recommended, but not required, that high school students begin with the MLP 1. High School MLP course codes may not be repeated.
4088-XXCH or CW	MLP 6	It is recommended, but not required, that high school students begin with the MLP 1. High School MLP course codes may not be repeated.
4089-XXCH or CW	MLP 7	It is recommended, but not required, that high school students begin with the MLP 1. High School MLP course codes may not be repeated.
4090-XXCH or CW	MLP 8	It is recommended, but not required, that high school students begin with the MLP 1. High School MLP course codes may not be repeated.
3085-XXCH or CW	MLP Literacy 1	It is recommended, but not required, that high school students begin with ML Literacy 1. MLP Literacy course codes may not be repeated. *ESOL & Literacy Certification required
3086-XXCH or CW	MLP Literacy 2	It is recommended, but not required, that high school students begin with ML Literacy 1. MLP Literacy course codes may not be repeated. *ESOL & Literacy Certification required
3087-XXCH or CW	MLP Literacy 3	It is recommended, but not required, that high school students begin with ML Literacy 1. MLP Literacy course codes may not be repeated. *ESOL & Literacy Certification required
3088-XXCH or CW	MLP Literacy 4	It is recommended, but not required, that high school students begin with ML Literacy 1. MLP Literacy course codes may not be repeated. *ESOL & Literacy Certification required

The MLP High school activity/course codes do not have prerequisites. The rule regarding the first four codes (e.g. 3084) in any activity code set by the state, with the fifth and sixth-course code positions reserved for district use (XXCH or CW) to delineate as needed, allows districts to group MLs based on ELP, if needed.

Sample codes by ELP:

3084-HNCW - MLP 1 / 1.0-1.7 ELP

3084-H1CW - MLP 1 / 2.0-2.9 ELP

4080-HNCW - MLP 2 / 1.0-1.7 ELP

4080-H1CW - MLP 2 / 2.0-2.9 ELP

Note: 120 hours = 1 Carnegie Unit | 60 hours = 0.5 Carnegie Unit

0.5 Carnegie Unit may be applicable to districts with High Schools on an A/B schedule, meeting a total of 60 hours per semester.

Teacher Certification Requirements

Note that MLP 1-8 requires grade-level certification. Newly added MLP Literacy 1-4 (starting 2025-2026) requires the teacher to hold an ESOL Certification or Endorsement and Literacy Certification or Endorsement with a 2-year grace period for completion of an add-on certification if needed. Reference the [Endorsement and Certification](#) section above for additional information.

PowerSchool MLP Services Non-Instructional Code

An MLP Services non-instructional code may be used by districts to connect MLs who are not in a class period, PSDM, to an MLPS. The MLP Services non-instructional code will grant MLP teachers/specialists access to MLs' content class grades for monitoring purposes without being listed as a co-teacher for every course an ML is enrolled in, narrowing the information to only the ML caseload for each MLPS.

The same rule regarding the first four codes (e.g., 1084) in any activity code set by the state, and the fifth and sixth-course code positions are reserved for district use (XX00) to delineate as needed, is also applicable for the MLP Services code. These codes are non-credit and do not require teachers to take attendance. However, the seventh position is reserved for academic rigor, and the eighth position is reserved for the academic unit. Anything other than what is indicated in the Course Code Database will trigger Level Data validation errors as well as potential accreditation errors. Therefore, the seventh and eighth-course code positions must be left as 00.

Title: MLP Services

Code: 0679

This support model may be used for students identified as MLs through the ML identification process and who have not yet met the ELP reclassification/proficiency criteria defined by the State. This support model does not earn elective credit and cannot be used in place of the grade-level English course. It can only be used to connect students to the MLPS for services other than a class period. In addition, the service must be recorded in the student's ILAP.

*Non-Carnegie code

Table 20. Activity Code, Course Title, Grade Assigned, and Scheduling Guidance

Activity Code	Course Title	Grade Assigned	Scheduling Guidance
0679-E000	MLP Services	Pk-6	Connect MLs to an MLP teacher/specialist Pull-out, Push-in, Co-teaching, Consultative, Monitored, Waived *Non-credit, no grade, no attendance
0679-M000	MLP Services	7-8	Connect MLs to an MLP teacher/specialist Pull-out, Push-in, Co-teaching, Consultative, Monitored, Waived *Non-credit, no grade, no attendance
0679-H000	MLP Services	9-12	Connect MLs to an MLP teacher/specialist Pull-out, Push-in, Co-teaching, Consultative, Monitored, Waived *Non-credit, no grade, no attendance

Sample codes:

If considering using the codes to further organize MLs by PSDM, below are additional sample codes to consider:

0679-**E**POO - PK-6 Pull-out

0679-**E**I00 - PK-6 Push-in

0679-**E**T00 - PK-6 Co-teaching

0679-**E**C00 - PK-6 Consultative

0679-**E**M00 - PK-6 Monitored M1-M4

0679-**E**W00 - PK-6 Waived

Reference [SC-Satchel](#) for additional information. Schools may make a copy of the [AT-A-GLANCE MLP - Scheduling Guidance for MLs templates](#) exemplars including using PSDMs and Data Considerations Overview to customize it as needed.

Frequency of Multilingual Learner Program Services and Developing Schedules

The suggestions for the frequency of MLP services are merely guides for helping schools make decisions. The SCDE does not, from a state perspective, prescribe a specific frequency of MLP services because these services vary from district to district and school to school based on ML population, resources, schedules, and student needs. Reference the [Appendix H: Frequency of Multilingual Learner Program Services and Developing](#) a ML's Schedule for additional information.

MLs should be considered the same as any other students eligible for any program that will help them reach the same standards of performance asked of all students. Once students enter a core content area class, they may need language development and other types of support that must be included in everyday classroom instruction. For MLs, these may consist of accommodations to the instructional activities, tasks, and assessments. As MLs attain fluency in English, however, fewer accommodations may be necessary.

It is essential to remember that while the provision of language support services to MLs within specific programs may have the effect of separating national origin minority students from other students during at least part of the school day, the district's program should not separate MLs unnecessarily for purposes other than to receive the support the MLP program provides.

Additionally, MLs must be afforded services located in similar facilities to those in which non-MLs receive services.

MLP services are not intervention services; they are direct instructional services for MLs, also considered part of their Tier I instruction and supplemental to the general curriculum. Therefore, MLP services and accommodations should be treated equally as any other core instruction.

Guidance on Compensatory Time

Compensatory time refers to additional instructional support provided to MLs when a school is unable to deliver required language services as outlined in the student's ILAP or schedule. While no federal or state regulation explicitly mandates compensatory services for MLs, the SCDE and the Institute strongly recommend offering them. Doing so helps districts uphold students' rights under the EEOA, maintain equitable access to language instruction, and reduce potential legal or compliance risks. Compensatory time is appropriate for MLs, though it is not defined in the same way as compensatory education under the IDEA.

Compensatory services may be necessary when disruptions—such as testing schedules, delayed identification, or staffing challenges—prevent a student from receiving the instruction to which they are entitled. Districts should ensure that MLs consistently receive ILAP-aligned language instruction and that any missed services are addressed promptly. When services are missed, parents or guardians must be notified in their preferred language and informed of the option for compensatory time. Clear, timely communication supports transparency, compliance, and trust. One notification per circumstance is sufficient as long as it is delivered in a language and format the family understands. Districts determine the timeframe for offering compensatory services, but student needs should guide all decisions, and every reasonable effort should be made to provide the support that was missed.

Common Situations That May Require Compensatory Services

Testing Windows

- Districts and schools should schedule state and local assessments in ways that minimize disruption to MLP services.
- If required, ELP testing occurs during a student's scheduled service time, and that testing counts as service delivery.
- If a TA misses required services because they are administering tests to other students, compensatory services should be offered.

- Testing should be organized efficiently so that TAs (often the MLPS/teacher) can resume their regular service schedules as quickly as possible.

Late Identification

- Failure to identify and begin serving an eligible ML within the required state and federal timelines constitutes non-compliance.
- Schools should plan to make up missed instructional time through compensatory services.

Teacher Absences

- Teacher absences without coverage, staffing shortages, or scheduling conflicts that result in missed services may require compensatory instructional time.

Student Absences

- If services were offered but the student was absent, the school is not responsible for providing compensatory time.

All missed sessions and compensatory service plans should be documented to maintain accountability and compliance. Any adjustments or compensatory options must be communicated to families in a language they understand. Compensatory services should supplement—not replace—core instruction, and may be scheduled before or after school, during extended learning opportunities, or at other appropriate times. Ongoing monitoring of student progress is essential to ensure these services effectively support ILAP goals and promote growth across all language domains.

Examples of Compensatory Services

- Before- or after-school tutoring or classes
- Summer or extended-year programming
- Supplemental take-home activities
- Supplemental software programs or assignments

Example Checklist for Parent Notification on Compensatory Time

- **Reason for Missed Services** - Explanation of *why* the student did not receive required language services.
- **Reference to the Student's ILAP** - Statement that the missed services were part of the student's ILAP-aligned language instruction.
- **Description of Compensatory Time** - Clear explanation that compensatory time provides *additional instructional support* to make up for missed service and *supplement*—not replace—core instruction.
- **Details of the Compensatory Services Offered** - Type of compensatory support available and proposed schedule or timeframe for when services will be provided.

Include assurance that services are designed to support the student's language development needs.

- **Family Language and Accessibility** - Notification delivered in the family's *preferred language* and in a format they can understand. Include contact information for someone who can answer questions in the family's language.
- **Documentation and Accountability** - Confirmation that the missed session(s) and compensatory plan have been documented. Include a statement that the district is responsible for any associated costs (e.g., materials, transportation), if applicable.
- **Student-Centered Decision Making** - Note that the timing and structure of compensatory services are based on the student's needs. Include assurance that the district will monitor the student's progress to ensure services support ILAP goals and growth across language domains.
- **One-Time Notification** - Clarification that this notification covers the specific circumstance and that additional notices will be provided only if new service disruptions occur.

Schools are responsible for any associated costs, including materials and transportation. Compensatory services should be designed to meaningfully support the student's language development needs rather than match missed minutes per the student's ILAP or schedule.

Schools are strongly encouraged to establish local procedures for tracking, documenting, and delivering compensatory services. Clear procedures help ensure that MLs receive equitable access to language development opportunities and that districts remain compliant with state and federal expectations.

Program Service Delivery Models

PSDMs are the models of instruction for MLs. Schools should use the guidance provided below when choosing the instructional program aligned to local needs. Since the number of students may vary in districts across the state, districts can choose the appropriate PSDM(s) for each ML from [Appendix G: Multilingual Learner Program Service Delivery Models \(PSDM\) Matrix](#). In addition, the school's PSDMs for MLs must address the following two requirements based on the USED's EL Toolkit: (1) the provision of evidence-based English language acquisition services, and (2) the provision of effective participation of MLs in all district academic and special programs. More information can be found in Chapter 2 of the [EL Toolkit](#).

An array of educational professionals can serve students through a variety of PSDMs in collaboration with MLP staff. MLPTs should be formed to make decisions about PSDMs for MLs.

WIDA English Language Development Standards Framework 2020 Edition

The SC State Board of Education formally adopted the [2020 Edition of the WIDA English Language Development \(ELD\) Standards Framework](#) on May 11, 2021, to be fully implemented throughout the state during the 2022-23 school year. The WIDA Framework will continue to

include the essential ‘Can Do Philosophy’ that emphasizes the assets and potentials of MLs, the WIDA ELD standard statements, the six levels of language proficiency, as well as the six grade-level clusters. In addition, the 2020 Edition presents a new supporting organization for the WIDA ELD standard statements, along with additional resources. The standards framework is now organized into four components and contains more inclusive communication modes and grade-level cluster materials.

The WIDA ELD standards uphold the goal of improving outcomes for MLs by setting high expectations for all students and providing common and visible language expectations about grade-level academic content. In addition, these standards elevate linguistic, educational, and other background traits that must be provided to all students for quality learning opportunities.

MLs are best served when they learn content and language together in linguistically and culturally sustaining ways. The standards framework promotes content-driven language learning. Systematic, explicit, and sustained language development across standards and grade bands gives educators the basis for their instruction, as well as a guide for their MLs’ language growth.

The WIDA ELD Standards Framework consists of four components, ranging from broad to narrow in scope, which work together to make a comprehensive picture of language development:

- WIDA ELD Standards Statements,
- Key Language Uses (KLUs),
- Language Expectations, and
- Proficiency Level Descriptors (PLDs).

While the WIDA ELD Standards have stayed the same, they have been enhanced by adding new and expanded resources to align with current policy, theory, and practice. As a result, these five statements continue to provide the broadest conceptual framing and illustrate the integration of content and language.

The WIDA ELD Standard Statements are:

1. MLs communicate for **Social and Instructional** purposes within the school setting,
2. MLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**,
3. MLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**,
4. MLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**, and
5. MLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

KLUs summarize prominent language across disciplines, helping educators organize and coordinate instruction. KLUs select genre families that appear across content areas: Narrate, Inform, Explain, and Argue. KLUs enhance instruction by assisting educators in cohesively prioritizing and organizing content and language objectives.

From the overarching standards' statements, the 2020 WIDA Standards narrow into grade band- specific language expectations closely aligned to the content area standards.

PLDs are a detailed articulation of student language performance across six levels of English language proficiency. Each end-of-level descriptor includes and builds on previous levels. PLDs align with the six grade-level clusters used in the annual ELP assessment, WIDA ACCESS.

To support instruction and assessment of MLs, WIDA offers a variety of grade-level appropriate resources aligned with the 2020 Edition of the WIDA Standards Framework. These materials reflect the same grade-level clusters used in WIDA ACCESS Online.

Key resources include:

- [Can Do Descriptors](#)
- [Alternate Can Do Descriptors](#)
- [Alternate Proficiency Level Descriptors](#)
- [WIDA Language Charts](#)

Learn more about the full implementation of the ELD Standards in the [English Language Development \(ELD\) Standards Framework Implementation memorandum](#).

Multilingual Learner Considerations for the South Carolina Standards

To support the full and effective participation of MLs in all educational programs, schools and districts should reference the [Multilingual Learners Considerations for the South Carolina Standards](#) document. This guidance, rooted in the Multilingual Learner Program Guiding Principles, emphasizes the integration of language development into daily instruction and aligns with both state and federal requirements. It acknowledges the complex and individualized nature of language acquisition and the many factors that influence a student's journey toward academic English proficiency.

South Carolina College- and Career-Ready Standards - Multilingual Learner Instructional Supports

To support effective instructional planning for MLs, crosswalks are under development that align with the South Carolina College- and Career-Ready Standards (SCCCRS). These crosswalks highlight the intersections between content-area expectations and the language demands embedded within each discipline.

By aligning academic content standards with language development goals, the crosswalks help teachers intentionally integrate language supports into daily instruction. This alignment ensures that MLs are not only accessing rigorous content but also developing the academic language skills necessary for success across subjects. The crosswalks identify key concepts, vocabulary, and language functions, such as explaining, analyzing, and justifying, that are essential for mastery in each content area, while also supporting differentiated instruction based on students' language proficiency levels.

Ultimately, these crosswalks help educators design lessons that are both standards-aligned and linguistically responsive, to help all students meet college- and career-readiness benchmarks. They reinforce the importance of content and language integration as outlined in the WIDA English Language Development Standards Framework, fostering meaningful access and engagement for MLs across the curriculum.

- [Crosswalk for the 2024 SC CCR ELA Standards and WIDA ELD Standards 2020 for Language Arts](#)
- Math Standards Crosswalk (Coming Spring 2026)
- Social Studies Standards Crosswalk (Coming Fall 2027)
- Science Standards Crosswalk (TBD)
- VPA Standards Crosswalk (Coming Spring 2026)

Universal Design for Learning

Universal Design for Learning (UDL) principles address policies and practices intended to improve access to learning and assessments for all students. UDL principles are essential to developing and reviewing instructional and assessment content because some ways of presenting content make it difficult for some students to show what they know. When educators employ UDL techniques, they can better understand what students know and can do. UDL techniques should be applied consistently in instruction and assessments. In contrast to retrofitting, these techniques are integrated into teaching and assessment from the start. Educators should consider the following principles of UDL:

- inclusion of all student populations,
- precisely defined instructional and assessment constructs,
- maximally accessible, non-biased content,
- compatibility with accommodations,
- simple, clear, and intuitive instructions and procedures,
- maximum readability and comprehensibility, and
- maximum legibility.

UDL and Its Alignment with Multilingual Learners' Instruction and Development

When applied thoughtfully, UDL helps ensure that content is accessible, meaningful, and engaging, supporting language development and academic growth

Through Multiple Means of Instruction – The WHY of Learning:

- UDL fosters connections between content and students' backgrounds, interests, and experiences, affirming their identity and cultivating motivation for learning.
- Offering options in topics or modes of participation allows MLs to take ownership of their learning while leveraging their unique strengths.
- Peer interactions and collaborative group work provide natural contexts for authentic language use and promote meaningful language development.

Through Multiple Means of Representation – The WHAT of Learning:

- UDL supports presenting information in differentiated formats (e.g., visuals, audio, translated materials), enhancing comprehension for learners at various stages of language development.
- When possible, providing access to content in students' home languages honors their linguistic assets, fostering both conceptual understanding and language acquisition.
- Emphasizing key academic language, providing sentence frames, and using graphic organizers help bridge the gap between content and language learning.

Through Multiple Means of Action and Expression – The HOW of Learning:

- UDL allows students to demonstrate their understanding in varied ways, not limited to written English. Options include oral presentations, drawings, multimedia, or the use of bilingual resources.
- Students can engage in performance-based tasks that support both language acquisition and academic growth.
- Structured support and guided practice are essential for MLs, helping them simultaneously develop content knowledge and language proficiency.

Universally designed instructional and assessment content may reduce the need for accommodations and alternate assessments. Nevertheless, UDL cannot eliminate the need for accommodations or alternate assessments. UDL can provide educators with more valid inferences about the achievement levels of all students. The UDL of assessments does not simply mean that instruction and assessments are carried out in a computer-based environment. With greater implementation of technological solutions, thinking about accommodations and UDL may change. Traditionally, educators have thought of UDL as coming first and accommodations being applied during instruction and assessment. With current technology, educational stakeholders can build some accommodations into instructional and content for evaluation design and redefine some accommodations as universal supports to empower greater numbers of students with optimal accessibility options. View the [South Carolina Accessibility Support Document January 2019](#) for additional information.

State Assessments

As of spring 2018, the one-year exemption from state testing, specifically the South Carolina College-and Career-Ready Assessments (SC READY) English Language Arts (ELA) assessment,

for MLs in their first year in the United States is no longer in effect. As a result, all MLs are expected to participate in state testing as their non-ML peers. Instruction for MLs in all curriculum subjects should therefore ensure that students are adequately prepared for these assessments by providing access to grade-level content and supporting language development to meet state standards. For detailed guidance on how MLs are included in achievement and growth accountability calculations, please refer to the South Carolina [Accountability Manual](#).

[Allowable accommodations for MLs on state assessments](#) should be regularly used in the classroom. Always refer to the SCDE [Information for All Assessment Programs](#) webpage and state assessment Test Administrator Manuals (TAMs) for allowable accommodations on each state assessment.

Adult Education

Although Adult Education is a viable pathway for some students aged 17 and older, all eligible MLs must be afforded the opportunity to enroll in a public high school if that is their choice. The SCDE strongly encourages schools to work collaboratively with their local Adult Education program to address enrollment questions, resolve concerns, and ensure that students and families fully understand their rights and available options when enrolling in South Carolina public schools.

South Carolina Adult Education programs provide access to high school diploma pathways for MLs, supporting adult students as they develop academic skills and continue building English language proficiency. Although Adult Education operates outside the traditional K-12 system, a student's ILAP transfers with them, and Adult Education is responsible for giving continuity and implementing all instructional and assessment accommodations documented in a student's ILAP. These provided services—including any instructional supports, related services, or accommodations outlined in the ILAP—must not be interrupted, reduced, or altered when a student transitions into an Adult Education High School Diploma program.

Adult Education programs are responsible for coordinating with the school to ensure that all ILAP services are delivered as written and that the student continues to receive the supports guaranteed in their plan. Implementing the ILAP with fidelity is essential to maintaining continuity of services, protecting the student's rights, and ensuring equitable access to instruction and ongoing academic progress.

Adult Education programs may issue additional guidance regarding the provision of accommodations; however, such guidance does not replace or override the requirement that ILAP services be provided by the school. All school-authorized ILAP services remain fully in effect and must be honored through coordinated implementation between the school and the Adult Education program. These expectations should be reviewed carefully and implemented in accordance with local policy.

Given these distinctions, it is essential that MLs and their families clearly understand their educational rights and the full range of available learning pathways. This includes awareness of how Adult Education differs from K-12 programs, particularly regarding the supports and services each setting can provide. See the Placement Key Discussion Points for additional factors that should guide thoughtful placement decisions.

ELP Assessment

Students enrolled in Adult Education programs are not required to participate in the annual K-12 ELP assessment. ELP assessment requirements apply exclusively to students served within the K-12 programs.

Refer to SECTION V: Age-Appropriate Placement Guidance - Placement Key Discussion Points for key consideration to support appropriate, well-informed, and legally compliant enrollment practices.

For more information, contact [Adult Education](mailto:AssessmentTeam@ed.sc.gov) in South Carolina at AssessmentTeam@ed.sc.gov.

Virtual SC

[VirtualSC](#) is a free, state-sponsored online program serving students in grades 6–12 and Adult Education across public, private, and home school settings. As an instructional option for MLs, VirtualSC ensures access to high school credit courses when online learning is identified as an appropriate placement. In alignment with the Civil Rights Act of 1964, Lau v. Nichols, and ESEA Title III, VirtualSC collaborates with sponsor schools to ensure that required accommodations are documented, reviewed, and implementable within an asynchronous virtual environment.

Before enrollment, the ML's ILAP must indicate that virtual learning is an appropriate placement and must be uploaded into the VirtualSC Dashboard prior to the first day of class. Sponsor schools are responsible for ensuring timely follow-up, maintaining active communication, and updating the ILAP as needed to support the student's success. Failure of the sponsor school to fulfill these responsibilities may result in an administrative withdrawal.

During enrollment, VirtualSC provides all accommodations feasible within the virtual learning environment and maintains the security and confidentiality of student records consistent with FERPA. VirtualSC reviews ILAPs periodically to ensure accommodations are appropriate and achievable, collaborating with sponsor school staff to resolve any concerns and to identify comparable supports tailored to asynchronous instruction.

During enrollment, the sponsor school remains responsible for monitoring student progress; providing updated accommodation information to VirtualSC within 48 hours of any changes; communicating relevant student information to instructors; supplying required technology and assistive tools; ensuring all accommodations needed for VirtualSC coursework and

statewide assessments; delivering all related services; and providing any required hardware or software to access instruction.

For guidance related specifically to ML accommodations for students enrolled in VirtualSC courses, see [ML Policy](#).

SECTION VII: INDIVIDUALIZED LANGUAGE ACQUISITION PLAN GUIDANCE

The ILAP is a legally binding document that carries the same level of authority and significance as an IEP or a Section 504 Plan. It outlines specific supports, instructional and assessment accommodations, and services tailored to meet the language development needs of multilingual learners and must be implemented with fidelity by all teachers serving the student. The Supreme Court case *Lau v. Nichols* (1974) and subsequent legislation from the EEOA (1974) obligated school districts to provide MLs with meaningful and equal access to the curriculum.

MLs with an English proficiency level of '1.0-6.0' or 'AL1-AL5,' whether served or waived, must have an ILAP on file reviewed and signed by each teacher serving the student. If an ML does not need accommodations to succeed in their classes, either an ILAP or other form of documentation must be signed by all teachers to acknowledge the student is an ML, but no accommodations are needed at the time.

The plan will address the students' accommodations in all classes to ensure their success and continued English language development. The ILAP should be created in conjunction with the MLPT, which includes members directly involved with the student's education (e.g., MLPS/teacher, parent/guardian, general education teacher, school counselor, administrator, and the student).

Although the MLPS is the case manager for the student and will create the ILAP, the accommodation plan should not be determined solely by the MLPS but rather by the MLPT. Once the MLPT determines the proper accommodations, the ILAP is finalized, and each member of the MLPT, as well as any educator/stakeholder involved in providing accommodations to the student, must sign the ILAP. By signing the ILAP, all teachers are responsible for accommodating the student's work on a level they can comprehend.

Accommodations must be carefully considered for each student for instructional and assessment purposes. Specific accommodations are allowable for district and state assessments. If allowable per the TAM, an accommodation listed on an ML's ILAP should also be applicable for the district and state assessment. District assessment accommodations are determined by the applicable vendor and local school districts.

Students who have been reclassified to monitor status (M1-M4) after meeting the proficiency criteria on the annual ELP assessment may receive accommodations for continued language support as needed. However, upon further consideration and after a thorough review of ESEA Section 3113(b)(2), MLs who have met proficiency and are in monitored status (M1-M4) should not receive accommodations on content assessments. Therefore, students who have met proficiency (M1-M4) will not receive state assessment accommodations and ILAPs should reflect this guidance.

ILAP Workflow

ILAPs contain the accommodations and supports that have been assigned to MLs as well as pertinent student information and ELP assessment scores. To satisfy ILAP compliance requirements, ILAPs must be completed annually each school year or again if the ILAP is revised throughout the school year. This is also true even if a student does not currently need assessment and/or instructional accommodations.

Translated ILAPs must be provided in a language the family understands to ensure meaningful access to educational planning and services. All schools are responsible for providing documents in a language the family understands

The information needed for each student's ILAP may be edited prior to the first day of school. However, ILAPs may be finalized on the first day of service for the student, which may be the first day of school for most students. Therefore, ILAPs must not be finalized prior to the first day of school. Similar to the WIDA screener timeline for ML identification, schools have up to thirty (30) calendar days after enrollment to finalize students' ILAPs since they should begin receiving services within that time. Additionally, for students who enroll after the first thirty (30) calendar days of the school year and should begin receiving services within the first two (2) weeks of enrollment, schools have up to two (2) weeks from the day of enrollment to finalize students' ILAP to ensure students are receiving the appropriate support. Utilize the [Title III Multilingual Learner Program Timeline Calculator](#) tool to capture accurate deadlines for compliance.

Best Practices

Best practices are intended to support MLs in all classes, no matter their proficiency level. These strategies are expected to be used by all teachers within lessons, assignments, and assessments to support MLs, immigrant students, and all learners. Best practices are strategies that educators can quickly implement within daily instruction, activities, and classroom assessments. Research-based best practices are essential for MLs at all proficiency levels but beneficial to all students, including non-MLs.

For additional information and a list of best practices that are available in each student's ILAP, please refer to the [Best Practices Digital Handbook](#).

Instructional and Assessment Accommodations

An accommodation changes how information and concepts are presented or practiced ensuring that each student has the opportunities and support needed to learn. Accommodations do not reduce the learning expectations and should be chosen based on the student's individual needs and not applied arbitrarily to all MLs. Accommodations are not to be viewed as an advantage to the student; accommodations provide access to the content for the student.

Accommodations:

- provide access to grade-level curriculum,
- alter the environment, not the curriculum,
- do not change the learning outcomes,
- happen in the content-area classroom, and
- should not impact grading, though how learning is assessed may change.

For additional information and a list of allowable accommodations that are listed in each student's ILAP, please refer to the [Accommodations Digital Handbook](#).

Instructional and Assessment Modifications

Modifications change, lower, or reduce learning expectations. Modifications are not appropriate for most MLs as they could invalidate instruction or assessment results. MLs are placed age- appropriately to provide meaningful access to meet grade-level standards.

MLs may require additional time to complete assignments and assessments. Reducing the number of assignments or test items is not typically considered a modification so long as all standards are met. Changing the depth or complexity of the content or materials is a modification. It is also not allowable to provide modifications during state accountability assessments.

Modifications:

- allow students to experience the grade-level curriculum,
- alter the curriculum,
- change the learning outcomes,
- take place in the content area, MLP, or special education classroom, and
- impact grading as required standards are reduced (see below for allowability of temporary modifications for MLs).

Temporary modifications can be appropriate for a SLIFE and a newcomer: "Districts may use a curriculum that temporarily emphasizes English language acquisition over other subjects, but any interim academic deficits in other subjects must be remedied within a reasonable length of time" ([EL Toolkit, Chapter 4](#)). However, long-term modifications are not allowable for students seeking a South Carolina high school diploma.

Table 21. Examples of Instructional Accommodations and Modifications

Common Practice	Scenario	Accommodation (Allowable)	Temporary Modification (not allowable except for SLIFE and Newcomers)
Reducing the number of test questions	A unit test is created that	An accommodated test reduces the number of	Modified test reduces the number of tested items

Common Practice	Scenario	Accommodation (Allowable)	Temporary Modification (not allowable except for SLIFE and Newcomers)
	assesses five standards with four questions on each standard. Thus, the test has 20 total questions.	tested items to ten. Each of the five standards is assessed with two questions on each standard.	to ten. Three of the five standards are assessed.
Simplifying reading level of text	A student is provided a different text than other students. This could either be a lower Lexile edit of the same text or an altogether different text on a lower grade level.	The student is provided an alternate text. The teacher uses simplified text to teach and assess grade-level standards.	The student is provided an alternate text. The teacher uses simplified text to teach and assess below grade-level standards.
Clarifying or translating assignment or test items NOTE: This is not an allowable accommodation or modification for any state assessment.	A student is provided the same text, assignment, or classroom assessment in their native language.	A translated copy of a text is provided to accompany the same text in English. The text is the same as other students and used to teach or assess the same grade-level standards.	A translated copy of a text is provided to the student. The text is different from other students' text and is used to teach or assess below grade-level standards.
Defining words for an ML	A student is provided with the definition or clarification for a word or phrase within an assignment or assessment.	The teacher provides the definition or clarification for terminology during an assignment or assessment to understand that the support would be reduced leading up to state assessments.	The teacher provides the definition or clarification for terminology during an assessment. The teacher removes or defines specific vocabulary during a test to reduce the

Common Practice	Scenario	Accommodation (Allowable)	Temporary Modification (not allowable except for SLIFE and Newcomers)
		The teacher frontloads vocabulary, uses a word wall, and/or provides a unit vocabulary support document for the student. The teacher clarifies terminology during a test where knowledge of that specific term is not being assessed.	standards being assessed.

With the procurement of a Learning Object Repository (LOR) platform, referred to as the Instruction Hub, the SCDE has embarked on a journey to provide more resources for lesson planning, student learning, exemplary teaching strategies, and professional opportunities across our state. Resources are continuing to be curated for the [SC Instruction Hub](#) specific for MLs. Reference the [SCDE Instruction Hub District Access Map](#) for access to the Institute's link.

To further assist schools in implementing effective practices for MLs, the following links provide access to [supplemental applications and platforms](#) and [recommended books](#). These resources are designed to enhance language development, promote academic success, and support family engagement.

Students with Limited or Interrupted Formal Education and Newcomers

SLIFE is a term used to describe MLs that are age-appropriately placed in their grade but have a gap of more than half a year of missed instruction in an academically rigorous setting. A SLIFE is usually new to the U.S. school system and may be below grade-level academic skills.

A SLIFE will need additional support as they work to achieve English proficiency and mastery of academic content. Schools must improve their programs to meet the needs of SLIFE. This plan may include ways to:

- acclimate the student to the U.S. school system,
- address the social and emotional needs of the student, and
- provide focused academic skill instruction to bridge knowledge gaps.

Considerations for Implementing a Newcomer Program

Schools considering the implementation of a Newcomer Program for MLs are strongly encouraged to review the [Appendix J: Guidance and Implementation Plan for a Newcomer Program](#) to ensure a comprehensive understanding of the model and its requirements. A Newcomer Program is a targeted, short-term educational service model designed to support foreign-born MLs who have recently arrived in the United States and require foundational support in English language acquisition. The primary goal is to provide a safe, supportive, and academically rich learning environment that promotes English language development, interpersonal development, and successful integration into the U.S. educational system.

To ensure compliance and program effectiveness, schools must align their newcomer program design with federal guidance, specifically the [USED's Newcomer Toolkit](#) and the [EL Toolkit](#), with particular attention to Chapter 2 and Chapter 5. These resources outline the important legal obligations, recommended practices, and essential program components needed to meet the unique needs of newly arrived MLs.

Multilingual Learners with Disabilities

Students who are MLs and suspected of having a disability must be referred and placed for services under IDEA or Section 504 in a timely manner. Families who decline disability-related services must still receive appropriate language assistance, and vice versa. MLP staff must be involved in planning and IEP meetings for MLs with disabilities. For detailed guidance, refer to the [Multilingual Learners with Disabilities](#) section of this document, which includes resources for IEP meetings, interpreter use, and ensuring appropriate access.

Gifted and Talented Education Programs

MLs should be provided equal access and opportunities to AP classes, IB classes, and GTE like their peers. To ensure that MLs truly have access to meaningful curriculum, schools should work to identify MLs who can participate in these types of programs. In doing so, schools need to review their GTE admission policies and practices to ensure that they are not inadvertently limiting MLs' access to and participation in GTE.

To ensure that MLs can participate in GTE programs, schools should:

- evaluate using multiple assessment tools and methods,
- receive input from various stakeholders: teachers, parents/guardians, and others, and
- understand and recognize the gifts and talents that come from all student populations.

Experienced Multilingual Learners

Experienced MLs are MLs that have not yet attained English proficiency within five years of initial classification. These are MLs that have been enrolled in US schools (and therefore an MLP program) for five or more years who have not met the ELP criteria. ESEA Section 3121(a)(6) requires that the Institute report annually on the number and percentage of MLs not

meeting English language proficiency within five years. Experienced MLs may face significant barriers to English language acquisition and attaining academic proficiency. Therefore, schools must improve their programs to meet the needs of this group. Although experienced MLs may have higher English proficiency levels, the consultative PSDM may not be the best service type to meet the needs of these students.

eLearning or Remote/Distance Learning

Based on the information provided by the USED, MLPS/teachers must continue to provide instruction to students who were previously in MLP class periods or pull-out models. For classes in which MLs participate in content classrooms with both a content teacher and an MLPS/teacher, the MLPS/teacher should continue collaborating with the content teacher to ensure that the appropriate support and accommodations are provided to the MLs in that class through remote learning. Additionally, during remote learning, teachers should continue to provide proper support and accommodations to ML students who were previously in content classrooms with only a content teacher to the greatest extent possible.

The USED encourages parents/guardians, educators, and administrators to collaborate creatively to continue to meet the needs of MLs. For example, consider practices such as remote instruction, telephone calls, meetings held on digital platforms, online options for data tracking, and documentation of services, supports, and accommodations provided. In addition, a school might consider non-technology-based strategies, such as providing instructional packets or assigning projects and written assignments to MLs. In each instance, the USED recommends continuity in providing language services to MLs to the greatest extent possible when implementing eLearning or remote/distance learning.

If a school provides students with eLearning or remote/distance learning opportunities, the school must provide language development services to MLs. MLP services may be delivered virtually, online, or via telephone, and the SCDE and the Institute understand that all services may not be provided in the manner they are typically offered. To assist schools with resources, teachers across all grade levels may visit the [Virtual Education](#) webpage.

Grading

Traditional procedures of assigning grades to students may not be appropriate for MLs dependent on English proficiency. For MLs to progress, teachers must maintain high expectations for student learning despite an English proficiency level. Therefore, teachers of MLs must accommodate lessons and assignments based on the individual student's English proficiency level and needs.

An ML may not be assigned a failing grade in a content area or be retained at grade level based solely on their English language proficiency. The key to appropriate grading of MLs is the consistent use of reasonable instructional and assessment accommodations. Assignments

and assessments must be adapted to reflect the student's English proficiency level as they work toward academic achievement.

If a student is scoring low, this may indicate that:

- Current accommodations are not fully appropriate and should be reviewed.
- Additional language support may be needed.
- A change in the program service delivery model(s) could better meet the students' needs.

It is important to note that an ML cannot receive a failing grade solely due to their English language proficiency. There is a distinction between failing a student because of language barriers versus a student not succeeding even with accommodations and supports in place. In the latter case, adjustments to supports and services should be considered.

Teachers must provide accommodations aligned with both the ELD Standards and the student's current proficiency level. This guidance also applies to monitored students (M1–M4) who have an ILAP indicating the need for continued instructional accommodations. These students remain eligible for support and must be considered when planning, instructing, and grading to ensure access to grade-level content.

Students in grades nine through twelve must be allowed to earn credits toward graduation. In addition, students should be given grades on work done with accommodations. Teachers must follow these guidelines:

- MLs must receive accommodations for content work as needed.
- Student grades are based on accommodated work that must be aligned to their English proficiency level.
- MLs must not be failed based on English language proficiency. But, again, teachers of MLs must provide them with appropriate classroom accommodations for instruction and assessment based on both the ELD standards and their English proficiency.

If teachers demonstrate that they have provided all accommodations and other academic supports, such as a multi-tiered system of supports (MTSS) to the student, and the student has not passed with such supports, then the student's grade is valid.

Notation of Accommodations in Report Cards

The notation of accommodations in report cards is neither best practice nor necessary. The type of accommodations a student can use and the circumstances under which those accommodations are applied are documented in the student's IEP, ILAP, or accommodation plan under Section 504 of the Rehabilitation Act of 1973 (Section 504). A report card should not replicate these detailed descriptions, nor should include service identifiers of IEP, ILAP, or Section 504 Plans.

Educators should avoid listing accommodations or indicating that grades reflect the use of accommodations. Instead, narrative comments should paraphrase instructional supports in a neutral, strengths-based manner. This approach safeguards confidentiality, prevents stigmatization, and emphasizes student growth. For example, rather than writing a general statement that accommodations are provided, a teacher might write, *“The student is encouraged to take advantage of opportunities to revise and improve assignments based on feedback.”* This phrasing is especially appropriate when the accommodation offered, such as resubmitting assignments after feedback, was potentially not utilized with fidelity by the student and impacted their overall grade.

By focusing on actionable opportunities rather than service status, educators communicate expectations and promote positive engagement without referencing service status, disability, or protected plans. It ensures that report cards remain an accurate reflection of academic achievement while respecting legal and ethical obligations regarding student privacy. If the inclusion of the accommodation on the report card is rooted in or results in discrimination, it is not lawful. Report cards should focus on academic performance and progress, while compliance with accommodation plans remains documented in the appropriate legal and instructional records.

Promotion and Retention of Multilingual Learners

Retention is a significant decision with potentially long-lasting impacts on students, particularly for MLs. Research consistently shows that retention can have adverse academic, social, and emotional effects, and such outcomes may be compounded when language acquisition is not adequately considered in the decision-making process.

Language acquisition is a complex, non-linear process, and for MLs, mastering academic English typically takes five to seven years. This timeline can vary significantly based on factors such as a student’s age, prior educational experiences, literacy in their first language, access to quality instruction, and the level of support received both at school and at home. For these reasons, retention decisions must not be based solely—or even primarily—on English language proficiency.

To support schools in making informed retention decisions, it is essential to implement a well-defined decision-making framework rooted in objective criteria, evidence-based guiding questions, and relevant historical data. Such a framework promotes consistency, transparency, and alignment with research-based best practices in ML education, ensuring that each decision reflects the student’s full academic and linguistic profile.

While maintaining the integrity and intent of the Read to Succeed (R2S) legislation, schools must also reference and utilize the retention and promotion information provided in the [South Carolina Read to Succeed Third Grade Retention and Guidance](#).

Third Grade Retention - Read to Succeed (R2S)

The SCDE Office of Early Learning and Literacy (OELL) provides the [South Carolina Read to Succeed Third Grade Retention and Guidance](#), which includes provisions for MLs. According to Act 114, third-grade retention is mandated under certain conditions, but MLs with fewer than two years of English instruction may qualify for a Good Cause Exemption (GCE). Furthermore, federal law explicitly prohibits retention based solely on English language proficiency. The SCDE strongly suggests analyzing the student's needs with the decision-making framework below for rather than just a strict timeline for MLs who may be beyond the two years of English instruction.

Decision-Making Framework

When considering retention for a ML, the collaborative team must thoroughly discuss the impact on language development to ensure that any academic difficulty the student is experiencing is not rooted in their development of ELP. It is essential that MLP instructional support and services, such as instructional and assessment accommodations and modifications, aligned with their ILAP have been implemented with fidelity before considering any high-stakes decisions. Families must be actively engaged and informed throughout the process, with consistent communication regarding student concerns. Ultimately, the decision to either promote or retain the student must be made collaboratively, grounded in comprehensive data and with input from all relevant stakeholders. Refer to the Decision-Making Framework outlined in the [South Carolina Read to Succeed Third Grade Retention and Guidance](#).

Ensure all state-required documentation and additional local documentation, as applicable, have been completed and kept within the student records for potential Title III, Part A/Multilingual Learner Program monitoring purposes.

Frequently Asked Questions

What is the appropriate number or percentage of MLs each school should retain annually?

There is no number or percentage of MLs for which this would be appropriate, as it is based on each individual student and at the school's discretion. The SCDE and the Institute would not recommend proficiency levels or cut scores within this guidance, as it is based on each individual student's needs.

Can MLs be invited to Summer Reading Camp?

MLs may be invited to Summer Reading Camp (SRC) if they score "Does Not Meet" or have met the GCE. However, we suggest using the term "strongly recommended" rather than "required." When using "required," the school must then have a policy regarding when students do not attend. Meeting with the families is strongly encouraged to increase participation in SRC.

What can a school do if an ML is being retained but the team or family disagrees with the decision?

A parent or legal guardian may appeal the decision to retain a student to the Institute superintendent if there is a compelling reason why the student should not be retained. The superintendent may determine whether a student in the Institute may be exempt from the mandatory retention by following all steps outlined in the [South Carolina Read to Succeed Third Grade Retention and Guidance](#).

Please refer to the [South Carolina Read to Succeed Third Grade Retention and Guidance](#) for applicable GCEs and additional information regarding superintendent determinations and parent or guardian appeals.

Promotion and Retention Programmatic Key Discussion Points

Promotion and retention decisions for MLs require careful consideration to ensure compliance with state and federal guidelines. The following key questions are designed to help educators and program leaders differentiate between language acquisition needs and academic gaps, explore alternatives to retention, and understand the long-term impact of these decisions on student success. These prompts support data-driven, student-centered discussions that prioritize growth and access to rigorous instruction.

Table 22. *Promotion and Retention Programmatic Key Discussion Points*

Promotion and Retention Programmatic Key Discussion Points
Retention Guidance • What factors influence promotion and retention decisions for MLs? • How do we differentiate between language acquisition needs and academic gaps? • What alternative strategies (e.g., summer programs, targeted interventions) can prevent unnecessary retention? • How do promotion and retention decisions impact MLs' long-term academic success

SECTION VIII: MTSS FOR MULTILINGUAL LEARNERS

MLs bring diverse backgrounds, experiences, and instructional needs to South Carolina's classrooms. In alignment with the ESEA, as amended by the ESSA, and guided by federal mandates including *Lau v. Nichols* (1974) and the EEOA (1974), the SCDE and the Institute affirm the legal and instructional responsibility to provide MLs with equitable access to the curriculum. Core MLP services are federally mandated, direct instructional supports that fall within Tier I of a MTSS and are vital to academic success.

As outlined in the [South Carolina Multi-Tiered System of Supports \(MTSS\) Framework and Guidance Document](#) - 4.5.10 MTSS and MLs, these services and language accommodations must be integrated into everyday instruction and treated with the same significance as any core content. ILAPs, required for all MLs and monitored students, function as legally binding documents ensuring that supports are tailored and implemented appropriately. To ensure equitable and data-informed decision-making, MLPTs must be convened to evaluate the unique needs of each ML and determine any necessary supports across all tiers of MTSS with the understanding that MLP services are **not intervention services**.

To ensure that MLs receive appropriate support beyond Tier I instruction, MLPTs must use a data-driven, collaborative approach. [Appendix I](#) of the SC MTSS Framework and Guidance Document outlines key guidelines for evaluating the need for additional interventions while maintaining equitable access to the general education curriculum and MLP services aligned with each student's language development level.

MTSS Programmatic Key Discussion Points

The following key considerations are designed to guide collaborative discussions on implementing an MTSS for MLs. These prompts help educators and program leaders evaluate current practices, identify gaps, and plan targeted interventions that align with language proficiency data and academic goals. By addressing these questions, teams can ensure MTSS frameworks are data-driven and responsive to the unique needs of MLs.

Table 23. MTSS Programmatic Key Discussion Points

MTSS Programmatic Key Discussion Points
Multi-Tiered System of Supports (MTSS) • How are MLs currently supported within our MTSS framework? • What data sources (academic and language proficiency) inform tier placement for MLs? • What tiered interventions are most effective for language development? • How do we ensure MTSS practices align with language proficiency data? • How do we monitor and adjust tiered supports based on progress data?

- What professional development is needed for staff to implement MTSS effectively for MLs?

Common Misconceptions Regarding MLs and MTSS

- **ML services are an intervention, so MLs automatically belong in Tier 2 or Tier 3.**

ML services are part of core Tier 1 instruction—not an intervention. Language development is an essential, required component of daily grade-level teaching and should not be treated as an add-on, remediation, or supplemental support. ML program services, including ELD and ILAP-aligned accommodations, provide legally mandated access to academic content and are not indicators of an academic deficit.

State guidance makes clear that ML services are not MTSS interventions because they address language acquisition needs rather than academic or behavioral skill gaps. ML services must never replace interventions needed for actual learning or behavioral concerns. MLs also cannot be placed in higher MTSS tiers, denied interventions, or delayed in special education evaluations based solely on English proficiency—such delays are unlawful.

Confusing ML services with interventions can lead to inappropriate use of MTSS interventions and supports, since lower performance may reflect normal language development. A linguistically responsive MTSS system understands that language acquisition develops non-linearly and ensures strong Tier 1 supports before considering targeted interventions.

- **MLs must improve their English before they can participate fully in MTSS support.**

Assumptions that English proficiency must come first often lead MTSS teams to delay interventions, progress monitoring, or evaluations. However, federal and state policy explicitly prohibit postponing supports because a student is still learning English. All MLs—newcomers, developing bilinguals, and long-term MLs—must have immediate access to universal, targeted, and intensive MTSS supports.

MLs are entitled to full participation in grade-level instruction and all supplemental systems from day one. Language acquisition develops alongside academic learning; it is not a prerequisite for receiving interventions. Therefore, one cannot depend on English proficiency. Teams must base interventions on demonstrated academic or behavioral needs and interpret data through a student-centered, linguistically informed lens.

To provide equal educational opportunities, student support cannot be delayed due to English development. State guidance requires timely interventions and progress monitoring that account for language development while addressing skill-based needs. When difficulties cannot be explained by typical language acquisition, MTSS teams must act

promptly—ensuring MLs receive strong Tier 1 instruction, appropriate interventions, and access to evaluation without language-based barriers.

- **All MLs need the same interventions because they're all learning English.**

MLs bring diverse educational backgrounds, prior schooling, home-language literacy, English exposure, and socio-emotional experiences. These factors shape how they learn English, access grade-level content, and show what they know.

Within MTSS, this means teams cannot use a “one size fits all” approach for MLs. Assigning identical interventions or schedules based solely on ML status is neither equitable nor effective. Supports must be individualized and grounded in student-specific needs. ILAP data are essential, offering information on proficiency across domains, needed accommodations, instructional priorities, and required services.

ML learning and language growth vary based on factors such as prior schooling, home-language literacy, immigration history, age of entry, and past instructional quality. MTSS teams must consider these influences to determine whether challenges arise from normal language development, interrupted schooling, or an underlying academic or behavioral need requiring targeted intervention.

Recognizing the diversity within the ML population ensures that supports are tailored, data-driven, and aligned with each student's strengths—keeping MTSS decisions compliant with state guidance and ensuring meaningful access.

- **MLs should go through multiple tiers of MTSS before being referred for special education.**

MLs cannot be required to “fail first” in Tier 1, Tier 2, or Tier 3 before a referral is made. Federal law—including IDEA and civil rights protections—prohibits delaying or withholding special education evaluations because a student is an ML. See [Multilingual Learner with Disabilities memorandum](#). A school's MTSS Framework and its Special Education Process must operate in parallel, not as a sequential system requiring multiple interventions before assessment.

Because language acquisition is developmental, MTSS teams must distinguish between challenges expected during English learning and those that indicate a deeper academic or behavioral need. When concerns persist that cannot be explained by typical language development, a timely referral is appropriate. Waiting for higher English proficiency before evaluating is both harmful and legally noncompliant.

Research and national guidance caution against delays, noting MLs have historically been over- and under-identified when language learning is misinterpreted. Effective MTSS practice requires student-centered data analysis, use of ILAP information, and collaboration with ML specialists. If concerns extend beyond expected language development, special education

must be consulted, and evaluation must proceed without requiring additional tiers of intervention.

Timely evaluation protects MLs from unnecessary delays, prevents language-based assumptions, and ensures access to all services they are entitled to. MLs have the same rights to early identification as any other student—and MTSS must support problem-solving, not act as a barrier to referral.

- **An ILAP is optional once MLs receive classroom accommodations.**

The idea that an ILAP becomes optional once classroom accommodations are provided is incorrect. An ILAP is a legally binding document—just like an IEP or 504 Plan—and every required accommodation, instructional support, and language-development service must be implemented by all educators. Classroom accommodations alone cannot replace the ILAP or make it optional.

The ILAP documents a student's proficiency levels, required supports, and accommodations that ensure meaningful access to grade-level content. It is the foundation of instruction for MLs, and inconsistent implementation denies students their legally mandated supports.

Within MTSS, ILAP information must guide Tier 1 planning, data interpretation, intervention decisions, and progress-monitoring choices. Supports added through MTSS must complement—not replace—ILAP services. When ILAP requirements are ignored, MTSS data become unreliable and can lead to inequitable or inappropriate tier decisions.

Recognizing the ILAP as mandatory safeguards MLs' access to instruction, ensures legal compliance, and supports accurate MTSS decision-making.

For additional information and questions, please visit the [Multi-Tiered System of Supports \(MTSS\)](#) webpage.

SECTION IX: MULTILINGUAL LEARNERS WITH DISABILITIES

The IDEA and Section 504 of the Rehabilitation Act of 1973 (Section 504) address the rights of students with disabilities in schools and other educational settings. If an ML is suspected of having a disability, referral and placement must happen in a timely manner. For more specific information and answers to commonly asked questions, visit the [IDEA](#) webpage and/or the USED [OCR Protecting Students with Disabilities](#) webpage.

Should parents/guardians decline disability-related services under IDEA and Section 504, the Institute and school remain obligated to provide appropriate language assistance services to MLs.

Likewise, suppose parents/guardians opt out of specific MLPs and services but have consented to the provision of disability-related services. In that case, the school remains obligated to provide such services as required in the IEP or Section 504 plan and to conduct ELP monitoring and/or provide language assistance as appropriate.

ML Program staff are required to be involved in the placement/programming for MLs participating in special programs included but not limited to joint planning among programs funded by local, state, and federal sources, invitation to participate in IEP meetings for MLs who are also qualified for Special Education, and sign the IEP.

Reference the [Multilingual Learners with Disabilities](#) memorandum, which describes the guidelines for properly identifying possible MLWDs.

Additional resources were developed for when an interpreter is needed and present at an IEP meeting. The [guidance for IEP team meetings](#) outlines the before, during, and after reminders for the special education manager. It can also be helpful for an ML team to use as a checklist. The [script](#) is to be read by the LEA representative or SPED case manager in the meeting when an interpreter is present. The script is a reminder of meeting protocols that might be helpful for meaningful communication with a parent/guardian not yet proficient in English.

Language vs Disability

When a suspicion of a disability arises for a ML, it is crucial to consider the unique challenges they may face due to language acquisition and potential language barriers. A comprehensive analysis must take place to distinguish between language proficiency concerns and potential disabilities to avoid misidentification. Therefore, collaboration among multiple specialists is essential to ensure an accurate understanding and support plan. The specialists included should be from the areas of special education, MTSS, language acquisition, and speech. Coordinating with these teams will allow for a holistic approach, utilizing their expertise to assess the learner's needs, provide appropriate interventions, and ensure that the learner's educational experience is both appropriate and effective.

Schools should rely on reputable language-specific resources to better understand the linguistic characteristics, communication patterns, and structural features of the languages spoken by MLs and their families. Professional organizations such as the [American Speech-Language-Hearing Association \(ASHA\)](#) practitioner resources from [Bilingualistics](#) offer research-informed information to help distinguish language differences from disorder and to plan instruction that reflects students' linguistic profiles. In addition, [NYU's Bilingual Glossaries and Cognates](#) provide accessible, cross-linguistic vocabulary support that educators can use to connect prior knowledge to new academic terms and design instruction that leverages cognate relationships across languages. Together, these resources strengthen instructional planning, support accurate interpretation of language behaviors, and promote student-centered practices for MLs.

Suspecting a Disability in Multilingual Learners

MLP teams must apply a coherent, legally aligned process when concerns arise about a potential disability in a ML. Decisions are grounded in IDEA definitions and procedures, and no team member may override federal requirements for evaluation, eligibility, or educational impact. This includes decisions about suspicion of a disability being made by a team in a team meeting based on a review of individual student data. A child is eligible as a student with a disability according to the IDEA when they meet the state and federal requirements for determination of a disability. This includes completion of an appropriate evaluation in compliance with the requirements of IDEA, the need for specially designed instruction, and data which documents that the disability has an adverse educational impact; for preschool students, "educational impact" refers to the ability to participate in appropriate activities.

When there is reason to suspect a disability, access to a comprehensive evaluation may not be delayed or denied due to screening status, ongoing interventions, or the student's level of English proficiency. Evaluation timelines and actions proceed based on suspicion alone, consistent with state and federal requirements.

Eligibility determinations must rule out English proficiency and lack of appropriate instruction in reading or math as determinant factors. Teams ensure students have had explicit, systematic literacy instruction in the essential components (phonological awareness, phonics, vocabulary, language structures, fluency, and comprehension) before attributing difficulties to disability. This includes ensuring that an ML student has had explicit and systematic instruction in how the student's primary language differs from General American English (GAE) so that the student is able to access and progress with general education curriculums written in GAE.

State and federal requirements for assessment include selecting and administering a variety of assessment tools and strategies that are not discriminatory on a racial or cultural basis. When feasible, tools are provided in the student's native language or most informative mode of communication and administered by trained, knowledgeable personnel to yield accurate information about academic, developmental, and functional skills.

Because true disorder is evident across the languages a student knows or uses, evaluation considers performance in both/all languages and requires a detailed record of language exposure and use. This principle underscores why testing in a single language, by itself, cannot rule out a disability for MLs. In addition, this also underscores why assessments written in GAE for speakers of GAE are not administered through the assistance of an interpreter.

MLP teams recognize cross-linguistic differences in phonology, morphology, syntax, semantics, and pragmatics and avoid misidentifying typical language-difference patterns as disorder (e.g., absence of /th/ in many languages, plural marking differences, verb inflection contrasts). Instruction and interpretation account for these contrasts.

Problem-Solving Team, Family Participation, and Data Review

A multidisciplinary, data-driven problem-solving team includes (at minimum) the classroom teacher, special educator, school psychologist, MLPS, speech-language pathologist, an interpreter/translator as needed, an administrator/LEA representative, and the parent. Parents must be invited, provided translated materials, and supported with interpreters to participate meaningfully; they contribute critical educational, developmental, and language-history information that shapes the team's decisions.

To understand the student's profile, teams review academic records and language history alongside targeted family questionnaires (e.g., Alberta Language Questionnaire and Alberta Language Environment Questionnaire) and may use multilingual parent questionnaires when appropriate.

Language Acquisition Expectations

Teams consider the stage of second-language acquisition (from silent/pre-production through advanced proficiency) and differentiate conversational proficiency - Basic Interpersonal Communication Skills (BICS) from academic language - Cognitive Academic Language Proficiency (CALP), noting that academic language typically develops over multiple years. **Importantly, difficulty with academic language alone is not a reason to delay or deny an evaluation when a disability is suspected.**

Difference vs. Disability: Decision Guidance

Patterns consistent with language acquisition (e.g., slower response while translating, English-only grammar errors aligning with L1 structures, early difficulties with unfamiliar phonemes) are interpreted as differences—particularly when improvement occurs with explicit instruction and practice. Indicators pointing to possible disability include persistent, cross-language difficulties (in L1 and L2), limited progress despite targeted instruction, and deficits that are not attributable to known L1 features. Teams examine listening comprehension, spoken language, phonological awareness, decoding, fluency, reading

comprehension, writing, math, handwriting, and behavior using side-by-side difference-versus-disability indicators to inform decisions.

Phonological awareness is a sensitive indicator: profiles of poor readers among language-minority and monolingual students often converge on phonological and working-memory weaknesses; conversely, students who can manipulate sounds in L1 tend to demonstrate similar skills in L2.

Instructional Implications While Evaluations Proceed

Instruction continues and is strengthened during the evaluation process. Teams explicitly and systematically teach phonology (including GAE phonemes and patterns not present in the student's L1), pre-teach vocabulary using structured routines to build lexical depth and connections among words, and prioritize oral language development—morphology, syntax, and pragmatics—across settings. General and special educators are positioned to accelerate language comprehension because students encounter the most language during content instruction; MLPs collaborate to embed language supports throughout the day.

Practical Application Steps for Schools

Schools implement a consistent workflow: confirm legal requirements and timelines; gather multilingual, cross-language data (including parent input and language-exposure history); ensure Rule-Out factors are addressed; use culturally and linguistically appropriate assessment in all relevant languages; and convene the full team to integrate findings and determine next steps. Where suspicion remains, schools proceed with evaluation; they do not postpone because of MTSS status or English proficiency level.

MLWD Programmatic Key Discussion Points

Supporting MLWDs requires intentional collaboration and accurate identification to ensure both language development and disability-related needs are met. The following key considerations are designed to guide discussions on best practices for assessment, progress monitoring, and family engagement. These prompts help teams evaluate current processes, strengthen cross-department collaboration, and ensure compliance with federal and state guidelines while promoting access to instruction for MLWDs.

Table 24. *MLWD Programmatic Key Discussion Points*

MLWD Programmatic Key Discussion Points	
Multilingual Learners with Disabilities (MLWD)	
• How do we ensure accurate identification of disabilities versus language acquisition challenges? • What collaborative practices exist between ML and special education teams?	

- How do we monitor progress for MLWDs across both language and IEP goals?
- What tools or assessments are used to monitor progress for MLWDs, and are these tools and assessments appropriate?
- How do we involve families in the decision-making process?

Supporting Multilingual Learners in Self-Contained Classrooms

MLPSs play a critical role in self-contained settings by ensuring students receive both language development and specialized instruction. Their work centers on integrating language access, communication development, and content learning in collaboration with special educators.

Direct Instructional Support for MLWDs

MLPSs provide targeted language instruction aligned to IEP goals to develop academic and functional vocabulary and to make language accessible using instructional and differentiated strategies such as visuals, modeling, sentence frames, and communication-focused activities. They also may scaffold access to grade-level ideas, pre-teaching essential vocabulary and concepts, supplying linguistically modified and visually supported texts, and using tools such as graphic organizers and sentence starters. When appropriate, bilingual supports connect new learning to MLWD's existing linguistic knowledge. To build communication confidence where authentic language use can be limited, MLPSs facilitate structured conversations, guided interactions, shared reading, and other language-rich tasks, and integrate augmentative and alternative communication (AAC) tools or communication boards assigned to students to ensure meaningful participation.

Collaboration Service Delivery

Effective support is built on consistent collaboration with self-contained classroom teachers. Regular planning—formal or brief—aligns language objectives with IEP goals, anticipates vocabulary and content demands, and coordinates strategies for individual learners. Through co-teaching or push-in support, MLPSs model language scaffolds, provide small-group assistance, and differentiate tasks without lowering expectations. Joint progress monitoring examines language growth across listening, speaking, reading, and writing, the interaction of language and disability-related needs, and the effectiveness of scaffolds, ensuring coherent, student-centered planning.

Supporting Nonverbal MLs

Nonverbal status is a communication profile, not a limitation. Instruction expands communication pathways by broadening both expressive and receptive language. MLPSs increase expressive options by integrating AAC systems, core vocabulary, picture symbols,

communication boards, and gestures and signs. Receptive language is strengthened by pairing speech with visuals, gestures, and objects; breaking directions into manageable steps; using predictable routines; and pre-teaching essential vocabulary. Connecting home language to communication—adding home-language symbols to AAC boards and visuals, providing bilingual vocabulary, and partnering with families to model strategies—builds on students’ full linguistic repertoires and sustains use across settings.

Collaboration Strategies for Supporting Nonverbal MLs

Cross-disciplinary collaboration ensures communication, language, and disability-related needs are addressed in a coordinated manner. Aligning language objectives with IEP communication goals and AAC vocabulary maintains consistency across environments. During push-in support, MLPSs may model AAC, bolster comprehension with visuals and gestures, create structured communication opportunities during lessons, and assist with differentiation. Shared data collection monitors receptive growth, increased AAC or gesture use, emerging expressive attempts, and students’ responses to routines and visual supports, informing timely instructional adjustments.

Key Consideration: Distinguishing Language Acquisition From Disability

Many MLs in self-contained classrooms are under- or misidentified regarding language needs. MLPSs help teams differentiate language-acquisition challenges from disability-related communication needs so students are not denied language services due to disability or provided language support when another need is primary.

Practical Starting Points for MLPSs

Begin with small, high-leverage moves:

- Develop a shared vocabulary list aligned with the week’s instruction.
- Observe a self-contained lesson to identify language access barriers.
- Create simple visual supports, such as “first/next/last” charts.
- Teach one functional language routine (e.g., “I need help with…”).
- Provide sentence frames or models for an upcoming content task.

To strengthen instructional access, increase rigor, and more clearly distinguish language-acquisition needs from disability-related needs, the following additional small steps can further support MLPSs in their daily practice.

Table 25. *Ten additional small steps MLPSs can take*

10 Additional Small Steps MLPSs Can Take	
1.	Add micro-language goals to daily instruction

10 Additional Small Steps MLPSs Can Take

Create a simple “language focus of the day” tied to functional or academic communication (e.g., using verbs for actions, describing objects with one adjective, asking clarifying questions).

2. Model think-alouds that highlight language processing

During a short observation or coaching moment, demonstrate how to break down language demands (“First I look for the action word... now I connect it to...”). This helps teachers see which challenges stem from language versus cognitive processing.

3. Build quick “language-to-task” maps

For an upcoming activity, identify:

- The language needed (e.g., compare, sequence, label)
- The task demand
- Where a barrier may appear

Then provide a one-page scaffold for the teacher.

4. Introduce accessible questioning techniques

Provide 2–3 leveled question stems teachers can use to increase rigor without overwhelming students (e.g., “What do you notice?” → “How do you know?” → “What is the difference between...?”).

5. Offer micro-coaching on wait-time

Coach teachers to give extended wait-time for MLs, helping distinguish slow language processing from potential disability-related needs.

6. Curate a mini-bank of multimodal supports

Provide quick-access tools such as:

- Real objects
- Icons/symbols
- Gesture cues

To help access meaning even when verbal language is still emerging.

10 Additional Small Steps MLPs Can Take

7. Add one structured peer-interaction routine

Support teachers in implementing a 1–2 minute partner routine, such as:

- “Point and tell”
- “Show and say”
- “Ask and answer”

These routines increase language opportunities with minimal class disruption.

8. Pre-teach vocabulary in context

Rather than stand-alone lists, give teachers 2–3 “must-know” words tied to the week’s activity with a quick demonstration of how to preview them with visuals.

9. Provide alternate ways for MLs to show understanding

Offer teachers simple templates for:

- Draw-and-label responses
- Sequencing pictures
- Selecting from choices

This helps determine whether the barrier is language expression or comprehension.

10. Collaborate on brief progress-check tools

Co-create a 2–3 item weekly check that isolates language growth from skill mastery, helping avoid misidentification.

Common Misconceptions Regarding MLs and Special Education

- **Labeling a multilingual learner as having special education needs might at least ensure the student receives some form of support.**

While the intention behind identifying a multilingual learner as having special education needs may stem from a desire to provide support, misidentification can lead to inappropriate placement and ineffective interventions. A special education designation must be based on valid, comprehensive evaluation data—not solely on language acquisition challenges.

Placing a student in special education when it is not warranted can hinder their academic

progress. Special education interventions are typically designed to address specific cognitive or processing disabilities, and often focus on isolated skill development outside of a meaningful context. These approaches do not effectively support second language acquisition, which requires rich, contextualized language exposure and interaction.

Multilingual learners benefit most from instructional strategies tailored to their language development, rather than from interventions that target deficits unrelated to their actual needs. Accurate identification is essential to ensure students receive the right supports at the right time, preserving access to appropriate language development services and meaningful educational opportunities.

- **It takes 5-7 years to obtain English proficiency.**

Language acquisition is a dynamic and non-linear process, particularly for multilingual learners (MLs), who typically require five to seven years to develop academic English proficiency. This timeline is not fixed and can vary widely depending on multiple factors, including the learner's age, prior educational background, literacy in their first language, access to high-quality instruction, and the level of support provided both at school and at home. Recognizing this variability is crucial for setting realistic expectations and providing consistent, effective support throughout the language development journey.

- **Multilingualism is a disability.**

The Multilingual Learner Program (MLP) and Special Education are distinct services designed to meet different student needs. While some multilingual learners may also have disabilities, language acquisition is a natural and expected developmental process, not an indicator of impairment. It is essential to avoid conflating language learning with learning disabilities, as doing so can lead to inappropriate identification and support.

- **MLs suspected of a disability must wait three to seven years or must obtain more English language skills before being considered for evaluation.**

Multilingual learners typically require three to seven years to demonstrate their knowledge on academic achievement tests in English. This research-based timeline is not a delay in learning, but rather a reflection of the time needed to develop proficiency in academic language—a process that varies based on factors such as age, prior education, first-language literacy, instructional quality, and support at home and school.

Importantly, this timeline should never be used to delay or deny access to support services. The original intent of this estimate was to help educators understand how long it might take students to independently grasp abstract academic concepts in a second language without specialized support.

If there is a concern about a possible disability, evaluation must begin immediately, as disabilities are present and identifiable in the student's native language. Timely and accurate identification ensures that students receive the appropriate services without unnecessary delays due to language acquisition expectations.

- **When a multilingual learner is identified as having special education needs, instruction should be delivered only in English to avoid causing confusion for the student.**

The majority of people around the world are bilingual or multilingual, and while some may also have disabilities, those disabilities are not caused by bilingualism. True disabilities manifest across languages and contexts, including the individual's native language.

Confusing language development with a disability often stems from a lack of understanding of multilingual learners' home languages, limited awareness of research-based practices, or decisions made for convenience rather than student need. Shifting to English-only instruction without justification can hinder progress.

In fact, supporting the development of a student's home language can enhance second language acquisition, especially for learners with specific language impairments.

- **A student's IEP supersedes their ILAP.**

The ILAP is a legally binding document that carries the same level of authority and significance as an IEP or a Section 504 Plan. It outlines specific supports, instructional and assessment accommodations, and services tailored to meet the language development needs of multilingual learners and must be implemented with fidelity by all teachers serving the student. The Supreme Court case *Lau v. Nichols* (1974) and subsequent legislation from the EEOA (1974) obligated school districts to provide MLs with meaningful and equal access to the curriculum.

Importantly, multilingual learners identified as MLWDs have the right to receive both language development services and special education services when appropriate. These services are not mutually exclusive. A student should never be denied access to one type of support because they are receiving the other. When a multilingual learner is also identified as a student with a disability, both the ILAP and the IEP (or 504 Plan) must be developed and implemented collaboratively to ensure the student's full range of needs are met. Please refer to the [Multilingual Learners with Disabilities memorandum](#) for additional information.

- **MLs in self-contained classrooms do not need direct language services and/or should be placed in a consultative program service delivery model.**

MLs in self-contained classrooms still require language services and should not be automatically placed in a consultative service delivery model. MLPs provide targeted, direct language instruction aligned to ILAP goals, ensuring access to academic content, communication development, and meaningful participation through linguistically and visually supported strategies, structured language interactions, and, when appropriate, bilingual and AAC supports. Refer to the subsection above on [Supporting Multilingual Learners in Self-Contained Classrooms](#) for more information.

Students Receiving Services Through Age 21

Students who remain enrolled in school or are in a Special Education program under an IEP through age 21 continue to be eligible for all required services, including MLP services, and must participate in English Language Proficiency (ELP) assessments if identified as MLs. In some cases, schools may incorrectly use the term “graduation” when a student has completed 12th-grade coursework but has not earned all necessary credits to graduate, as they are earning a certificate. Since these students are still enrolled, they remain eligible for services under their IEP and ILAP and must still be assessed for ELP as part of the MLP. PowerSchool coding for these students should continue as normal.

Spoken Language Interpretation Resources for IEP Team Meetings

Effective communication is essential to ensuring meaningful participation of families in the IEP process. To support schools in providing equitable access for multilingual families, the SCDE has developed two key resources:

- [Spoken Language Interpretation Guidance for IEP Team Meetings](#) – This document outlines best practices and legal considerations for providing interpretation services during IEP meetings.
- [Spoken Language Interpretation Script for IEP Team Meetings](#) – This resource offers a suggested script to help facilitators clearly communicate the purpose and process of interpretation to families and interpreters.

These tools are designed to promote consistency and clarity, and in IEP meetings where spoken language interpretation is needed. Schools are encouraged to incorporate these resources into their standard procedures to ensure compliance and foster strong family engagement.

MultiCSD Multilingual Topics in Communication Sciences & Disorders

The [MultiCSD website](#) is an educational resource created by Dr. Christina Gildersleeve-Neumann to support Speech-Language Pathologists and students working with culturally and linguistically diverse (CLD) clients. It provides organized, expert-informed information on multilingualism, multicultural considerations in clinical practice, global languages, cultural backgrounds, and assessment/intervention strategies for both children and adults. The site also includes language-specific guides, cultural profiles, tutorials, and resources developed with contributions from graduate students and the Monolingual and Bilingual Speech (MABS) Lab.

SECTION X: ANNUAL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT GUIDANCE

Starting in 2023, WIDA announced updated names of the annual summative ELP assessments within the WIDA suite of assessments. The SCDE has started to make terminology changes and will refer to WIDA ACCESS Online and WIDA ACCESS Paper as WIDA ACCESS when referencing online and paper testing. If differentiation between the two is needed, they will be stated as separate assessments.

Table 27. *English Language Proficiency Summative Assessment Terminology Changes*

English Language Proficiency Summative Assessment Terminology Changes		
Previous Name	New Name	Effective Year
Alternate ACCESS for ELLs	WIDA Alternate ACCESS	2023-2024
ACCESS for ELLs Online	WIDA ACCESS Online	2025-2026
ACCESS for ELLs Paper	WIDA ACCESS Paper	2025-2026
Kindergarten ACCESS for ELLs	WIDA ACCESS for Kindergarten	2025-2026

WIDA ACCESS

WIDA ACCESS is administered annually to all MLs coded as a '1.0-6.0' or 'AL1-AL5' proficiency level. Students coded as 'AW' should be screened to complete the identification process before administering WIDA ACCESS. WIDA ACCESS is a standards-based, criterion-referenced ELP test designed to measure MLs' social and academic language proficiency and progress toward proficiency in English. It assesses social and instructional English and the language associated with language arts, mathematics, science, and social studies within the school context and across the four language domains of speaking, listening, reading, and writing. WIDA ACCESS meets the Title I mandate in the ESSA that requires states to evaluate all MLs in grades kindergarten through twelfth grade on their progress towards English proficiency.

All provisionally identified MLs, students whose HLS indicates a language other than English for any of the three questions embedded in Section II of the ES, must be fully identified (have a qualifying ELP screener score) before administering WIDA ACCESS.

Only certified personnel who have completed the required WIDA training for WIDA ACCESS are permitted to administer the annual proficiency assessment. This training must be completed annually by all TAs. In addition, TAs must be trained or certified personnel in the area of language acquisition. District Test Coordinators (DTCs) and School Test Coordinators (STCs) are highly encouraged to complete the WIDA training for WIDA ACCESS annually to understand and organize the administration of the assessment.

Table 28. WIDA ACCESS Administration Guidance

WIDA ACCESS Administration Guidance	
WIDA ACCESS	Administered Subtests
All MLs Grades K-12	Listening-Yes, Reading-Yes, Speaking-Yes, Writing- Yes
The student qualifies for services if the Overall PL < 4.4	The student does not qualify for services if the Overall PL $\geq$ 4.4 The student will be monitored for four years after meeting the reclassification criteria. Students may still receive instructional accommodations as needed.

WIDA Alternate ACCESS

All MLs are required to participate in the annual ELP assessment. MLWDs may receive accommodations on WIDA ACCESS per the student's IEP. For MLWDs in grades one through twelve with significant cognitive disabilities who are unable to meaningfully participate in the standard WIDA ACCESS assessment, it is imperative that the need for the WIDA Alternate ACCESS be clearly documented in the student's IEP. The Alternate ACCESS is a large-print, paper-based assessment specifically designed to measure the English language proficiency of students with significant cognitive disabilities. To demonstrate proficiency on the WIDA Alternate ACCESS, students must achieve a composite score of 3 (Developing) or higher.

MLs in third grade or above who qualify for SC-Alternate Assessment would qualify for WIDA Alternate ACCESS. If a student has an IEP but does not meet the criteria for SC-ALT, then they should be taking WIDA ACCESS. In some situations, it may be more accessible for them to complete a paper administration rather than using the online format.

Table 29. WIDA Alternate ACCESS Administration Guidance

WIDA Alternate ACCESS Administration Guidance	
WIDA Alternate ACCESS	Administered Subtests
All MLs in Grades K-12 who qualify for alternate testing	Listening-Yes, Reading-Yes, Speaking-Yes, Writing-Yes
A student qualifies for services if: The Overall proficiency level is $\leq$ 3 (Developing).	The student does not qualify for services if: Overall proficiency level is $\geq$ 3 (Developing) or higher. The student will be monitored for four years after meeting the reclassification criteria. Students may still receive instructional accommodations as needed.

WIDA ACCESS Administration Guidance

Specific administrative considerations are available to any ML student and do not need to be but can be listed on an ILAP/IEP or a 504 plan to receive them. To find a detailed list of administrative considerations, universal tools, and allowable accommodations, which should be documented in an IEP or a 504 plan, please reference the [Accessibility and Accommodations Manual](#) on the [WIDA](#) website.

Failure to Obtain a Composite Score on the Annual ELP

In accordance with Section 1111(b)(2) of Title I, all MLs who have not yet met the state-defined English proficiency criteria are required to participate in the annual summative ELP assessment. This requirement remains in effect until the student achieves proficiency as defined by the State of South Carolina.

If a student does not receive a composite score from the annual ELP assessment (e.g., due to incomplete testing or data issues), the student must be administered the ELP screener at the beginning of the upcoming school year. This is necessary to obtain an updated ELP score for accurate PowerSchool coding, Title III, Part A funding, and continued MLP services.

It is important to note:

- The administration of the ELP screener in this context is not for initial identification, as the student has already been identified as eligible for the MLP.
- Even if the student meets the South Carolina English proficiency criteria during the screener administration, they must remain in the MLP until proficiency is demonstrated on the summative ELP assessment.
- The updated ELP score obtained from the screener will not count toward the school's participation rate for the required annual ELP assessment.

Schools must ensure timely administration of the screener and accurate data entry to maintain compliance and support appropriate instructional services for MLs.

Cut-Off Date for Testing

Section 1111(b)(2) of Title I mandates the annual ELP assessment for all MLs who have not yet achieved proficiency as defined by the State. Any student identified as an ML through the screening process must participate in the assessment, provided there is sufficient time between enrollment and the end of the testing window.

If schools determine that twenty (20) calendar days before the close of testing is the latest feasible date to both screen and administer the summative ELP assessment, the SCDE concurs with this position. In such cases, schools will not be considered noncompliant with ESSA testing requirements.

Not all student transfers are required to undergo ELP screening in addition to the summative ELP assessment during the testing window. However, those not required to undergo initial ELP screening (i.e., the student is already an identified ML) must participate in the summative ELP assessment whenever sufficient time allows.

There is no expectation for schools to administer the summative ELP assessment to students who initially enroll in the school within the final twenty (20) calendar days of the testing window if they must also undergo screening. However, initial screening for MLP services must still adhere to state and federal timelines (see [English Language Proficiency Screening](#) section).

Student Transfers During the Testing Window

If a student transfers to South Carolina from out-of-state during testing with ample evidence to show the student completed WIDA ACCESS Online in another state, the new school can accept those results. It is a school's responsibility to request the WIDA ACCESS Score Report from the transferring state or school for the student when score reports are released later that spring. It is strongly suggested the school keep track of these situations. Failure to receive the official score report can result in the administration of a screener in the fall to obtain an official and recent ELP score for that student.

Students who transfer from non-WIDA states during the testing window will take WIDA ACCESS.

Mid-Year Grade Promotion and WIDA ACCESS Participation

Each student is required to take the WIDA ACCESS assessment at the grade level and grade cluster in which they are officially enrolled at the time of testing. Under no circumstances should a student be assessed using materials intended for a grade level other than their current, documented enrollment. If applicable, students with significant cognitive disabilities must be assessed according to their true grade code. Even in the rare circumstance that a student is promoted mid-year, all assessment administration decisions continue to be based on the grade level for which the student is officially enrolled on their date of the assessment administration, not based on the beginning of the testing window. This ensures consistency, accuracy, and adherence to statewide assessment protocols.

Testing Mode

WIDA ACCESS should be administered as an online assessment only. If online testing is not appropriate for homebound students or other special circumstances, there is a process for schools to request to administer tests in a paper format.

Students with disabilities may take tests in a paper format as specified in the student's IEP or 504 plan. MLs with special circumstances (e.g., newcomer transfers during the testing window without technology experience) may take tests in paper format as specified in the student's

ILAP. The paper testing mode should be used minimally and only when a student truly needs this accommodation.

The STC should contact the DTC for any of these circumstances. The DTC will submit any necessary paperwork to the OAS team at the SCDE.

Students Not Tested

Beginning with the 2021-22 school year, any ML enrolled in the school during the WIDA ACCESS testing window and does not take the entire assessment or misses one or more of the domains must be entered into the 'Students Not Tested' table in PowerSchool. This excludes students who have been approved by the OAS at the SCDE and meet Less Than Four 4 Domains (LT4D) Criteria. The 'Students Not Tested' table includes the annual ELP assessment and state assessments, and information can be completed there as applicable.

ACCESS Testing Window - Case-by-Case Extensions

Extensions are reserved only for verified, unavoidable disruptions, such as documented weather-related closures, confirmed public health emergencies (e.g., measles quarantine/outbreak), or scheduled school breaks that overlap with the WIDA ACCESS testing window. They are not intended to provide additional time for schools that did not schedule appropriately or that still had available testing days within the original window. Schools requesting an extension must submit the [WIDA ACCESS, WIDA Alternate ACCESS, and WIDA ACCESS Kindergarten Assessment Window Extension Request](#) by February 28th of the current test administration window.

Less Than Four Domains Guidance

For students who are MLWDs, one or more of the domain(s) assessed on WIDA ACCESS or WIDA Alternate ACCESS may not be accessible, even with universal support and/or accommodations. As a reminder, an MLWD is required to make an earnest attempt at all domains. If the student cannot access a domain due to their disability, the IEP/504 team may determine that the domain(s) assessed is not appropriate given the characteristics of the student's disability. The IEP/504 team may request that one or two of the domain(s) assessed (Listening, Speaking, Reading, or Writing) on WIDA ACCESS or WIDA Alternate ACCESS to be considered LT4D. To make this request, the IEP/504 team should submit a [Less Than Four Domains \(LT4D\) Request form](#) along with IEP/504 documentation to the DTC. The DTC will complete and sign the LT4D form(s) and submit to the SCDE's ELP Assessment Program Manager for review and final determination.

In previous administrations of the WIDA ACCESS assessment, the SCDE reviewed each IEP submitted under the LT4D Guidance. Through this analysis, consistent patterns in the characteristics of disabilities among the identified students emerged, particularly in relation to their accessibility needs. For example, students who are deaf and hard of hearing may be unable to access the "Speaking" and "Listening" domains in WIDA ACCESS or WIDA Alternate ACCESS due to their disability. Likewise, students who are blind may be unable to access "Speaking" and "Reading" due to their disability. As a reminder, a scribe is an allowable

accommodation if the student needs to dictate their responses, either verbally using an external speech-to-text device, an augmentative/assistive communication (AAC) device (e.g., picture/word board), or by gesturing, pointing, or eye gaze.

All LT4D request forms must be submitted prior to the annual deadline. The only submissions that will be accepted during the assessment window will be for newly enrolled students. A committee will review submissions before the assessment window, and determination letters that allow or deny the request, including procedures for authorized requests, will be sent before test administration. An LT4D Request form must be submitted annually for students who may continue to be considered 'LT4D'.

If the student is taking the online version of WIDA ACCESS, refer to the WIDA Assessment Management System Submit Incomplete Domain Guide in the [WIDA Secure Portal](#) or request this document from the ELP Assessment Program Manager at the SCDE. If the student takes the paper version of WIDA ACCESS or WIDA Alternate ACCESS, complete all the tested domains once approval for LT4D has been granted.

Precode and Ordering Materials

Beginning the 2020-21 school year, the SCDE required that WIDA ACCESS only be administered as an online assessment. The SCDE will not accept paper waivers for the administration of WIDA ACCESS. Use the following guidelines to assist with ordering materials and preparing for the online administration of the ELP assessment in conjunction with the WIDA AMS User Guide. The SCDE will be responsible for sending the pre-ID file to Data Recognition Corporation (DRC) to complete the initial materials order for all South Carolina schools. Schools will no longer order materials during the initial materials window.

For accuracy in ordering, all MLs will need the appropriate ELP level coded in the SC Student Information page in PowerSchool. Students in grades K-12 with an English proficiency level of '1.0-6.0' or 'AL1-AL5' will participate in the annual ELP assessment. All students participating in WIDA ACCESS Online will automatically default to online testing in the pre-ID file. DTCs will not need to order materials for WIDA ACCESS Online during the initial materials ordering window or enter information on the Precode page in PowerSchool. DRC will send materials for this assessment based on the pre-ID file.

Precode entry for the upcoming administration of WIDA ACCESS is due no later than the date indicated in the Precode Guide and the Assessment Schedule from the OAS. Important ELP assessment dates can be found on the [South Carolina WIDA](#) webpage or the SCDE [WIDA ACCESS](#) webpage. The Data Collection Schedule can be found on the [Student Information Systems \(SIS\)](#) webpage.

Students coded as an 'AW' are not yet completely identified as an ML. Proper identification screening must occur before determining eligibility for MLP services and ELP testing. Students in a 3- and 4-year-old Preschool Program do not take the annual ELP assessment regardless of their English proficiency level. Students who have previously met the proficiency criteria

and are coded as 'M1-M4' or '8 Former ML' do not continue to take the annual ELP assessment. Based on their initial screener, students who did not qualify for MLP services are coded as '8 Never ML' and do not take the annual ELP assessment.

WIDA ACCESS for Kindergarten is administered as a paper-based assessment. DTCs will not need to order materials for WIDA ACCESS for Kindergarten during the initial materials ordering window or enter information on the Precode page in PowerSchool. DRC will automatically send materials for this assessment based on the pre-ID file. Schools must have all English proficiency levels properly coded in PowerSchool.

WIDA Alternate ACCESS is administered as a paper-based assessment. DTCs will not need to order materials for WIDA Alternate ACCESS during the initial materials ordering window. However, the 'Alternate Assessment' field must be checked on the Precode page in PowerSchool. DRC will send materials for this assessment based on the pre-ID file. Please check the 'Alternate Assessment' field on the Precode page in PowerSchool for any ML who qualifies for alternate assessments by the Precode deadline. Please note that the SCDE may request IEPs or other documentation to verify using WIDA Alternate ACCESS.

WIDA ACCESS for Kindergarten, WIDA Alternate ACCESS, and grades 1-3 Writing will remain as paper-based administration. The option for grades 4-5 Writing as a blended option will remain. This blended option allows for all online administration of the assessment, except for the Writing domain. If this option is chosen, the writing prompt will be online, while the student responds in a writing test booklet and DTCs will order these writing booklets during the additional materials window. A waiver or special circumstance request is not required for this option.

WIDA ACCESS Paper will be available for students documented in their IEP, for homebound students where online testing is not feasible, or for SCDE-approved special circumstances. Please note that the SCDE may request IEPs or other documentation to verify using paper-based ELP assessments.

Although WIDA ACCESS will primarily be online administration, the SCDE acknowledges certain situations in which paper administration may be necessary. If the paper administration of WIDA ACCESS is needed due to unforeseen circumstances, the ELP Assessment Program Manager will need to approve the order of paper materials.

Students taking the ELP assessment, WIDA ACCESS, in paper format should have the 'ELP Paper' field selected on the Precode page in PowerSchool and a 'Tier' selection of 'Tier A' or 'Tier B/C'. The default will be 'Tier A' if the field is left blank. For tier placement protocol, visit the [SCDE WIDA ACCESS webpage](#). Precode must be completed for MLs who need paper-based assessments by the Precode deadline. DTCs will not need to order materials for WIDA ACCESS Paper during the initial materials ordering window. DRC will send materials for this assessment based on the pre-ID file.

Before ordering additional materials, STCs should consult with DTCs to determine if materials are on hand or need to be ordered. Only the DTC should place additional materials orders.

Customized test forms and materials for WIDA ACCESS are not ordered via Precode. All customized material orders will be placed through WIDA AMS during the additional materials window. Please reference the WIDA AMS User Guide for instructions on ordering additional materials through WIDA AMS.

DRC will be responsible for consulting with the ELP Assessment Program Manager at the SCDE to approve all additional material orders. Additional material orders will be approved promptly by the ELP Assessment Program Manager to ensure the schools and schools receive their materials quickly, not interrupting the testing schedule and procedures.

SECTION XI: RECLASSIFICATION, PROFICIENCY, AND MONITORING OF MULTILINGUAL LEARNERS

Reclassification

MLs must be evaluated annually using the state-mandated ELP assessment. To determine if a student is eligible to be reclassified from the program, the student must demonstrate English proficiency on a valid and reliable ELP assessment. Each ML should be reclassified annually based on the results of the annual ELP assessment, and the English proficiency level field in PowerSchool should reflect the new reclassification status.

Proficiency Criteria

WIDA ACCESS

The current proficiency criteria in South Carolina state that MLs must have scored a 4.4 or higher Overall PL on WIDA ACCESS. In addition, these students are monitored for an additional four (4) years before being considered exited from the MLP.

WIDA Alternate ACCESS

The current proficiency criteria in South Carolina state that MLs must have scored a 3 (Developing) or higher on WIDA Alternate ACCESS. In addition, these students are monitored for an additional four (4) years before being considered exited from the MLP.

Prior proficiency scores and coding matrices can be found on [Appendix F: South Carolina Historical English Language Proficiency Criteria](#).

Post-Proficiency Achievement and Data Reporting

Once multilingual learners (MLs) meet the established proficiency criteria, they enter a four-year monitoring phase (M1–M4). Under Title III of the ESEA, as amended by ESSA [Section 3121(a)], schools must report on the number and percentage of former MLs meeting state academic standards during this period. The monitoring phase ensures that students continue to progress as expected and do not experience academic setbacks following reclassification. Schools remain responsible for tracking and supporting the academic performance of M1–M4 students to ensure sustained success and access to necessary language supports.

Progress Monitoring Multilingual Learners

Progress monitoring is necessary while students are in the MLP program and required after they have met the proficiency criteria. To maintain compliance with monitoring, make sure

that documentation is on file for each student (Active MLs and M1-M4) – typically progress monitoring forms are completed each quarter of the school year.

Comprehensive and comparable data on all students is needed to evaluate students' success in obtaining an effective and appropriate education. This data allows comparisons to be made between MLs and their native English-speaking peers in core content classes.

Understanding Progress Monitoring

What Progress Monitoring Means

Progress monitoring of MLs in K-12 is the ongoing, systematic process of assessing and tracking students' academic and language development to ensure they receive equitable support and make measurable progress toward grade-level standards.

- **Continuous assessment:** It involves collecting data regularly (weekly, monthly, or quarterly) on MLs' performance in both content areas and English language development.
- **Data-driven decisions:** Educators use this information to adjust instruction, interventions, and support to meet the individual needs of each student.
- **Student-focused:** Monitoring ensures MLs are not overlooked and that their unique strengths and challenges are recognized in instructional planning.

Key Components in K-12 Settings

- **Academic achievement:** Tracking progress in core subjects like math, science, and literacy.
- **Language proficiency:** Monitoring growth in listening, speaking, reading, and writing in English, often using tools like WIDA ACCESS or local and state-specific assessments.
- **Tiered supports (MTSS):** Within a Multi-Tiered System of Supports, MLs receive differentiated instruction and interventions based on their progress data.
 - Please note that the February Collaborative Exchange will delve deeper into MTSS, along with a few other topics, including retention guidance and MLWDs.
- **Feedback loops:** Teachers, families, and students collaborate to review progress, set goals, and celebrate achievements.

Purpose of Progress Monitoring

- **Identify needs early:** Helps educators spot when a student is struggling and intervene before gaps widen.
- **Ensure accountability:** Schools must demonstrate that MLs are making progress toward English proficiency and academic standards, as required by federal and state policies.

- **Support services:** Data from progress monitoring provides evidence that guides decisions about the specific services, PSDMs, and targeted support MLs require to accelerate both language development and academic achievement.

In short, progress monitoring for MLs in K-12 is about ensuring fair access, equity, and inclusion by using regular data to guide instruction and support students' journey toward full academic and language proficiency.

Progress Monitoring Programmatic Key Discussion Points

Effective progress monitoring is essential for ensuring MLs receive targeted support. The following key considerations are designed to guide discussions on assessment practices, instructional impact, student access, collaboration, and program evaluation. These prompts help teams reflect on how data is collected, shared, and utilized to inform decisions, enhance instructional strategies, and assess program effectiveness. By addressing these areas, educators can create a comprehensive system that promotes continuous improvement and measurable growth for MLs.

Table 30. *Progress Monitoring Programmatic Key Discussion Points*

Progress Monitoring Programmatic Key Discussion Points
Assessment Practices • What data might schools consider to assess student learning? • How do we currently measure both academic achievement and English language development for MLs within our school? • What tools or assessments (formal and informal) are used, and how consistently are they applied across grade levels? • Are there any gaps (e.g., domains, inconsistent practices)?
Instructional Impact • In what ways does progress monitoring data inform instructional decisions, interventions, or PSDMs? • How do teachers adjust instruction when data shows slower growth in a particular language domain (e.g., writing or speaking)? • What barriers prevent us from acting on the data we collect?
Student-Focused and Access • Are MLs receiving equitable opportunities to demonstrate progress in both content and language learning?

Progress Monitoring Programmatic Key Discussion Points
• How do we ensure that progress monitoring captures students' strengths, not just areas of need? • Whose voices are missing when we interpret progress data?
Collaboration and Communication • How is progress monitoring data shared among classroom teachers, MLP specialists, administrators, and families? • What systems are in place to ensure that data leads to collaborative planning and support? • How are families engaged in understanding progress?
Program Evaluation • How do we use progress monitoring data to evaluate the effectiveness of our language support programs and service delivery models? • What changes have been made in the past based on monitoring results, and what outcomes did we see? • Can you recall a programmatic change that was driven by data? How was it measured and communicated?

Progress Monitoring Form

If schools choose to utilize a school-created progress monitoring form, the form should contain, at minimum, the following information:

- assessment information (e.g., standardized tests taken, WIDA identification scores and dates),
- academic information (e.g., courses taken, grades, attendance, and promotion/retention),
- entry date into U.S. schools,
- entry date into the local school,
- years of schooling in the home language,
- interrupted education/educational history,
- testing for vision and hearing,
- physical conditions that may affect learning,
- classroom observations by teachers, and
- enrollment history and criteria used for placement in special services (e.g., MLP, IEP, speech therapy, special education, gifted services, etc.).

To support schools in effectively tracking the academic and language development of MLs, both active and monitored, the SCDE team provides a [Progress Monitoring Form Example -](#)

Active and Monitored MLs. This resource is designed to assist educators in documenting student growth across all language domains, identifying areas of need, and ensuring timely interventions aligned with the ILAP. schools may adapt this example to fit local processes while maintaining compliance with Title III requirements and SCDE guidance.

A colored folder to keep all MLP related documents is recommended to be added to the students files to assist with monitoring of student's records and compliance processes.

Monitoring M1-M4

Monitoring M1-M4 students is a requirement, and schools may utilize the provided [progress monitoring form](#) or a school-created monitoring form to obtain data on each student (M1-M4) from classroom teachers, but not limited to core content class teachers.

Best practice suggests that all teachers who serve M1-M4 students complete a monitoring form and provide applicable signatures.

Screening for Initially Unclassified Students and Those Requiring Reclassification

Students who were never initially classified based on an ELP screener, as well as those who previously met proficiency benchmarks (M1-M4 and 8s) but now demonstrate a need for additional support, may be eligible to re-enter the MLP program. If there is adequate supporting evidence of a language concern, the school must obtain written parent/guardian documentation before rescreening. This written documentation must show that parents/guardians understand that if the student does not receive a non-qualifying score on the identification screener, they will be reclassified as an ML and placed back into the MLP program. Reclassification as an ML means the student will be unable to exit the MLP program until they have successfully met the proficiency criteria on the annual ELP assessment and completed four years of monitoring after meeting the proficiency criteria.

If the parent/guardian agrees and all other avenues (i.e., MTSS) and the questions listed below have been answered, identification screening for reclassification may occur.

- Is there a language need?
- Is the student receiving instruction of enough quality to make the accepted levels of academic progress?
- Has the student undergone the MTSS process? Is the data from the process valid and reliable?
- Are classroom accommodations being made in the classroom, if applicable? Have they been documented? Are additional accommodations needed (monitored students may receive necessary accommodations and an ILAP)?
- Are there any factors beyond the classroom such as health, family circumstances, education history, and trauma impacting the student's academic progress?
- How does the student's progress compare with their non-ML peers?

If a student may need to re-enter an MLP program, an ELP screener should be administered to determine eligibility. If the student is eligible for MLP services, the MLPT should convene to create an ILAP and determine services (see [ILAP guidance](#) for additional information).

The 'English Proficiency Level (PL)' field in PowerSchool will need to be updated to the new ELP score. The date in the 'English Language Proficiency (ELP) Initial Assessment' box must be the enrollment date into the school. The 'ELP Assessment' and 'ELP Score' must be updated to reflect the new ELP information. Any other additional PowerSchool data and information should be entered. The student must begin receiving services and accommodations, and parent notification must be sent within 14 calendar days.

SECTION XII: POWERSCHOOL CODING GUIDANCE

Accurate coding of ML student information is an essential component for state and federal reporting, ELP testing, and improving MLP programs throughout the state. All MLP PowerSchool coding is due by the school's 45th day. As student information changes throughout the school year or new students enroll, information should be updated and inputted accordingly. The SCDE [PowerSchool](#) and [Accountability](#) webpages contain additional resources and information.

PowerSchool Field

Refer to the [Student Information System \(SIS\) Data Entry Manual](#) for clarification of terms/fields to be populated.

A PowerSchool code validation list has been curated to assist schools in understanding the validations associated with the MLP. By referencing the codes outlined in [Appendix L: PowerSchool State Code Validations](#), schools will be able to navigate through the intricacies of the program, ensuring accurate data interpretation and reporting.

In addition, a comprehensive list of language codes used for identifying students' primary or home language is available in [Appendix M: PowerSchool Language List](#), along with a standardized list of birth country codes to support consistent data entry in [PowerSchool Birth Country List](#).

These resources are intended to promote data accuracy and alignment with state reporting requirements. Schools should refer to these lists when entering or reviewing student information related to language and country of origin.

Enrollment Survey PowerSchool Crosswalk

The PowerSchool Crosswalk should be used in conjunction with the [PowerSchool Student Information Systems \(SIS\) Data Entry Manual](#) provided by the Office of Research and Data Analysis (ORDA) along with other guidance documents and procedures from the specific Foster Care, Migrant Education, McKinney-Vento, and Multilingual Learner Program teams. Figure 1 contains a screenshot of the ES fields as they appear on the SC Student Information Page in PowerSchool.

Figure 1. PowerSchool SC Student Information Page Screenshot

The screenshot displays a form with the following fields and values:

- English Proficiency Level:** Select One (highlighted with a red border and a red triangle icon indicating a missing required field).
- Birth Country:** (Blank) – United States.
- U.S. School Entry Date:** MM/DD/YYYY (with a calendar icon).
- Language First Acquired:** (blank) - English.
- Language Spoken Most Often:** (blank) - English.
- Primary Home Language:** (blank) - English.
- Oral Communication Language:** (blank) - English.
- Written Communication Language:** (blank) - English.
- Foster Status Screener:** Select - One.
- Qualifying Family Move:** (blank) – No.
- Qualifying Occupation:** (blank) – No.
- Housing Status:** Select-One.

Note. Source: SC Student Information tab in PowerSchool. All data from the ES are entered in the top table of the SC Student Information tab.

Right to Translation and Interpretation Services

Table 31. Enrollment Survey and PowerSchool Field Crosswalk, Right to Translation and Interpretation Services

Enrollment Survey (ES)	PowerSchool Fields
Oral Communication Language(s)	Oral Communication Language
Written Communication Language(s)	Written Communication Language

Note. Table 26 demonstrates the crosswalk between fields that are completed in the *Right to Translation and Interpretation Services* section of the ES by the parent and/or guardian and the corresponding PowerSchool fields for data entry. *Right to Translation and Interpretation Services* fields are updated annually.

The oral and written communication fields do not determine ML status. Rather, these fields indicate the language the family must be communicated with for all LEA communication.

Figure 2. PowerSchool Oral and Written Communication Language Fields Screenshot

The screenshot shows two dropdown menus:

- Oral Communication Language:** (blank) - English.
- Written Communication Language:** (blank) - English.

Note. Source: 'Oral Communication Language' and 'Written Communication Language' fields from the PowerSchool SC Student Information tab.

All data from the ES related to communication languages are entered in these fields. To ease data entry, all communication languages are auto populated to '(Blank) - English' and only those with languages other than English will need to be entered. If the language needed is not listed, a school may choose 'Other,' and a write-in field will appear to input the correct language.

Proficiency Codes for the Multilingual Learner Program

The Title III/MLP team updates the South Carolina English Language Proficiency Codes for the Title III / Multilingual Learner Program (MLP) matrix as needed to reflect accurate English proficiency coding for PowerSchool. The matrices for years prior to the current school year can be found on the SCDE [ESEA, Title III, Part A / Multilingual Learner Program website](#) (PowerSchool Coding and Data drop-down).

English Proficiency Levels reflect the scores students earn on the WIDA assessments, ranging from 1.0-6.0 or AL1-AL5. These levels are recorded in PowerSchool according to the guidelines outlined in the coding matrix. For students with proficiency levels between 1.0 and 6.0, the 'PL Progression' option must be selected. PL Progression refers to the detailed decimal score associated with the ELP assessments. For example, a student who scores an Overall 2.3 on WIDA ACCESS would be coded an 'English Proficiency Level (PL)' of '2-Emerging' and a 'PL Progression' of '.3'.

M1-M4 First-Fourth Year Monitor

Students coded as 'M1-1st Year Monitor,' 'M2-2nd Year Monitor,' 'M3-3rd Year Monitor,' or 'M4-4th Year Monitor' have previously met the proficiency criteria on the annual ELP assessment. These students have entered the monitoring phase (M1-M4), during which they are closely monitored for four (4) years after meeting the proficiency criteria. For students coded as an 'M1-M4,' the initialization process in PowerSchool, once completed at the local level, will automatically move the student to the correct coding the following year. For example, if a student is coded an 'M1-1st Year Monitor' during the 2024-25 school year, once the school completes the initialization process in PowerSchool during the summer, the student will automatically move to 'M2-2nd Year Monitor' for the 2025-26 school year. Students coded as an 'M4-4th Year Monitor' will automatically move to an '8-English Speaker.' However, schools will need to manually select the 'Former ML' status in most cases, or 'Never ML' in others, for these students.

AW-Awaiting

The coding of 'AW-Awaiting' is meant to be a temporary coding status. Reference the matrix for additional details. If a student is coded 'AW-Awaiting' for longer than thirty (30) days of enrollment, a validation warning will show in PowerSchool. Although this warning will populate, student data may still be submitted. All MLs are federally required to have their ELP assessed annually and should have proper coding in PowerSchool.

8-English Speaker

When a student is coded English proficiency '8-English Speaker' in PowerSchool, 'Former ML' or 'Never ML' status must be entered.

Former MLs are those students who were initially identified as MLs needing MLP services but who met proficiency criteria on the state-mandated English proficiency assessment (ELDA before 2015 and WIDA ACCESS after 2015). Additionally, these students completed the four-year monitoring period.

Never MLs are those students who initially met proficiency criteria on the state-mandated English proficiency screener assessment and never received MLP services. These students never completed monitoring periods unless they were tested during the first semester of kindergarten. Students who met the proficiency criteria score on the first-semester kindergarten ELP screener will be coded '8- Never ML' after completing the four-year monitoring period.

"SSI" Students

In certain cases, some children, students, or adults may have an active or previously active 'English Proficiency Level' coded in PowerSchool but have since moved to Supplemental Support Identification (SSI) status. That is, at one point they were being actively served in a school and were coded with an 'English Proficiency Level' but they have since been transferred to the "SSI school."

In these cases, school staff must determine whether or not to leave the existing 'English Proficiency Level' field coded or adjust it to the "SSI" proficiency level.

In making this determination, school staff must understand the importance of accurate data entry and that there are potential challenges to both options.

The following are two potential options for data entry.

- **Option One:** Code all SSI Persons with the "SSI" Proficiency Level
- **Option Two:** Preserve previous Proficiency Levels for current SSI Persons

Either option is suitable depending on school needs. No matter the option chosen, however, schools must ensure that when SSI persons re-enroll into a school that the records are thoroughly reviewed to determine the correct 'English Proficiency Level' coding.

The previous coding may still be accurate; however, there is a significant chance that screening or identification procedures may need to be updated.

Birth Country

When entering a student's birth country in PowerSchool, it is essential to select the location where the student was actually born. Each case should be reviewed individually to ensure the most appropriate coding.

For additional information regarding Birth Country, refer to the [Student Information System \(SIS\) Data Entry Manual](#).

Case-by-Case Considerations:

Some birth country data entry situations, especially those involving U.S. citizens born abroad require careful review. Schools must use their best judgment based on available documentation. If documentation is unclear or you are unsure how to proceed, consult with your school data manager or legal counsel. When in doubt, document your decision-making process to ensure transparency and consistency.

Birth Country Coding for Students Born Outside the Contiguous U.S. (OCONUS):

The contiguous U.S. (mainland) does not include Alaska, Hawaii, or U.S. territories. Follow the coding below:

Table 32. *Location and PowerSchool Entry*

Location	PowerSchool Entry
U.S. (50 states), District of Columbia, Alaska, Hawaii, Puerto Rico (PR), Military Bases (U.S.)	(Blank) - United States
American Samoa (AS), Guam (GU), Northern Mariana Islands (MP), U.S. Virgin Islands (VI)	ZZZ998 - US Territory
Military Bases (Outside U.S.)	Country of base location

Clarification on U.S. School Entry Date and Immigrant Student Classification

Students who are born in the United States, the District of Columbia, or Puerto Rico do not receive a U.S. School Entry Date in PowerSchool, regardless of their educational history. This includes students who were born in these jurisdictions but never attended school in the U.S. and later returned from another country. Even in such cases, these students remain ineligible for a U.S. School Entry Date.

As a result, these students do not meet the federal definition of immigrant students and do not qualify as recently arrived MLs for accountability reporting purposes. This distinction is essential for accurate classification and reporting under federal and state guidelines.

Furthermore, the SCDE has previously revised the 9GR procedures to address these specific scenarios. These updates are designed to ensure consistency across districts and likely provide report card benefits to all LEAs by aligning procedures with federal definitions and accountability standards.

Foreign Exchange Students

Foreign exchange students who are also MLs and enrolled in public elementary or secondary schools in the United States are covered by the holding in the 1974 U.S. Supreme Court decision, *Lau v. Nichols*, that school districts must take affirmative steps to help students learning English overcome language barriers so that they can participate meaningfully in each district’s education program. 414 U.S. 563 (1974).

Foreign exchange students are held to the same identification screening standard as all other students. If a language other than English is listed on the HLS, the student should be screened for English language development support and coded in PowerSchool according to the results.

Under the ESEA, a foreign exchange student would not be exempt from any Title I required assessment, precisely, the ELP assessment. The legal obligations for foreign exchange students were not changed through the passage of the ESSA. Foreign exchange students who qualify for MLP services take WIDA ACCESS annually until they meet the reclassification requirements.

Furthermore, an ML who happens to be a foreign exchange student would also be included in the LEA’s count of MLs for purposes of allocating funds under Title III section 3114(a) of the ESEA.

It is not lawful for a person or agency to direct a student or family on what responses to place on the HLS in any instance. For example, an agency must not direct a foreign exchange student or family to write English on the HLS if it is inaccurate in answering the HLS questions, specifically to avoid MLP services or ELP testing.

Table 33. Student Status and English Proficiency Screener Score Identification

Student Status and English Proficiency Screener Score Identification	
Student Status	English Proficiency levels identified by
A student enrolling in school for the first time in South carolina	WIDA Screener (K-12), WIDA Alternate Screener, or WIDA MODEL

A transfer student from a WIDA Consortium member state	WIDA ACCESS or WIDA Alternate ACCESS scores (if within one calendar year) WIDA Screener (K-12), WIDA Alternate Screener, or WIDA MODEL Students who enroll after the WIDA ACCESS testing window and are screened for services do not need to be rescreened again at the start of the new school year. Scores from the screening will be applicable since they are within one calendar year.
A transfer student from a non-WIDA state	WIDA Screener (K-12), WIDA Alternate Screener, or WIDA MODEL

Guidance for Documenting ELP Initial Assessment Box in PowerSchool

The 'English Language Proficiency (ELP) Initial Assessment' box on the SC Student Information page in PowerSchool must be completed for all students who are screened for possible Multilingual Learner Program (MLP) services. Recording this information ensures that screening efforts are documented regardless of the student's eligibility outcome.

For students transferring into the school who:

- did not qualify for MLP services, or
- have already met English proficiency criteria,

It is highly recommended to enter relevant details into the 'ELP Initial Assessment' box whenever the data is available and applicable. This serves to maintain a clear record of previous assessments.

Note: Transfers ELP assessment data from non-WIDA states or those with non-WIDA scores should not be entered, as these options are not supported in the current drop-down menu.

District Enrollment Date Entry in PowerSchool

The 'District Enrollment Date' (S_SC_STU_X/Init_TestDate) field must be completed to indicate the student's initial enrollment date in the district (Institute schools).

- Do not enter this date for students enrolled in 3K or 4K, as accountability tracking begins in kindergarten.
- For students beginning in kindergarten, enter the initial enrollment date into the district as a kindergartener.
- Students who enroll after kindergarten should have their initial district enrollment date recorded in this field.

For students who withdraw and re-enroll in ANY of the Institute's schools:

- If there has been a break in enrollment of at least forty-five (45) instructional days, the date in this field *may* be updated to reflect the latest re-entry date.

ELP Assessment and Score Entry in PowerSchool

To accurately document a student's entry in the school, the 'ELP Assessment' field (S_SC_STU_X/Init_TestType) must reflect the initial ELP assessment administered. The corresponding 'ELP Score' (S_SC_STU_X/Init_TestScore) must be entered based on the results of that assessment.

Table 34. *Approved ELP assessment and score values*

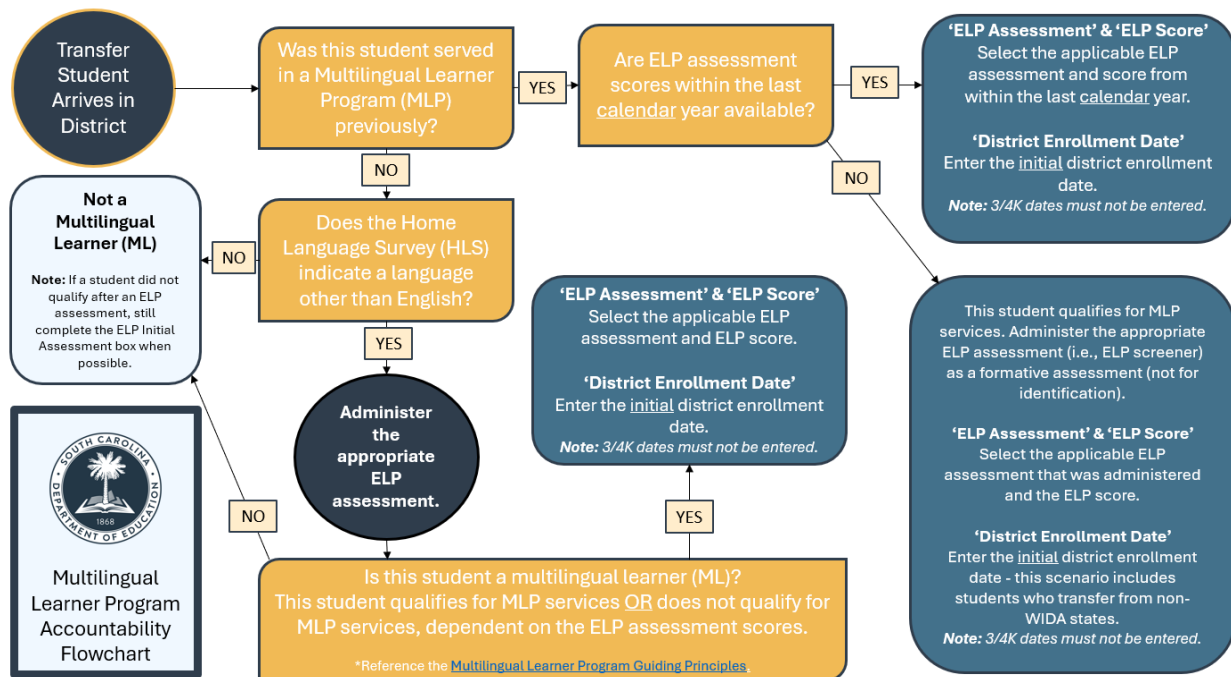
ELP Assessment Name/Back-End Value in PowerSchool	ELP Score Values
WIDA Alternate ACCESS/ALT	1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging
WIDA ACCESS/ACC1	1.0-1.9, 2.0-2.9, 3.0-3.9, 4.0-4.9, 5.0-5.9, 6.0
WIDA MODEL/WMOD	1.0-1.9, 2.0-2.9, 3.0-3.9, 4.0-4.9, 5.0-5.9, 6.0
WIDA Alternate Screener/ALTS	<3 Less Than Three, 3-Developing, 4-Expanding, 5-Bridging
WIDA Screener (K-12)/WIDA	1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, 6.0

Note

- The WIDA Alternate Screener launched on July 1, 2025, and partially aligns with WIDA Alternate ACCESS scoring conventions.
- Students assessed using the WIDA Alternate Screener must also be assessed with WIDA Alternate ACCESS. Only students meeting the criteria for alternate assessments should be administered these tools.
- The previous WIDA Alternate ACCESS score values (A1, A2, A3, P1, P2, P3) were retired in December 2024 due to score standard revisions.
- The K W-APT assessment was discontinued as of December 31, 2021. All score values associated with K W-APT—including C1 through C4—have been disabled and must not be entered.
- Reference the [English Language Proficiency Screening](#) section to determine if students qualify for MLP services or have met the English proficiency criterion set by the State.

Transfer Student Flowchart

Figure 3. Transfer Student Flowchart



Transfer Student Flowchart Scenarios - ELP Initial Assessment Box in PowerSchool

IMPORTANT NOTE: This updated guidance is intended to enhance data collection processes aligned with current accountability metrics and policies. Additionally, this guidance applies to all MLs, including those coded as 1.0-6.0, AL1-AL5, <3 - Less Than Three, M1-M4, and 8. All other ELP assessment and identification processes can be referenced within this guiding principles document.

Please note the 'Enrollment Date' must not be entered for students enrolled in 3K or 4K, as accountability tracking begins in kindergarten.

Newly Enrolled Students

Qualifies for MLP Services

Scenario: Student A is new to the U.S. school system. The HLS indicates a language other than English. The school administers an ELP screener and determines that the student qualifies for MLP services.

ELP Initial Assessment Box:

- **Enrollment Date:** Enter Student A's initial school enrollment date.

- **ELP Assessment:** Select the applicable ELP assessment.
- **ELP Score:** Select the applicable ELP score.

Does Not Qualify for MLP Services

Scenario: Student B's HLS indicates a language other than English. The school administers an ELP screener, but Student B demonstrates English proficiency.

ELP Initial Assessment Box:

- **Enrollment Date:** Enter Student B's initial school enrollment date.
- **ELP Assessment:** Select the applicable ELP assessment.
- **ELP Score:** Select the applicable ELP score. Student B does not qualify for MLP services, but the identification process is still completed and documented.

No ELP Assessment Needed

Scenario: Student C's HLS indicates only English and student records confirm the student was not receiving MLP services prior to enrollment. No ELP assessment is administered.

ELP Initial Assessment Box:

- **Enrollment Date:** Blank
- **ELP Assessment:** Blank
- **ELP Score:** Blank

Student Transfers

Continuing Services with Recent Scores

Scenario: Student D transfers from another school where the student was already receiving MLP services. The previous school provided ELP assessment results administered within the past calendar year.

ELP Initial Assessment Box:

- **Enrollment Date:** Enter Student D's initial enrollment date in the new district.
- **ELP Assessment:** Select the applicable ELP assessment based on the provided information from the transferring district.
- **ELP Score:** Select the applicable ELP score based on the provided information from the transferring district. Student D continues receiving MLP services without needing a new assessment.

Note that if the student is transferring with non-WIDA ELP results, refer to the guidance and procedures found in the [Non-WIDA ELP Assessments](#) section of this document.

Continuing Services with New Scores

Scenario: Student E was in the MLP in their previous district, but the student's last ELP assessment is more than a calendar year old. The new district administers a new ELP assessment (screener). Please be advised that this scenario presumes the student did not receive the mandated annual English Language Proficiency (ELP) assessment, as stipulated under Section 1111(b)(2) of Title I of the ESSA.

ELP Initial Assessment Box:

- **Enrollment Date:** Enter Student E's initial enrollment date in the new district.
- **ELP Assessment:** Select the applicable ELP assessment.
- **ELP Score:** Select the applicable ELP score. Student E continues in the MLP with current assessment data.

Note that if the student is transferring with non-WIDA ELP results, refer to the guidance and procedures found in the [Non-WIDA ELP Assessments](#) section of this document.

Student Withdrawal and Re-enroll

Less Than 45-day Break

Scenario: Student F was previously enrolled in your school district and has since withdrawn and re-enrolled. The period between withdrawal and re-enrollment did not exceed forty-five (45) instructional days. Please note that the instructional break may occur either within the same academic year or span across two consecutive school years. Student F was already receiving MLP services.

ELP Initial Assessment Box:

- **Enrollment Date:** Enter Student F's initial enrollment date in the district. Note: This date would match the initial enrollment date that was entered prior to the student withdrawing from school.
- **ELP Assessment:** Select (or keep) the initial ELP assessment from the initial enrollment (assessment does not change).
- **ELP Score:** Select (or keep) the initial ELP score from the initial enrollment (score does not change).

More Than 45-day Break

Scenario: Student G was previously enrolled in your school district and has since

withdrawn and re-enrolled. The period between withdrawal and re-enrollment exceeded forty-five (45) instructional days. Student G was already receiving MLP services. The ELP assessment results are from within the last calendar year.

ELP Initial Assessment Box:

- **Enrollment Date:** Enter Student G's initial enrollment date in the district. If there has been a break in enrollment of at least forty-five (45) instructional days, the date in this field *may* be updated to reflect the latest re-entry date.
- **ELP Assessment:** Select the applicable ELP assessment from within the last calendar year.
- **ELP Score:** Select the applicable ELP score from within the last calendar year.

Scenario: Student H was previously enrolled in your school district and has since withdrawn and re-enrolled. The period between withdrawal and re-enrollment exceeded forty-five (45) instructional days. Student H was already receiving MLP services. The ELP assessment results are older than one calendar year.

ELP Initial Assessment Box:

- **Enrollment Date:** Enter Student H's initial enrollment date in the district. If there has been a break in enrollment of at least forty-five (45) instructional days, the date in this field *may* be updated to reflect the latest re-entry date.
- **ELP Assessment:** Select the applicable ELP assessment based on the administration of a new ELP assessment to obtain a recent score.
- **ELP Score:** Select the applicable ELP score based on the administration of a new ELP assessment to obtain a recent score. Importantly, this new score does not alter the student's MLP identification status; the student must continue receiving services through the program.

ELP Initial Assessment Protocol in PowerSchool for Kindergarten Students

Important Note: This updated guidance is intended to enhance data collection processes aligned with current accountability metrics and policies. Please note that these improvements will not impact the 2025 report cards.

Students administered the WIDA Screener for Kindergarten during their first semester of kindergarten should have their actual Oral Language score—based solely on the Listening and Speaking domains—entered into the 'ELP Initial Assessment' box in PowerSchool. This score represents the valid initial assessment for that school year.

For accountability calculations, the South Carolina Department of Education (SCDE) standardizes these scores as level “1.0” on the backend to align with first-year accountability frameworks, regardless of the actual score entered.

Updating Records After WIDA ACCESS Administration in PowerSchool

In the second semester of kindergarten, once the student completes the WIDA ACCESS assessment:

- The ‘ELP Assessment’ and ‘ELP Score’ fields must be updated to reflect the new test and score.
- The ‘District Enrollment Date’ remains unchanged and should not be modified.
- Updates should occur after the close of the kindergarten year (after June), since schools may not receive WIDA ACCESS results in time for standard data submissions.

This update ensures that accountability tracking from Grade 1 onward is based on the more comprehensive WIDA ACCESS score.

Example

Consider a kindergarten student who receives a 3.0 Oral Language Proficiency Level on the WIDA Screener in the first semester:

- This score is entered into the ‘ELP Initial Assessment’ box.
- The SCDE backend calculation treats the student as level “1.0” for accountability purposes.
- After WIDA ACCESS testing in semester two, the student earns a 2.3 Overall score.
- When the student enters Grade 1, the PowerSchool fields are updated to reflect:
 - District Enrollment Date: Unchanged
 - ELP Assessment: WIDA ACCESS
 - ELP Score: 2.3

This process supports accurate goal-setting and accountability measures from Grade 1 through 12.

Guidance for Students with Prior Screener Scores

Students with prior kindergarten screening data in the ELP Initial Assessment box, including M1-M4, must have those fields reviewed and updated appropriately:

Table 35. Scenarios and required actions

Scenario	Required Action
Screened in 1st semester of kindergarten within current district, now enrolled in grades 1-12	Update fields to reflect the WIDA ACCESS score from kindergarten , not the oral score

Scenario	Required Action
Screened in a prior district, now enrolled in grades 1–12 in a new district	Likely no update needed , but schools must verify data accuracy (see Transfer Student Flowchart)

District Support and Data Validation for ELP Score Updates

To support districts in meeting annual accountability requirements, the SCDE will generate and share a report after the first (45th day) Quarterly Data Collection (QDC) has been finalized, which is typically around the end of November each year. This report will identify first-grade Multilingual Learners (MLs) who remain in the same district and who require updates to their 'ELP Assessment' and 'ELP Score' fields in PowerSchool.

Key Elements of Support

- The report will be provided directly to district Title III/MLP Coordinators, streamlining efforts to ensure compliance and data accuracy.
- Students on the report will have been initially assessed and received an oral language score during the first semester of kindergarten, and will now need their records updated with WIDA ACCESS scores.

For more detailed guidance on entering accurate English language proficiency (ELP) initial assessment data, consult the [Accountability Manual](#).

Title III, Part A Immigrant Funding Exception

The 'Immigrant Funding Exception - In U.S. School(s) 3 Full Academic Years or Less' field applies to immigrant children and youth who leave the country before three full years and return to the U.S. All immigrant students are coded by using the 'Birth Country' and 'U.S. Entry Date' fields. When the SCDE calculates the number of immigrant students for Title III, Part A immigrant funding, students who have a 'U.S. Entry Date' of more than three years are not included in this calculation. However, sometimes immigrant students leave the U.S. before the full three years and return later. This 'Immigrant Funding Exception - In U.S. School(s) 3 Full Academic Years or Less' field may be selected for students who have left the U.S. and returned but have been in U.S. schools for three years or less total. These years do not have to be consecutive.

This exception field clears out when the district runs the year-end roll-over initialization process. The initialization process may exclude certain students (e.g., inactive or new students), and the school is responsible for checking these lists for accuracy. Schools will need to have this field updated by the 45th day of each school year as applicable to be included in the immigrant calculations for funding.

First Record of MLP Services

ESEA Section 3121(a)(6) requires that an LEA annually report the number and percentage of MLs who have not attained ELP within five years. In this field, the date of the first MLP services on record should be recorded. This includes evidence of MLP services from other districts in South Carolina or other states for transfer students. This data is often difficult to retrieve, but the data should be as accurate as possible. Student transfers who may have all English based on SC HLS can be ML and must still receive MLP services depending on prior records (original HLS indicating a language other than English). This field is essential for ensuring that school monitor the amount of time it takes an ML to obtain proficiency in English and adjust programmatic components to support the needs of MLs.

The 'First Record of MLP Services' field is in PowerSchool on the MLP page and in the 'MLP Program Service Delivery Models (PSDMs)' table. This date should have been completed for all active MLs by the 45 day count deadline of the 2022-23 school year and moving forward. Continue to enter this information for all newly enrolled students. This field must be completed for all MLs except for students who have previously met the proficiency criteria (M1-M4, 8) unless brought back into the MLP. If a student has this information entered and is reclassified as an M1, there is no need to delete data from PowerSchool.

This field replaced the MLP Service Years (formally known as ESOL/ELLI Codes) needed for federal reporting and does not get initialized each year, meaning it remains in PowerSchool and does not need to be entered each year. If at any point evidence surfaces which indicates a date of MLP services earlier than the one entered, the field may be edited to reflect the new information.

Program Service Delivery Models

The PSDM table on the MLP page in PowerSchool replaces the previous ESOL/ELLI Codes for services. Each ML must have only one primary PSDM selected to accurately reflect the MLP services they receive and the majority of time spent in those services throughout the school year. These fields are part of the PowerSchool initialization process and will be cleared annually once a district runs initialization.

SCDE Report Portal: Business Intelligence Reports

ELP assessments, Longitudinal ELP, Multilingual Goals, and Stored Process Active Students English Proficiency Status reports can be found by accessing the SCDE Report Portal. Once in the SCDE Report Portal, the screen will default to the 'Data Quality & Reporting' application page of a district-level user. As a district-level user, under the Report Portal tab, district report cards, Business Intelligence (BI) reports, and documents from the reports dropdown menu can be accessed as the user's role allows. To access the ELP BI reports, select the 'ELP Assessment,' 'Longitudinal ELP,' or 'Multilingual Learner Goals' link from the data reporting dropdown menu. The SCDE Report Portal can be used to determine if a student met the accountability measure for the state report card.

Terms to Know

Advanced Placement (AP) - A College Board program that provides high school students with the opportunity to take college-level courses.

Awaiting (AW) - PowerSchool code to be utilized as a temporary coding to indicate a potential ML, a student whose Home Language Survey (HLS) indicates a language other than English for any of the three questions embedded in Section II of the Enrollment Survey (ES), who has not been screened.

Castañeda v. Pickard - In 1981, the United States Court of Appeals for the Fifth Circuit court decision established a three-part assessment for determining how language education programs would be held responsible for meeting the requirements of the Equal Education Opportunities Act of 1974. The criteria are listed below:

- The bilingual education program must be “based on sound educational theory.”
- The program must be “implemented effectively with resources for personnel, instructional materials, and space.”
- After a trial period, the program must be proven effective in overcoming language barriers/handicaps.

Data Recognition Corporation (DRC) - The DRC provides assessment services and is used for WIDA ACCESS.

District Test Coordinator (DTC) - The district test coordinator oversees the preparations and administration of standardized tests. The DTC works with the Title III/MLP team and the ELP Assessment Program Manager to facilitate and coordinate WIDA ACCESS.

Elementary and Secondary Act of 1965 (ESEA) -The federal Elementary and Secondary Education Act (ESEA), enacted in 1965, is the nation's national education law and shows a longstanding commitment to equal opportunity for all students.

English Language Development (ELD) - The instruction is designed specifically for MLs to develop their listening, speaking, reading, and writing skills in English.

English Language Proficiency (ELP) - The student's ability to use the English language to make and communicate meaning in spoken and written contexts while completing their program of study.

English Learner (EL)/English Language Learner (ELL) - Former term for any student working towards English proficiency.

Enrollment Survey (ES) - The ES replaces the previous HLS. However, the HLS is embedded within the ES to capture the required information for possible ML identification.

Equal Education Opportunities Act (EEOA) of 1974 - The federal law of the United States of America which prohibits discrimination against faculty, staff, and students, including racial segregation of students, and requires school districts to take action to overcome barriers to students' equal participation.

Every Student Succeeds Act of 2015 (ESSA) - Legislation that replaces No Student Left Behind. The main education law for public schools in the United States which holds schools accountable for how students learn and achieve. ESSA aims to provide an equal opportunity for disadvantaged students.

Gifted and Talented Education (GTE) Programs - This program serves students who are identified in grades 1-12 as demonstrating high-performance ability or potential in academic and/or artistic areas.

Home Language Survey (HLS) - This is a survey completed during the enrollment process that documents the language history of the enrolling student. This form is only completed once during the initial enrollment into a South Carolina public school district.

Individualized Education Plan (IEP) - This document, under United States law, is developed for each public school child in the U.S. who needs special education.

Individualized Language Acquisition Plan (ILAP) - The student plan that states the MLP services, classroom accommodations, and testing accommodations an ML student will receive.

Individuals with Disabilities Education Act (IDEA) - United States legislation that ensures students with a disability are provided with free appropriate public education that is tailored to their individual needs.

International Baccalaureate (IB) - A worldwide, nonprofit education program founded to allow all students to receive an education

Kindergarten Round-up-Allowable time beginning after May 1st each year where 4-year-old preschool program students may be screened for the upcoming kindergarten year.

Language Instruction Educational Program (LIEP) - The program that supports students' English proficiency and academic standards for whom English is not their first language/home language.

***Lau v. Nichols*, 414 U.S. 563** - The United States Supreme Court case in which the Court unanimously decided that the lack of supplemental language instruction in public schools for students with limited English proficiency violated the Civil Rights Act of 1964.

Local Education Agency (LEA) - Refers to individual school districts in South Carolina.

Multilingual Learner (ML) - Students who, based on responses to the Home Language Survey (HLS) embedded within the Enrollment Survey (ES), report a language other than English to one of the three HLS questions, and who, was administered an approved English Language Proficiency (ELP) screening, receiving an eligible score for MLP services. Previously known as Limited English Proficient (LEP), English Learner (EL), English Language Learner (ELL).

Multilingual Learner Program (MLP) - South Carolina's English language development (ELD) program.

Multilingual Learner Program Coordinator (MLPC) - A state or district coordinator that is dedicated to the MLP.

Multilingual Learner Program Specialist (MLPS)/Teacher - An MLP educator in schools dedicated to working with MLs as a language development specialist.

Multilingual Learner Program Team (MLPT) - Stakeholders invested in an ML's education. The team should consist of a range of stakeholders (i.e., MLPS/teacher, general education teacher, parent, school counselor) who know the whole child and should convene to determine the student's needs for success. This also refers to the SCDE Title III program team working on cross-collaboration to advance the MLP in South Carolina.

Multilingual Learners with Disabilities (MLWD) - Refers to an ML with a disability.

Multi-Tiered System of Supports (MTSS) - A framework schools and districts use to give targeted support to students needing assistance with content instruction.

Office of Civil Rights (OCR) - The U.S. Department of Health and Human Services (HHS) Office for Civil Rights (OCR) enforces federal civil rights laws, which together protect fundamental rights of nondiscrimination, conscience, religious freedom, and health information privacy.

Parent Notification (PN) - Each local educational agency must provide a LIEP as determined under Title III and shall, no later than 30 days after the beginning of the school year, inform parents of an ML identified for participation or participating in such a program.

***Plyler v. Doe* of 1982** - A landmark Supreme Court decision holding that states cannot constitutionally deny students a free public education on account of their immigration status.

Provisionally Identified Multilingual Learner - Students whose HLS indicates a language other than English for any of the three questions embedded in Section II of the ES but who have not yet been administered an approved ELP screener in 3K and 4K, as formal ELD services start in

kindergarten. Therefore, these identified 3K and 4K students must be screened for ELP upon entry into kindergarten to determine eligibility for ML services.

Professional Learning Opportunity (PLO) - Refers to learning growth and development opportunities offered by the SCDE or vendors, specifically to increase knowledge and practice of working with MLs.

Proficiency Level (PL) - The language proficiency level of multilingual learners based on ELP assessment or screener.

Proficiency Level Progression - The language proficiency level of multilingual learners as measured in decimal form. (e.g., 1.9, the progression is .9)

Program Service Delivery Model (PSDM) - Refers to the type of services an ML receives to support English language development or English language acquisition.

Read to Succeed (R2S) - as amended by Act 114 of 2024, outlines literacy performance in South Carolina and puts in place a comprehensive system of support to ensure SC students graduate on time with the literacy skills they need to be successful in college, careers, and citizenship.

School Test Coordinator (STC) - The school test coordinator oversees the preparations and administration of standardized tests within a school.

Section 504 of the Rehabilitation Act of 1973 (504 Plan) - United States legislation guarantees certain rights to people with disabilities.

South Carolina Department of Education (SCDE) - The state agency for education is dedicated to providing leadership and support so that all public education students graduate prepared for success.

State Education Agency (SEA) - Governing body that monitors compliance and holds districts accountable.

Student with Limited or Interrupted Formal Education (SLIFE) - MLs that have limited or interrupted formal education.

Test Administrator (TA) - The TA is responsible for observing and monitoring the students during examinations and related assessments.

Test Administration Manual (TAM) - The manual that provides instructions applicable to TAs necessary for administering standardized tests.

Title III Self-Reflection Tool (SRT) - Tool created by the Title III program team to review all Title III, Part A compliance and programmatic information.

Title VI of Civil Rights Act of 1964 - No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Translation/Interpretation - The key differences between interpretation and translation are found in each service's medium and skill set: interpreters translate spoken language orally, while translators translate the written word.

United States Department of Education (USED) - The U.S. Department of Education is the federal government agency that establishes policy for, administers, and coordinates most federal assistance to education.

Universal Design (UD) - An approach to teaching, learning, and assessing that gives all students equal opportunity to succeed. UD elements are embedded within WIDA ACCESS for all MLs.

APPENDIX B: MULTILINGUAL LEARNER PROGRAM TERMINOLOGY

Multilingual Learner Program Terminology

Multilingual Learner Program Terminology

The South Carolina Department of Education (SCDE) envisions all students graduating ready for college, careers, and citizenship. Districts are expected to support this goal with personalized, digital learning in safe environments that reflect the Profile of the South Carolina Graduate—including embracing a global perspective.

SCDE adopts an asset-based approach by recognizing English learners as multilingual learners (MLs), valuing their cultural identities and contributions. MLs meet College and Career Readiness Standards while navigating multiple languages, exemplifying the benefits of bi-/multilingualism.

South Carolina's English acquisition program is now the Multilingual Learner Program (MLP), formerly ESOL. Educators are encouraged to adopt titles like Multilingual Learner Program Specialist (MLPS) or MLP Teacher to reflect this inclusive view. While local education agencies (LEAs) may use varying terminology, the SCDE encourages consistent use of asset-based language and practices aligned with the MLP's expanding vision.

Term	Definition
Multilingual Learner Program (MLP)	South Carolina's English language development (ELD) program.
Multilingual Learner (ML)	A student who met the identification criteria and is placed in the MLP.
Multilingual Learner with a disability (MLWD)	A student who met the identification criteria and is placed in the MLP and has an Individualized Education Program (IEP).
Multilingual Learner Program Coordinator (MLPC)	A district coordinator who is dedicated to the MLP.
Multilingual Learner Program Specialist (MLPS)	An MLP educator in schools dedicated to working with MLs as a language development specialist.
Multilingual Learner Program Team (MLPT)	State, district, and school stakeholders involved in an ML's education and success.

APPENDIX C: HOME LANGUAGE SURVEY FLOWCHART

Home Language Survey (HLS) Flowchart

Administer the Home Language Survey (HLS) portion - embedded in Section II of the Enrollment Survey (ES) during the initial student enrollment. All students who register with a school in South Carolina must be asked to identify their primary language by completing the HLS.

Note: The HLS should be completed only once at the time of a student's initial enrollment into South Carolina public schools. If multiple HLS forms are found in a student's file due to error, the original HLS must be identified, placed on top, and used as the official record in the two-part identification process for the MLP.

Schools must not discard any versions of the HLS. All copies (original and subsequent) should be retained in the student's file, with the original clearly marked and used for official identification purposes. This practice ensures compliance with federal and state requirements and maintains the integrity of the student's language identification history, such as:

- If a student transfers from another South Carolina district, do not have the family complete Section II of the enrollment Survey. First, review the student's records for the original ES or HLS. The receiving district must request the HLS from the previous school within the required identification and placement timeline. Out-of-state transfers must retain the HLS from the transferring state and be administered a South Carolina HLS.
- If the HLS is not received by the deadline, despite at least three documented, varied contact attempts, the district may, as a last resort, have the parent/guardian complete a new HLS. All actions must remain within state and federal timelines.
- If a parent/guardian marks "English only" on the South Carolina ES for a first-time enrollee, but records show the student may have previously received Multilingual Learner Program (MLP) services (e.g., out-of-state HLS has a language other than English, MLP services on transcript, etc.), the receiving school must continue MLP services and follow identification and placement guidelines.

To assist districts and schools, the SCDE Student Advocacy, Access and Support (SAAS) team provides an [example paper version of the ES](#) (in multiple languages) for districts that need an ES to implement or are not utilizing an electronic version. All districts are responsible for providing documents in a language the family understands if not provided by the state.

HLS Flowchart

1. Does one or more of the HLS questions indicate a language other than English?

1. What is the language that the student first acquired?
2. What language(s) is spoken most often by the student?
3. What is the primary language used in the home, regardless of the language spoken by the student?

Note: Check the student's records for previous enrollment/MLP service history prior to screening. If the records indicate English Language Proficiency (ELP) scores dated within the past calendar year, screening is not required. Review the [WIDA ELP Assessments](#) section or contact your district's MLP Coordinator when in doubt.

- a. **YES** - Student must be administered the ELP screener.
- b. **NO** - English or signed languages are the only languages indicated on the HLS, then ELP screening is not required. Record the student in PowerSchool Code as a 9-Native Speaker in the proficiency code field.

2. Does the student qualify for MLP services based on the state-approved ELP screener/assessment proficiency criteria?

Note: Check the student's records for previous enrollment/MLP service history prior to determining MLP placement. Review the [WIDA ELP Assessments](#) section about transfer students' scenarios, or contact your district's MLP Coordinator when in doubt.

- a. **YES** - Follow the procedures for MLP placement.
Note: In-State vs Out-of-state transfers may follow different procedures. Refer to the [WIDA ELP Assessment](#) section for details.
 - Place the ELP screening official report into the student's file/records.
 - Send home applicable Parent Notification (PN) based on student scores.
 - Generate Individualized Language Acquisition Plan (ILAP).
 - Implement any other district policies/procedures in place.
- b. **NO** - Follow procedures for non-qualifying students.
 - Place the ELP screening official report into the student's file/records.
 - Send home a non-qualifying Parent Notification (PN) based on student scores.

3. Has the parent waived MLP services for a qualified ML?

- a. **YES** - Have the parent sign the Parent/Guardian Waiver of Multilingual Learner Program (MLP) Services, place it in the student's file/records, and do not place the student in direct MLP services/courses.

Note: A waiver must never be suggested to parents/guardians, as all MLs are entitled to receive services that support their language development and academic success. However, families must be informed of their right to waive services, though not the annual ELP assessment, through the official parent notification letter). Waivers are valid only for the school year in which they are signed and must be renewed annually if the parent/guardian chooses to continue waiving services. Students with waived services may still receive appropriate instructional and assessment accommodations.

- b. **NO** - Continue with MLP procedures and services.

4. Did the parents/guardians indicate a language other than English as a preferred method to receive communication from the school in the HLS?

Note: As per the Office of Civil Rights (OCR), all translation and interpretation services must be provided to families in the language that they prefer. Local Education Agencies (LEAs) are responsible for effectively communicating with families who may require translation or interpretation services. To assist LEAs in determining communication languages for families, the ES has a section that will be completed annually by families to determine their preferred oral and written communication language(s).

- a. **YES** - Provide parents/guardians with translation and interpretation services according to the language selected. Written (translation) and Oral (interpretation).
- b. **NO** - All school communication must be provided in English.

For questions regarding HLS, please contact your district's MLP Coordinator.

Signed Languages and Home Language Survey Guidance

Individuals who have an original Home Language Survey (HLS) indicating a language other than English or signed languages must undergo English language proficiency (ELP) screening to determine whether they qualify for services under Title III/Multilingual Learner Program (MLP) based on screener assessment scores and/or previous records for transfer students.

Although American Sign Language (ASL) and other signed languages (e.g., Mexican Sign Language (MSL), etc.) are considered languages other than English, if English and/or any signed language is the only language(s) listed on the HLS, the student must not participate in ELP screening. If a language(s) other than English/a signed language is listed on the HLS, the student will participate in ELP screening.

A student who uses a signed language for communication due to deafness or hearing impairment, who meets the definition of multilingual learner (ML), and whose primary language is based on national origin in which the HLS indicates a language other than English may qualify for Title III/MLP services.

Districts are advised to review their records for any student who has been wrongly identified based on the information specified above. Districts should remove students from the MLP who use a signed language for communication due to deafness or hearing impairment if the HLS indicates English/a signed language only.

If a student meets the criteria described above, to be removed from the MLP, districts must do the following:

- Inform school administrators;
- Inform teachers and school staff who work directly with the student;
- Document the change in the student's records by including the Signed Languages Exemption letter (page 4 of this document);
- Inform the parent/guardian and send a copy of the [Signed Languages Exemption letter](#) home with the student;
- Recode the student in PowerSchool as a 9-Native Speaker on the proficiency code field.

If you have any questions, please contact the Title III/MLP office at TitleIIIMLP@ed.sc.gov.

Please refer to the [U.S. Department of Education ASL letter](#).

APPENDIX E: PROFICIENCY CODES FOR THE MLP MATRIX

Proficiency Codes for the Multilingual Learner Program (MLP)

Proficiency Level (PL)	English Language Proficiency (ELP) Assessment Score Criteria	ELP Annual Assessment Required
1 – Entering and PL Progression .0-.9	Student scored 1.0-1.9 (Entering) on WIDA ACCESS, WIDA MODEL, or WIDA Screener (K-12).	Y
2 – Emerging and PL Progression .0-.9	Student scored 2.0-2.9 (Emerging) on WIDA ACCESS, WIDA MODEL, or WIDA Screener (K-12).	Y
3 – Developing and PL Progression .0-.9	Student scored 3.0-3.9 (Developing) on WIDA ACCESS, WIDA MODEL, or WIDA Screener (K-12).	Y
4 – Expanding and PL Progression .0-.3	Student scored 4.0-4.3 (Expanding) on WIDA ACCESS, WIDA MODEL, or WIDA Screener (K-12).	Y
4.4-6.0 – Expanding/Bridging/Reaching	Most students scoring 4.4-6.0 will have met the English proficiency criteria (see M1 - 1st Year Monitor). However, there are a few exceptions where a student may score a 4.4-6.0 and remain in the Multilingual Learner Program (MLP). Please see the example scenarios where this coding may be applicable.	Y
AL1 – Entering	Student scored 1 (Entering) on WIDA Alternate ACCESS.	Y
AL2 – Emerging	Student scored 2 (Emerging) on WIDA Alternate ACCESS.	Y

Proficiency Coding	Post-Reclassification/Proficiency Monitoring & Additional Coding	ELP Annual Assessment Required
M1 – 1 st Year Monitor	Student scored an Overall score of ≥ 4.4 on WIDA ACCESS.	N
M1 – 1 st Year Monitor	Student scored 3 (Developing), 4 (Expanding), or 5 (Bridging) on WIDA Alternate ACCESS.	N
M1 – 1 st Year Monitor	Student scored Oral Language score of ≥ 4.4 on the K Screener in first-semester kindergarten.	N
M2 – 2 nd Year Monitor	This is the 2 nd year of monitoring.	N
M3 – 3 rd Year Monitor	This is the 3 rd year of monitoring.	N
M4 – 4 th Year Monitor	This is the 4 th year of monitoring	N
8 – English Speaker – Former ML	The student successfully completed four years of monitoring after meeting reclassification/proficiency criteria as defined by the state.	N
8 – English Speaker – Never ML	Student scored Oral Language score of ≥ 4.4 on WIDA Screener for Kindergarten (administered during the first semester of kindergarten only). This coding is only applied after the student has successfully completed four years of monitoring and was never brought into the MLP.	N
8 – English Speaker – Never ML	Student scored an Overall score of ≥ 4.4 on WIDA Screener (second semester K-12) or WIDA MODEL.	N
9 – Native Speaker	The student is a native English speaker with an initial Home Language Survey (HLS), in which English was the only language noted. Special circumstances may arise with students who transfer from out-of-state. (review records closely).	N
10 – 3K ML Status Pending	Enrolling 3K students with a language other than English listed on the HLS. The student does not participate in identification screening until the end of their 4K year or the beginning of kindergarten but may or may not receive provisional Pre-K MLP support depending on district program guidelines.	N
11 – 4K ML Status Pending	Enrolling 4K students with a language other than English listed on the HLS. The student does not participate in identification screening until the end of their 4K year or the beginning of kindergarten but may or may not receive provisional Pre-K MLP support depending on district program guidelines.	N
AW – Awaiting *A temporary proficiency level coding status.	The student has not yet participated in ELP identification screening, or the ELP assessment window ended/the student missed one or more domains of the ELP assessment, in which case a Composite score must be obtained through the WIDA Screener or WIDA MODEL. The PL should then be updated to reflect that score.	ELP Assessment status is determined after ELP's initial assessment is completed.
AW – Awaiting *A temporary proficiency level coding status.	English proficiency level 11 changes to AW at the end of each school year to indicate that identification screening must occur when a district initializes PowerSchool data.	ELP Assessment status is determined after ELP's initial assessment is completed.
SSI – Supplemental Support Identification	"SSI - Supplemental Support Identification" is an added option in the "Proficiency Levels (PL)" field on the SC Student Information page in PowerSchool. This option should be selected for children who are attending private school, homeschool, adult education, Department of Defense (DOD), or are too young to be enrolled in a SC public school.	N

APPENDIX F: SOUTH CAROLINA HISTORICAL ENGLISH LANGUAGE PROFICIENCY (ELP) CRITERIA

South Carolina Historical English Language Proficiency (ELP) Criteria

School Year - ELP Assessment Year on Score Report	SC English Language Proficiency Reclassification Criteria with Link to Coding Matrix
2024-2025 - 25	WIDA ACCESS 4.4+ Composite New Multilingual Learner English Proficiency or Reclassification Criterion memorandum WIDA Alternate ACCESS 3 (Developing)+ Multilingual Learners Who Take WIDA Alternate ACCESS memorandum
2023-2024 - 24	4.4+ Composite; 4.0+ in Each Domain WIDA ACCESS *Beginning with the 2024 (2023-24 school year) administration of the WIDA ACCESS annual assessment, students who scored a 4.4+ Overall will be reclassified to “M1-1st Year Monitor” status. Please see the memorandum linked above for all details. English Language Proficiency Screeners (WIDA Screener K-12) - As of July 1, 2024 (2024-25, not the 2023-24 school year), students who score a 4.4+ on the ELP screener (second semester of kindergarten through grade 12) for the <u>first time for initial identification</u> will not meet the eligibility criteria to receive MLP services. - Students who score an Oral Composite of 4.4+ in the first semester of kindergarten do not qualify for services. These students are coded an “M1-1st Year Monitor” in PowerSchool and monitored for four years. - Any student screened and identified prior to July 1, 2024, for the MLP will continue to take WIDA ACCESS until they have met the new proficiency criterion. WIDA Alternate ACCESS 3 (Developing)+ - Updated matrix coming soon (estimated December 2024)

School Year - ELP Assessment Year on Score Report	SC English Language Proficiency Reclassification Criteria with Link to Coding Matrix
2022-2023 - 23	WIDA ACCESS 4.4+ Composite; 4.0+ in Each Domain WIDA Alternate ACCESS P1+
2021-2022 - 22	WIDA ACCESS 4.4+ Composite; 4.0+ in Each Domain WIDA Alternate ACCESS P1+
2020-2021 - 21	WIDA ACCESS 4.4+ Composite; 4.0+ in Each Domain WIDA Alternate ACCESS P1+
2019-2020 - 20	WIDA ACCESS 4.4+ Composite; 4.0+ in Each Domain WIDA Alternate ACCESS P1+
2018-2019 - 19	WIDA ACCESS 4.4+ Composite; 4.0+ in Each Domain WIDA Alternate ACCESS P1+

APPENDIX G: MULTILINGUAL LEARNER PROGRAM SERVICE DELIVERY MODELS (PSDM) MATRIX

Multilingual Learner Program Service Delivery Models (PSDM)

The Program Service Delivery Models (PSDMs) order shown below is according to the code order in PowerSchool and not on its effectiveness. Based on research, the starred PSDM are the most effective models for MLs.

PSDM	Service Model Descriptions	Suggestions for districts	Suggestions for ML proficiency levels
Pull-out/Push-in	The pull-out/push-in service model for MLs is an educational approach where MLs are temporarily “pulled out” from or the MLPS will “push-in” their general education classroom to receive specialized instruction focused on language development, such as speaking, listening, reading, and writing in English, tailored to the student’s proficiency level and directly connected to the grade-level standards and content taught in the mainstream classroom. In this model, the MLPS provides focused, individualized, or small-group instruction addressing specific language barriers, helping MLs improve their academic and language abilities by working alongside the classroom teacher in the regular classroom and providing	If students are pulled from core content instruction, content area teachers and the MLPS should collaboratively plan the overlap of services while MLs continue to meet grade-level standards. Though the push-in model is not as effective or as preferred as the co-teaching model for English language development instruction, it should reflect co-teaching practices as much as possible if used.	Pull-out may be an effective PSDM for newcomers and SLIFE. This model is not recommended for MLs with English language proficiency levels 3.0-6.0. The goal is to help MLs improve their academic and language abilities by working alongside the classroom teacher in the regular classroom and providing tailored language instruction during lessons through other more effective PSDMs. The Push-in model is most effective when MLs are already participating in the general classrooms, need content-specific language strategies, or benefit from collaborative, differentiated instruction from the MLPS within the context of the general education classroom. It

PSDM	Service Model Descriptions	Suggestions for districts	Suggestions for ML proficiency levels
	tailored language instruction during lessons. While the pull-out model can offer intensive language support, it is critical to consider MLs missing content instruction in their regular classroom while receiving MLP services, potentially hindering their integration with peers in the general education setting. As a result, balancing pull-out sessions with push-in or other service models, such as co-teaching, where the MLPS works alongside the general education teacher in the classroom, is vital for MLs success. *Integrated English language development (ELD) instruction		involves the MLPS working alongside the classroom teacher during regular lessons to support MLs in real-time, ensuring they can access the content in the general curriculum. The MLPS must not push into classrooms to assist with/translate assignments/tasks.
Class Period	The class period service model for MLs is an instructional approach designed to meet the language needs of MLs by providing the necessary support to succeed academically while also developing their language proficiency during instruction with an MLPS. The key elements of the class period model include: • <u>Targeted language instruction:</u> These classes are formed based on MLs' language proficiency	An MLP or MLP Literacy class period is designated for MLs and is composed solely of students who have qualified for MLP services through an English language proficiency (ELP) screener.	Class Period may be an effective PSDM for proficiency levels 1.0 through 2.9. In addition, this may be an effective PSDM for proficiency levels 3.0-4.3 who receive MLP services to meet English language proficiency and appropriate for a student's academic schedule.

PSDM	Service Model Descriptions	Suggestions for districts	Suggestions for ML proficiency levels
	levels, allowing for meeting specific language needs and characteristics of the group. • <u>Differentiated instruction</u>: Teachers use differentiated strategies to meet the language needs and provide focused language skills practices in listening, speaking, reading, and writing. • <u>Assessment and monitoring progress</u>: Teachers use formative and summative assessments to monitor the progress of MLs, ensuring their language development and academic skills are improving. *Targeted English language development (ELD) instruction		

PSDM	Service Model Descriptions	Suggestions for districts	Suggestions for ML proficiency levels
Co-teaching *	The co-teaching service model for MLs involves the MLPS and content classroom teacher working collaboratively in the same classroom to support MLs' language development and academic achievement. Together, they deliver lessons that are designed to meet the linguistic and academic needs of MLs. Key aspects of the co-teaching model for MLs include: • <u>Collaborative planning</u>: Both teachers plan lessons together to ensure content and language goals are integrated. • <u>Differentiated instruction</u>: Teachers adapt their teaching strategies to accommodate the language proficiency levels in the classroom. • <u>Interactive learning</u>: The classroom environment is typically highly interactive, with a focus on group work, peer interactions, and differentiated activities, providing MLs with opportunities to practice language in meaningful, authentic contexts. • <u>Instructional support</u>: The MLPS provides specific language-focused support, such	Restrictions apply to implementing the Co-teaching model. The criteria below should be met to be an allowable PSDM for the school: • Co-teaching should only be utilized for content-area instruction; • It is strongly encouraged that the ML/content-area teachers receive co-teaching training/coaching; • MLPS should have evidence of common planning with the co-teacher/content-area teacher.	Co-teaching may be an effective PSDM for all proficiency levels. This ideal model fills the linguistic gaps needed in academic grade-level content of varying English proficiency levels.

PSDM	Service Model Descriptions	Suggestions for districts	Suggestions for ML proficiency levels
	as vocabulary development, grammar instruction, and language strategies, while the content teacher focuses on the subject of the lesson. • <u>Ongoing assessment</u>: Both teachers continuously assess MLs' language development and academic progress. This allows them to adjust instruction, provide targeted interventions, and monitor the effectiveness of their co-teaching approach. The co-teaching model promotes a learning environment where MLs receive the support they need to succeed academically while developing their language skills. *Integrated English language development (ELD) instruction		
Consultative	The consultative service model for MLs is an educational approach where the MLPS works collaboratively with content-area teachers to support the language and academic needs of MLs. This model emphasizes collaboration and consultation rather than separate language instruction for the ML.	As defined by the district, the MLPS will provide consultative services by documenting routine contact between the MLPS, content teacher(s), and student. Consultation and documentation ensure that English language development strategies are being utilized in the classroom to meet	Consultative model is most effective for MLs who are nearly meeting the SC ELP proficiency criteria and can work independently in the general classroom requiring minimal direct language support. It does not mean to have no direct MLP services from the MLPS through the duration of a semester or academic year. In

PSDM	Service Model Descriptions	Suggestions for districts	Suggestions for ML proficiency levels
	In this approach, the MLPS provides guidance, strategies, and resources to the classroom teacher to help them better implement instructional and assessment accommodations and support MLs. The MLPS should observe the classroom, offer advice on modifying instruction and integrating assessment accommodations, and suggest appropriate language support techniques, working closely together with the classroom teacher rather than pulling MLs out of class for direct instruction. In addition, in this model, the MLPS should provide the ML with specific language-focused support, such as vocabulary development, resources, and language strategies to support and foster their academic success in the general classroom while also promoting language development.	the targeted language acquisition needs of MLs.	addition, it requires the MLPS to collaborate with the classroom teacher to meet the language and academic needs of MLs. Districts implementing the consultative model must have a comprehensive outline of procedures and policy for the selected model that must be followed. Note: Dually identified MLs must not be placed in a consultative model.
Newcomer Program	A newcomer program service model for MLs is designed to support MLs who are foreign-born students who have recently arrived in the United States and require assistance with English language acquisition. It provides a comprehensive and supportive learning environment to help ML succeed academically, and develop their interpersonal skills as they integrate into a new educational system.	Districts operating newcomer programs should focus on increasing their inclusion by limiting the duration of a self-contained newcomer program (generally up to three semesters) and regularly evaluating a student's English language proficiency to allow appropriate transitions out of newcomer programs.	A district can only use a newcomer program for a PSDM when the district strictly follows the USED's Newcomer Toolkit guidelines.

PSDM	Service Model Descriptions	Suggestions for districts	Suggestions for ML proficiency levels
	The key elements of the model are as follows: • <u>Language instruction</u>: Newcomer programs offer targeted language instruction through MLP courses, depending on the needs of the students. • <u>Integrated support services</u>: In addition to language development, newcomers may receive interpersonal development support, such as counseling, to help them navigate the challenges of adjusting to a new country and educational system. • <u>Academic content support</u>: MLs in newcomer programs continue to participate in academic subjects like math, science, and social studies, with support to help them understand the content in the context of their language learning. • <u>Individualized learning pathways</u>: Individualized language acquisition plans (ILAP) must reflect and attend to the unique needs of newcomers, including extra support in small groups or one-on-one settings in the general classroom.	A SLIFE may benefit from these specialized services and classes to help them acclimate to U.S. schools, develop foundational skills in content areas, and prepare them for other PSDMs. Newcomer and SLIFE programs are short-term, typically lasting no longer than three semesters. See the EL Toolkit-chapter 2, page 2 and Chapter 5 in the EL Toolkit, page 2, for more information.	

PSDM	Service Model Descriptions	Suggestions for districts	Suggestions for ML proficiency levels
	• <u>Transition to mainstream classes:</u> The goal of the newcomer program is to help MLs successfully transition into mainstream classes where they can continue their academic journey. This transition must be gradual, ensuring that MLs have the necessary language skills and academic knowledge to thrive. *Targeted English language development (ELD) instruction		
Sheltered Content-Based Instruction *	The Sheltered Content-Based Instruction service model is designed to support MLs in acquiring both academic content and language skills simultaneously. It integrates language learning with content learning by adapting the delivery of content instruction to be accessible for MLs. Sheltered content-based instruction is provided by content teachers who have some prior training in sheltered content strategies, hold ESOL certification, or are in the process of pursuing ESOL certification. *Integrated English language	Restrictions apply to implementing the Sheltered Content-Based Instruction model. The criteria below should be met to be an allowable PSDM for the school. • The district-sheltered content instruction plan must outline minimum requirements for the model fidelity (e.g., content and language objectives, evaluation protocols, etc.) • Teacher credentials for the provision of sheltered instruction may include: ◦ A content-certified teacher holding an	Sheltered content-based Instruction is appropriate for all proficiency levels if the suggestions for districts are followed and the PSDM is appropriate for a student's academic schedule.

PSDM	Service Model Descriptions	Suggestions for districts	Suggestions for ML proficiency levels
	development (ELD) instruction Note: More information about specific courses/appropriate training can be found in the Endorsement and Certification section. Contact the Office of Educator Services at certification@ed.sc.gov and (803) 896-0325 for additional information.	ESOL certification or endorsement - o The content-certified teacher actively pursuing ESOL certification or endorsement - o Content-certified teacher with sheltered content-based training to continue professional development. Note: <u>Actively pursuing</u> is defined as continuous coursework to be completed within three years while in teaching classes with a combinations of English-only speaking students and MLs. Note: If this is the only PSDM in place for an ML, teachers should be trained previously in some capacity on Sheltered Content-Based Instruction or hold ESOL Endorsement or Certification.	

PSDM	Service Model Descriptions	Suggestions for districts	Suggestions for ML proficiency levels
		Refer to the Endorsement and Certification section for more information.	
Dual Language Immersion (DLI) Program	The Dual Language Immersion (DLI) Program service model is an educational approach designed to support ML by providing instruction in two languages, typically in a balanced and integrated way. This model is aimed at developing proficiency in both languages, allowing MLs to become fluent in academic content while enhancing their language skills. In the DLI program, MLs receive instruction in both their native language and English. DLI models can vary in the amount of time spent in each language, with some programs using a 50/50 split between languages, while others may be more heavily weighted toward one language initially. Teachers serving MLs using the DLI model are specially trained to provide academic instruction to mixed classes of MLs and native-speaking students, where all students receive academic instruction in two languages. DLI teachers use specific instructional approaches to bridge content and language acquisition.	Implementation of DLI must follow the guidelines below: • 50 percent of content instruction is in a second target language • A minimum of two subject areas or one subject area and the related arts is in a second target language. • "Two-way DLI," students must be native speaking in one of the two languages of instruction. Students work in one of their non-English HLS-identified languages. • Students with a home language different from the DLI target language can still be enrolled in the DLI, but this PSDM would not be applicable. For example, the HLS language cannot be Spanish to qualify for Chinese DLI PSDM. Maximum service minutes should not exceed 50 percent of the students' core instructional time.	DLI is appropriate for all proficiency levels if the suggestions for districts are followed and the PSDM is appropriate for a student's academic schedule.

PSDM	Service Model Descriptions	Suggestions for districts	Suggestions for ML proficiency levels
	All training for this PSDM happens before the implementation of this model. *Integrated English language development (ELD) instruction	Districts will outline a DLI plan before using this PSDM.	
Monitored (M1 – M4)	The monitored service model is a support structure designed to monitor and ensure the continued academic success of students after they have officially reclassified from the MLP, either if they were found proficient through an initial English Language Proficiency (ELP) screener assessment that was administered during their first semester of Kindergarten or through the annual summative ELP assessment. In this model, once an ML has met the ELP proficiency criteria they no longer receive direct language service, but their progress is still closely tracked. Key components of the model include: • <u>Ongoing monitoring</u>: This includes monitoring grades, test scores, and classroom participation in their content classes. • <u>Support as needed</u>: While students are no longer receiving direct language services, additional support is provided if	Students may or may not be provided accommodations as determined by the MLPT. Districts establish expectations of routine contact and should be able to share those expectations with the SCDE as needed.	Districts must establish methods of routine contact between the MLPS, content teacher(s), student, and parent(s)/guardian(s) as needed, with documentation that ensures that the ML is still meeting content-level expectations. Note: The MET should be convened if the student is not meeting expectations. Students being reclassified from ML status must be monitored for at least four years to ensure that (1) they have not been prematurely reclassified; (2) any academic deficits incurred as a result of participating in the MLP have been remedied; and (3) they are meaningfully participating in the standard program of instruction comparable to their never ML peers.

PSDM	Service Model Descriptions	Suggestions for districts	Suggestions for ML proficiency levels
	needed. This may include instructional accommodations, tutoring, or intervention programs to ensure they do not fall behind academically. • <u>Duration of monitoring</u>: The duration of the monitoring period is set to four (4) years after being reclassified from the MLP. This helps ensure that MLs are able to maintain and continue their academic success independently, while still receiving a safety net of support if needed.		
Waived	The waived model for MLs refers to a scenario in which parents/guardians choose to decline or refuse the direct language development services offered to their ML qualified child. In this model, parents may sign a waiver for the current academic year which removes the ML from receiving direct language services. The waiver does not remove the ML from the MLPS and they are still required to take the annual ELP assessment until they meet the SC ELP proficiency criteria.		

PSDM	Service Model Descriptions	Suggestions for districts	Suggestions for ML proficiency levels
	Key components of the waived model include: • <u>Parental decision</u>: The core aspect of this model is the active decision by the parent/guardian to refuse or waive language development services. • <u>No direct language services</u>: When MLP services are waived by the parent/guardian, the ML will not receive direct language services from an MLPS but they still qualify for instructional and assessment accommodations based on their Individualized Language Acquisition Plan (ILAP). • <u>Annual ELP assessment requirement</u>: MLs whose parents/guardians have waived MLP services are still required to take the annual ELP assessment to monitor language proficiency and until they meet the SC ELP proficiency criteria. • <u>Re-entry to services</u>: Parents may reconsider language development services at any time during the academic year and have the ML re-enter into the MLP by signing the appropriate re-entry to MLP services form.		

PSDM	Service Model Descriptions	Suggestions for districts	Suggestions for ML proficiency levels
PK-Receiving Services	The PK-Receiving services model is based on having the MLPS provide language development services to pre-kindergarten students who have been provisionally identified.	Provisionally identified (based on HLS) pre-kindergarten ML students do not receive accommodations but can be provided with services by an MLPS, usually through co-teaching.	Districts can make decisions based on staffing to provide co-teaching services to provisionally identified MLs in 3K and 4K.

APPENDIX H: FREQUENCY OF MULTILINGUAL LEARNER PROGRAM SERVICES AND DEVELOPING A ML'S SCHEDULE

Frequency of Multilingual Learner Program Services and Developing a ML's Schedule

The suggestions for the frequency of Multilingual Learner Program (MLP) services are merely guides for helping schools make decisions. The SCDE nor the Institute does not prescribe a specific frequency of MLP services because these services vary from school to school based on student population, resources, schedules, and student needs.

English Proficiency Level	Placement Name	Frequency of MLP Services	Classroom Accommodations
1.0-1.9 Entering	Entering	Daily, multiple periods if possible	Extensive
2.0-2.9 Emerging	Emerging	Daily, multiple periods if possible	Extensive
3.0-3.9 Developing	Developing	Daily	Moderate
4.0-4.9 Expanding	Expanding	Daily	Minimal - Moderate
5.0-5.9 Bridging	Bridging	Limited services (1X-4X/week); content instruction with MLP support	Minimal support as needed
6.0 Reaching	Reaching	Limited services (1X-4X/week); content instruction with MLP support	Minimal support as needed
Monitoring only (M1-M4)	Reclassified/Core Content	Monitored Only	As needed based on supporting evidence
Waived	Waived/Declined Services	No direct services (parent/guardian request)	Minimal - Moderate

APPENDIX I: ESOL AND LITERACY CERTIFICATION AND ENDORSEMENT INFORMATION

South Carolina Title III/Multilingual Learner Program ESOL & Literacy Certification and Endorsement Information

Districts should refer to the [Required Credentials for Professional Staff Members in the Instructional Programs of South Carolina's Public Schools](#) document for guidance on which certifications must be held in a given employment. To be eligible to teach multilingual learners (ML), which is categorized as a special area of certification under English for Speakers of Other Languages (ESOL), the following are the acceptable certifications and mandatory attendant training requirements:

- Certification in any teaching area at the appropriate grade level (e.g., Early Childhood, Elementary, Middle, High School, PK-12)
 - ESOL add-on certification is encouraged by the state education agency (SEA) and may be required by the local education agency (LEA).
- English for Speakers of Other Languages (ESOL) certification

District and school professional staff members must hold appropriate credentials for the positions they occupy in order to meet accreditation standards mandated by State Board of Education Regulation 43-300. Please review your district policy for additional information about certification requirements.

Certification Endorsements

In addition to adding full fields to an existing certificate, an educator may add endorsements in specialized areas to recognize additional expertise. In order to add an endorsement, an educator must complete the specific requirements for the endorsement. Please be aware that endorsements cannot be initial fields of certification; these must be added to a pre-existing certification in a full field(s).

Note: No grade levels are associated with endorsements, only certification fields. Therefore, an endorsement does not extend an educator's certification to teach outside their area of certification (e.g., a certified K-3 teacher may not teach grades 6-12 as they do not hold appropriate grade level certification to teach at that level).

Certification endorsements reflect the completion of specialized training in addition to an educator's certification fields. **Some endorsements may be required to teach a specific course in a South Carolina public school district, while others serve as testaments to an educator's dedication to continuing professional development in a specialized area.**

NOTE: The SCDE recommends that districts consider educators with ESOL Certification or ESOL endorsement through coursework, including practicum, for the employment of MLPS/ESOL Teachers, as this is the only ESOL endorsement pathway that may lead to full ESOL certification.

ESOL Certification

The [Guidelines and Requirements for Adding Certification Fields and Endorsements](#) by the SCDE indicate that the certification field of ESOL requires specialized preparation and may not be added by method of exam.

1. Requirements to add ESOL by Coursework Bachelor's degree or higher;
 - a. Initial or Professional certificate at the early childhood, elementary, middle, secondary, or PK–12 level;
 - b. Minimum qualifying score(s) on the content area examination(s) required by the SBE for the content area; and
 - c. Completion of all required coursework with an equivalent grade of “C” or better.
 - d. Required Courses
 - i. Principles and Strategies for Teaching ESOL to
 1. PK–12 Learners 3 semester hours
 - ii. Linguistics 3 semester hours
 - iii. Teaching Reading and Writing to Limited
 - iv. English Proficient (LEP) Learners 3 semester hours
 - v. Two of the following elective courses: 6 semester hours
 - a. Testing/Assessment for Language Minority Learners
 - b. ESOL Curriculum Design and Materials Development
 - c. Teaching English through the Content Areas
 - d. Bilingual Special Education
 - e. Second Language Acquisition for Teachers of PK–12 Learners
 - f. English Grammar/Structure
 - g. Cultural Diversity in Education
 - h. Practicum in the Instruction of ESOL to Elementary and Secondary Learners

As outlined in the [Guidelines and Requirements for Adding Certification Field and Endorsements](#), the practicum may be waived based on documentation of one year of successful experience teaching ESOL.

Note: The ESOL Coursework practicum will count as one of the electives whether it is taken as a course for semester hour credit or waived based on one-year of experience as an MLP teacher. To use experience for the practicum it must be at least one-year as a full-time ESOL teacher. The SCDE/Certification Office accepts a letter from the school district/employer or an [Experience Verification Form](#) showing the educator was an ESOL/MLP teacher.

2. Requirements to add ESOL by Exam not available for ESOL

Summary

ESOL Endorsement

- Must be added to an Initial or Professional certificate

- Coursework, including practicum (completed through an accredited university)

ESOL Certification Field (ML Program Specialist (MLPS)/ESOL Teacher PK-12)

- Full PK-12 certification field
- Added by college coursework and exam

NOTE: The SCDE recommends that districts consider educators with ESOL Certification or ESOL endorsement through coursework, including practicum, for the employment of MLPS/ESOL Teachers, as this is the only ESOL endorsement pathway that may lead to full ESOL certification. If applicable, one should review their district's policy for the length of time educators may take to obtain full ESOL Certification if employed while completing coursework to qualify to serve multilingual learners (ML) K-12. The timeframe expectation may be a determining factor for employment since an ESOL endorsement does not extend an educator's area of certification.

The newly added **MLP Literacy 1-4 (starting 2025-2026)** requires the teacher to hold an ESOL Certification or Endorsement and Literacy Certification or Endorsement with a 2-year grace period for completion of an add-on certification if needed.

Literacy Certification and Endorsement Pathways

- A. Literacy Teacher Certification: must have the Praxis 5206 exam and the four courses listed below.

The courses must be college coursework, not professional development.

- Foundations of Reading
- Assessment Strategies for Reading
- Content Area Reading and Writing
- Instructional Strategies for Reading

- B. Read to Succeed Literacy Teacher endorsement can be earned by one of the following options:

1. College Coursework or Equivalent Professional Development

- Foundations of Reading
- Instructional Practices or Strategies in Reading
- Assessment of Reading
- Content Area Reading and Writing

2. Lexia Language Essentials for Teachers of Reading and Spelling ([LETRS](#))

3. Certification Assessment in Reading.

- Praxis 5205 Teaching Reading: Elementary (Qualifying Score: 159) or
- Pearson Foundations of Reading 890/190 (Qualifying Score: 240)

4. Graduate Degree in Reading/Literacy and Exam

Guidance and Implementation Plan for a Newcomer Program for Multilingual Learners

Purpose of a Newcomer Program

A Newcomer Program is a targeted, short-term educational service model designed to support multilingual learners (MLs) who are foreign-born students recently arrived in the United States and need foundational support in English language acquisition. The goal is to provide a comprehensive and supportive learning environment that promotes academic achievement and language development as students transition into a new educational system.

Schools implementing a Newcomer Program must align with federal guidance provided in the U.S. Department of Education's [Newcomer Toolkit](#) and the [EL Toolkit](#) (Chapter 2; Chapter 5).

Written Plan for Newcomer Program Implementation

Schools implementing a Newcomer Program must develop and maintain a comprehensive Written Plan for Newcomer Program Implementation. This plan must outline the program's goals, structure, student eligibility criteria, key instructional and support components, procedures for developing and monitoring Individualized Language Acquisition Plans (ILAPs), timelines for transitioning students into mainstream settings, and strategies for ensuring alignment with federal guidance, including the U.S. Department of Education's *Newcomer Toolkit* and the *English Learner Toolkit*. The written plan must be reviewed and updated annually to reflect student needs, program effectiveness, and compliance with all applicable regulations.

1. Program Design and Goals

- **Objective:** Support recently arrived MLs in acquiring English, adjusting interpersonal skills to the school environment, and building the academic foundation necessary to transition into mainstream classes.
- **Duration:** The program is short-term and should not exceed three semesters.
- **Eligibility:** Students who are newly arrived, foreign-born MLs; SLIFE (Students with Limited or Interrupted Formal Education) may also be served within this model with tailored support.
- **Model Structure:** May include a self-dedicated class component early in implementation, but must prioritize inclusion and plan for integration into general education.

2. Key Elements of the Program

- a. Targeted English Language Development (ELD) Instruction

- Provide daily, structured English language instruction aligned with WIDA English Language Development Standards.
- Instruction is delivered through MLP (Multilingual Learner Program) courses tailored to the students' English proficiency levels.

b. Academic Content Support

- Ensure access to grade-level academic instruction in subjects such as English language arts, math, science, and social studies.
- Use scaffolded instruction, visual supports, and sheltered instruction strategies to support content comprehension.
- Collaboration between content and MLP specialists/teachers is essential for integrating language goals into academic lessons.

c. Integrated Support Services

- Offer interpersonal skills adjustment support, including:
 - School-based counseling
 - Peer mentors or buddy systems
 - Cultural orientation and school routines
 - Family engagement in the home language
- Create a welcoming school climate to meet the unique needs of newcomers/SLIFE.

d. Individualized Learning Pathways

- Develop Individualized Language Acquisition Plans (ILAPs) for each student, outlining:
 - English language proficiency level
 - Academic background and prior schooling
 - Learning goals and progress monitoring
 - Support services (e.g., small group, 1:1 support)
- Review ILAPs each semester and adjust based on student progress.

e. Gradual Transition to Mainstream Classes

- Plan a scaffolded transition to general education settings.
- Use multiple data sources (e.g., WIDA ACCESS scores, classroom performance, teacher input) to guide placement decisions.
- Ensure continued ELD support post-transition.

3. Inclusion and Monitoring

- Limit time in self-dedicated newcomer programs to no more than three semesters.
- Increase integration opportunities over time (e.g., electives, lunch, specials, co-taught classes).
- Monitor student progress through formative assessments, English language proficiency testing (e.g., WIDA ACCESS), and ILAP reviews.
- Conduct program evaluations and make data-driven improvements.

4. Considerations for SLIFE

- SLIFE students often require additional academic and language scaffolds, such as:
 - Foundational literacy and numeracy instruction
 - Focused content-area vocabulary development
 - Orientation to school structures and expectations
- Provide intensive support within the newcomer setting and additional services (e.g., tutoring, family supports).

5. Compliance and Use as a PSDM

- A school may use a newcomer program as a Program Services Delivery Model (PSDM) only if it:
 - Follows the USED's Newcomer Toolkit guidance explicitly.
 - Provides documented, ongoing progress monitoring and transitions.
 - Ensures the program is temporary and not a permanent placement.

Considerations for School Implementation

Before implementing a Newcomer Program, schools must thoughtfully consider several foundational components to ensure the program effectively meets the academic and linguistic needs of newly arrived MLs. A successful program begins with a district-wide self-assessment to identify student demographics, existing resources, and service gaps. Based on this assessment, schools should develop a comprehensive program plan that outlines instructional models, support services, staffing needs, and transition procedures.

Staff training is essential to build capacity in student-centered teaching, English language development, and trauma-informed practices. Equally important is family engagement, which should include orientation, regular communication in families' home languages, and opportunities for meaningful involvement. Finally, schools must implement ongoing program evaluation strategies to monitor student progress, collect stakeholder feedback, and make data-informed adjustments for continuous improvement.

1. Needs Assessment:

- Identify the number and needs of newcomers and SLIFE students.
- Evaluate staffing, instructional materials, and support services available.

2. Develop a Program Plan:

- Define entrance/proficiency criteria.
- Create ILAP templates and a progress monitoring system.
- Build schedules that prioritize MLP and content access.

3. Train Staff:

- Provide professional development in:
 - Sheltered instruction
 - SLIFE support strategies

4. Engage Families:

- Offer orientation sessions and translated materials.
- Provide interpreters for meetings and regular communication.
- Create opportunities for families to engage in the school community.

5. Evaluate and Improve:

- Collect and review student progress data regularly.
- Survey students, families, and staff for feedback.
- Adjust program components annually for continuous improvement.

APPENDIX K: ENGLISH LANGUAGE PROFICIENCY (ELP) TRAINING AND CERTIFICATION REQUIREMENTS

English Language Proficiency (ELP) Training and Certification Requirements

South Carolina requires annual training and certification to administer any WIDA ELP assessment. Certification is not required for every assessment but only for the assessment you will administer. DTCs and STCs are not required to certify but are HIGHLY encouraged to complete the training and quiz to ensure adequate support of test administrators. Training and certification can be found in the [WIDA Secure Portal](#).

English Language Proficiency (ELP) Assessment	Name of Training and Certification
WIDA Kindergarten ACCESS	● Kindergarten ACCESS for ELLS: Administration and Scoring ○ Course Resources
WIDA ACCESS ONLINE	● Online ACCESS for ELLs: Administration ○ Course Resources
WIDA ACCESS PAPER	● Paper ACCESS for ELLs: Administration ○ Course Resources ○ Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener ■ Course Resources ○ Speaking for Grades 1-5: Scoring WIDA Screener and WIDA ACCESS Braille ○ Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener ■ Course Resources ○ Speaking for Grades 6-12: Scoring WIDA Screener and WIDA ACCESS Braille
WIDA Alternate ACCESS	● Alternate ACCESS: Administration and Scoring ○ Course Resources

APPENDIX K CONTINUED

English Language Proficiency (ELP) Screener	Name of Training and Certification
WIDA Screener for Kindergarten	● WIDA Screener for Kindergarten: Administration and Scoring ○ Course Resources
WIDA MODEL for Kindergarten	● All training is included in the kindergarten kit. ● There is no certification quiz for the WIDA MODEL for Kindergarten
WIDA Screener Online	● WIDA Screener Online: Administration ○ Course Resources ● Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener ○ Course Resources ● Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener ○ Course Resources ● Writing for Grades 1-5: Scoring WIDA Screener ○ Course Resources ● Writing for Grades 6-12: Scoring WIDA Screener ○ Course Resources
WIDA Screener Paper	● WIDA Screener Paper: Administration ○ Course Resources ● Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener ○ Course Resources ● Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener ○ Course Resources ○ Speaking Rubrics ● Writing for Grades 1-5: Scoring WIDA Screener ○ Course Resources ● Writing for Grades 6-12: Scoring WIDA Screener ○ Course Resources ○ Writing Rubrics
WIDA Alternate Screener	● WIDA Alternate Screener: Administration and Scoring ○ Course Resources
WIDA MODEL Online/Paper	● All training is included in the online interface (TAI) or paper kit ● There is no certification quiz for the WIDA MODEL

APPENDIX L: POWERSCHOOL STATE CODE VALIDATIONS

PowerSchool State Code Validations

- Informational List – Multilingual Learners with Proficiency Levels 4.4-6.0
 - This is an informational list of students who have an English Proficiency Level of 4.4 to 6.0.
- Informational List – English Proficiency Level is not 9 and Language Fields are blank or SGN
 - This is a list of students who have a Language First Acquired of '(blank) - English' or 'SGN - Sign Language(s)' and a Language Spoken Most Often of '(blank) - English' or 'SGN - Sign Language(s)' and a Primary Home Language of '(blank) - English' or 'SGN - Sign Language(s)' and their English Proficiency Level is not 9. The data should be reviewed to ensure that it's correct for these students.
- Invalid English Proficiency Levels – PK Students
 - English Proficiency Level must be '10 - 3K ML Status Pending' for PK3 (-2) or '11 - 4K ML Status Pending' for PK4 (-1) students when a language other than English is listed on the student's Home Language Survey.
- Missing Annual Parent/Guardian Notification Date – Inactive Students
 - Annual Parent/Guardian Notification Date is required when English Proficiency Level is 1 through 6.0 or AL1 through AL5.
 - Note - This looks at inactive students for the current school year.
No action may be needed but the record should be reviewed for accuracy.
- Missing Annual Parent/Guardian Notification Date – Active Students
 - Annual Parent/Guardian Notification Date is required when English Proficiency Levels is 1 through 6.0 or AL1 through AL5.
- Invalid Annual Parent/Guardian Notification Date – Inactive Students
 - Annual Parent/Guardian Notification Date must be blank when English Proficiency Level is 8 - Former ML, 8 - Never ML, 9, 10, or 11. Annual Parent/Guardian Notification Date must not be more than 30 calendar days after the student's Entry Date at the beginning of the school year or 2 weeks or 14 calendar days of a later enrollment.
 - Note - This looks at inactive students for the current school year.
No action may be needed but the record should be reviewed for accuracy.
- Missing ML Program Service Delivery Model (PSDMs)
 - When English Proficiency Level has a value of 1-5, 6.0, AL1-AL5, or M1-M4, at least one box under ML Program Service Delivery Models (PSDMs) must be checked.
- Missing/Invalid First Record of MLP Services Date
 - English Proficiency Level and First Record of MLP Services Date must be a valid combination.

- Invalid ELP Initial Assessment Information
 - English Language Proficiency (ELP) Initial Assessment information must be blank when English Proficiency Levels are 9, 10, or 11.
- Invalid Annual Parent/Guardian Notification Date – Active Students
 - Annual Parent/Guardian Notification Date must be blank when English Proficiency Level is 8 - Former ML, 8 - Never ML, 9, 10, or 11. Annual Parent/Guardian Notification Date must not be more than 30 calendar days after the student's Entry Date at the beginning of the school year or 2 weeks or 14 calendar days of a later enrollment.
- Missing Waiver Entry for Selected English Proficiency Value
 - When English Proficiency is 'W', then Waiver must be checked.
- Missing/Invalid English Proficiency Levels
 - English Proficiency Level is required and must be a valid value. English Proficiency Levels must not remain AW after the 30th calendar day of the school year for students whose Entry Date is between the 1st day of school and the 20th calendar day. English Proficiency Levels must not remain AW more than 10 calendar days after the student's Entry Date for students who enter after the 20th calendar day of the school year.

RealTime Validations are in place for the following fields:

- English Proficiency Levels
- PL Progression
- Annual Parent/Guardian Notification Date
- First Record of MLP Services
- 01-Pull-Out
- 02-Class Period
- 03-Push-In
- 04-Co-Teaching
- 05-Consecutive
- 06-ML Newcomer Program
- 07-Sheltered Content Based Instruction
- 08-Dual Language Immersion
- 09-Monitored (M1-M4)
- 10-Waived
- 11-PK Receiving Services
- Immigrant Funding Exception

APPENDIX M: POWERSCHOOL LANGUAGE LIST

PowerSchool Language List

The following table is designed to assist LEAs with accurately coding the language fields in PowerSchool. Updates to this chart will be made annually to reflect any additions or edits to the language fields for the following school year. **Last updated on 5/10/2023**

Code	Language	Varying Languages(s)	Code	Language	Varying Language(s)
Blank	English		LAV	Latvian	
AFA	Afro-Asiatic Languages	Hausa (Chadic)	LIT	Lithuanian	
AFR	Afrikaans		MAC	Macedonian	
AKA	Akateko (Guatemala & Mexico)		MAI	Mai Mai	
AKN	Akan		MAL	Malayalam	
ALB	Albanian		MAM	Mam	
AMH	Amharic		MAN	Mandingo	
ARB	Arabic		MAR	Marathi	
ARM	Armenian		MAY	Malay	
AZE	Azerbaijani		MIC	Micronesian	
BAM	Bambili		MIN	Mina/Minangkabau	
BEN	Bengali		MIX	Mixtec (Mexico)	
BIS	Bisaya		MKH	Mon-Khmer	
BNT	Bantu	Tooro, Rutooro	MND	Mandarin	
BOS	Bosnian		MOL	Moldovan	Moldavian
BUL	Bulgarian		MON	Mongolian	
BUR	Burmese	Tedim, Zomi	NBL	Ndebele	
BRL	Braille	This option is only in the 'Written Communication Language' field	NEP	Nepali	
CEB	Cebuano	Bisayan, Visayan	NSO	Northern Sotho	
CHI	Chin (Burma)		OCO	Oral Communication Only	This option is only in the 'Written Communication Language' field

Code	Language	Varying Languages(s)	Code	Language	Varying Language(s)
CHN	Chinese (unspecified)	Fuzhou (dialect)	ODI	Odia	
CHR	Cherokee		ORM	Oromo	
CHU	Chuj (Guatemala & Mexico) -		OTH	Other	Mayan languages such as: Ixil (dialect), Ganda/Luganda, Poqomam
CMB	Cambodian	Cambodian-Khmer	PAO	Pa-Oh	
CNT	Cantonese		PAT	Patwa/Patwah/Patois/Patua	
CRE	Creole	English-based, Krio, Jamaican French-based, Portuguese-based, Creoles and pidgins, including Gullah	PER	Persian	
CRO	Croatian		POL	Polish	
CZE	Czech		PON	Pohnpeian/Ponapean	
DAN	Danish		POQ	Poqomam (Guatemala)	
DAR	Dari		POS	Poshto	Pashto, Pushto, Pakhto
DIN	Dinka	Nilo-Saharan	PRT	Portuguese	
DUT	Dutch		PUN	Punjabi	
EST	Estonian		QAN	Q'anjob'al (Guatemala & Mexico)	
EWE	Ewe		ROH	Rohingya	
FAL	Falam		ROM	Romanian	
FAR	Farsi		RSN	Russian	
FIL	Filipino		SAU	Saurashtra	
FIN	Finnish		SGN	Sign Language(s)	
FRN	French		SIN	Sinhala	
GEO	Georgian		SLV	Slovak	
GJR	Gujarati		SMO	Samoan	
GRK	Greek		SND	Sindhi	
GRM	German		SOM	Somali	
HEB	Hebrew		SOT	Southern Sotho	
HIL	Hiligaynon	Ilonggo	SPN	Spanish	
HIN	Hindi		SRP	Serbian	

Code	Language	Varying Languages(s)	Code	Language	Varying Language(s)
HKC	Hakha Chin		SSW	Swati/Swazi	
HMN	Hmong		SWA	Swahili	
HUN	Hungarian		SWE	Swedish	
ICE	Icelandic		TAM	Tamil	
IGB	Igbo		TEL	Telugu	
IND	Indonesian		TGK	Tajik	Tajiki, Tajiki Persian, Tadjhiki
INN	Indian	Central American, North American, South American	TGL	Tagalog	
ITA	Italian		THA	Thai	
JPN	Japanese		TIG	Tigrinya	
KAC	Kachin		TRK	Turkish	Azerbaijani
KAN	Kannada		TSN	Tswana	
KAR	Karen		TWI	Twi	
KHM	Central Khmer		UKR	Ukrainian	
KIC	K'iche' (Guatemala)		URD	Urdu	
KIN	Kinyarwanda		UZB	Uzbek	
KIR	Kirundi		VEN	Venda	
KOK	Konkani		VTN	Vietnamese	
KRD	Kurdish		WOL	Wolof	
KRN	Korean		XHO	Xhosa	
LAK	Lakota		YOR	Yoruba	
LAO	Lao		ZUL	Zulu	

APPENDIX N: POWERSCHOOL BIRTH COUNTRY LIST

PowerSchool Birth Country List

Birth Country	Birth Country Continued
(Blank) – United States	LA418 – Laos
AF004 – Afghanistan	LV428 – Latvia
AL008 – Albania	LB422 – Lebanon
DZ012 – Algeria	LS426 – Lesotho
ADO20 – Andorra	LR430 – Liberia
AO024 – Angola	LR434 – Libya
AQ010 – Antarctica	LI438 – Liechtenstein
AG028 – Antigua and Barbuda	LT440 – Lithuania
AR032 – Argentina	LU442 – Luxembourg
AM051 – Armenia	MK807 – Macedonia
AW533 – Aruba	MG450 – Madagascar
AU030 – Australia	MW454 – Malawi
ATO40 – Austria	MY458 – Malaysia
AZ031 – Azerbaijan	MV462 – Maldives
BS044 – Bahamas	ML466 – Mali
BH048 – Bahrain	MT470 – Malta
BDO50 – Bangladesh	MR478 – Mauritania
BB052 – Barbados	MU480 – Mauritius
BY112 – Belarus	MX484 – Mexico
BE056 – Belgium	FM583 – Micronesia
BZ084 – Belize	MD498 – Moldova
BJ204 – Benin	MC492 – Monaco
BMO60 – Bermuda	MN496 – Mongolia
BTO64 – Bhutan	MA504 – Morocco
BO068 – Bolivia	MZ508 – Mozambique
BW072 – Botswana	MM104 – Myanmar
BR076 – Brazil	NA516 – Namibia
BN096 – Brunei Darussalam	NR520 – Nauru
BG100 – Bulgaria	NP524 – Nepal
BF854 – Burkina Faso	NL528 – Netherlands
BI108 – Burundi	AN530 – Netherlands Antilles
KH116 – Cambodia	NZ554 – New Zealand
CM120 – Cameroon	NI558 – Nicaragua
CA124 – Canada	NE562 – Niger

Birth Country	Birth Country Continued
CV132 – Cape Verde Islands	NG566 – Nigeria
KY136 – Cayman Islands	NO578 – Norway
CF140 – Central African Rep.	OM512 – Oman
TD148 – Chad	PK586 – Pakistan
CL152 – Chile	PE000 – Palestine
CN156 – China	PA591 – Panama
CO170 – Colombia	PG598 – Papua New Guinea
KM174 – Comoros	PY600 – Paraguay
CD180 – Democratic Republic of Congo	PE604 – Peru
CG178 – Republic of Congo	PH608 – Philippines
CK184 – Cook Islands	PL616 – Poland
CR188 – Costa Rica	PT620 – Portugal
HR191 – Croatia	QA634 – Qatar
CU192 – Cuba	RO642 – Romania
CY196 – Cyprus	RU643 – Russia
CZ203 – Czech Republic	RW646 – Rwanda
DK208 – Denmark	WS882 – Samoa
DJ262 – Djibouti	ST678 – Sao Tome and Principe
DM212 – Dominica	SA682 – Saudi Arabia
DO214 – Dominican Republic	SN686 – Senegal
TP626 – East Timor	SC690 – Seychelles
EC218 – Ecuador	SL694 – Sierra Leone
EG818 – Egypt	SG702 – Singapore
SV222 – El Salvador	SK703 – Slovakia
GQ226 – Equatorial Guinea	SI705 – Slovenia
ER232 – Eritrea	SB090 – Solomon Islands
EE233 – Estonia	SO706 – Somalia
ET231 – Ethiopia	ZA710 – South Africa
FO234 – Fiji	ES724 – Spain
FI246 – Finland	LK144 – Sri Lanka
FR250 – France	KN659 – St. Kitts; Nevis and Anguilla
GA266 – Gabon	LC662 – St. Lucia
GM270 – Gambia	VC670 – St. Vincent and Grenadines
GE268 – Georgia	SD736 – Sudan
DE276 – Germany	SR740 – Suriname
GH288 – Ghana	SZ748 – Swaziland
GR300 – Greece	SE752 – Sweden
GL304 – Greenland	CH756 – Switzerland

Birth Country	Birth Country Continued
GD308 – Grenada	SY760 – Syria
GT320 – Guatemala	TW158 – Taiwan
GN324 – Guinea	TJ762 – Tajikistan
GW624 – Guinea-Bissau	TZ834 – Tanzania
GY328 – Guyana	TH764 – Thailand
HT332 – Haiti	TG768 – Togo
BA070 – Herzegovina	TO776 – Tonga
HN340 – Honduras	TT780 – Trinidad and Tobago
HU348 – Hungary	TN788 – Tunisia
IS352 – Iceland	TR792 – Turkey
IN356 – India	TM795 – Turkmenistan
ID360 – Indonesia	ZZ998 – US Territory
IR364 – Iran	UG800 – Uganda
IQ368 – Iraq	UA804 – Ukraine
IE372 – Ireland	AE784 – United Arab Emirates
IL376 – Israel	GB826 – United Kingdom
IT380 – Italy	ZZ999 – Unlisted Foreign Country
CI384 – Ivory Coast	UY858 – Uruguay
JM388 – Jamaica	UZ860 – Uzbekistan
JP392 – Japan	VU548 – Vanuatu
JO400 – Jordan	VE862 – Venezuela
KZ398 – Kazakhstan	VN704 – Vietnam
KE404 – Kenya	VG092 – British Virgin Is.
KI296 – Kiribati	EH732 – Western Sahara
KP408 – North Korea	YE887 – Yemen
KR410 – South Korea	YU891 – Yugoslavia
KW414 – Kuwait	ZM894 – Zambia
KG417 – Kyrgyzstan	ZW716 – Zimbabwe