

# Multilingual Learner (ML) Enrollment Checklist

The Multilingual Learner (ML) Enrollment Checklist was designed to assist districts in tracking each step of the enrollment and documentation processes for compliance for MLs. Please see the associated indicators listed. For additional information, please refer to the Multilingual Learner Program Guiding Principles - Student Enrollment, Age-Appropriate Placement, Ninth Grade Cohort, and International Transcript Guidance section.

- **Students, ages 3-21 have the right to enroll in public school at *all levels*.**
- **Documentation during enrollment**
  - Birth certificate or [other documentation](#) (see section in Guiding Principles)
  - Schools may not require SSNs for all students - exposes immigration status
- **Use a translation and/or interpretation service to communicate with families in a language that they understand - [Office of Civil Rights](#) (OCR) under Title VI of the Civil Rights Act**

## STEP 1 - ML Identification

### Student’s cumulative files

- **Review completed Home Language Survey (HLS) (SID 5, SID 12)**
  - What is the language(s) that the **student** first acquired?
  - What language(s) is spoken most often by the **student**?
  - What is the **primary language(s) used in the home**, regardless of the language(s) spoken by the student?

If a language other than English is recorded for any of the HLS questions, an English Language Proficiency (ELP) assessment will be administered to determine if the student qualifies for additional MLP support. Districts should follow ELP screening guidelines found in the *Multilingual Learner Program Guiding Principles* document.

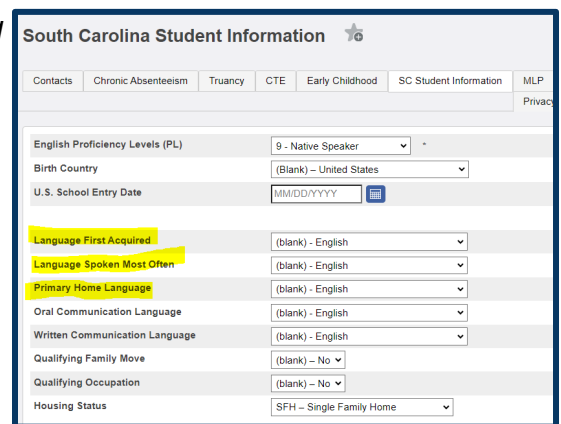
### PowerSchool - Home Language Survey

**PowerSchool Page:** SC Student Information

**PowerSchool Table:** SC Student Information (table at the top of page)

**Field Name (front end):**

- Language First Acquired
- Language Spoken Most Often
- Primary Home Language



South Carolina Student Information	
English Proficiency Levels (PL)	9 - Native Speaker
Birth Country	(Blank) - United States
U.S. School Entry Date	MM/DD/YYYY
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
Qualifying Family Move	(blank) - No
Qualifying Occupation	(blank) - No
Housing Status	SFH - Single Family Home

**Note:** 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 English language development services occurs in kindergarten. **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.

- **Check cumulative files for transfer records** (HLS and any ML documents) - See ML Accountability transfer student flowchart in the [Accountability Manual](#).
  - If up-to-date ML records were found from a **WIDA state**, continue services
    - Exit letter - Follow applicable procedures based on student transfer records (M1-M4 or 8-FRML) (**SID 11**)
    - Current ML services - continue services as indicated on student records.
    - Students with an MLP service gap of an academic year or more must take the screener but will not exit the program even if they meet the exit criteria. The student WIDA screener scores will be used to identify the MLs' current language needs. (**SID 8**)
  - If ML documents are found from a **non-WIDA state**:
    - Exit letter - SC honors exit letters from a non-WIDA state. Follow applicable procedures based on student transfer records (M1-M4 or 8-FRML) (**SID 11**)
    - Current ML services are from non-WIDA, screen for language proficiency, and continue services. Students may not exit from the initial screener in this case.
    - Students with an MLP service gap of an academic year or more must take the screener but will not exit the program even if they meet the exit criteria. The student WIDA screener scores will be used to identify the MLs' current language needs. (**SID 8**)

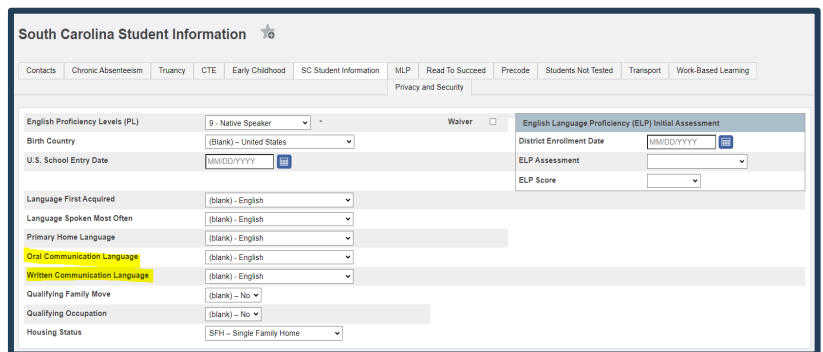
**PowerSchool - Communication Preferences Parent/Guardians**

**PowerSchool Page:** SC Student Information

**PowerSchool Table:** SC Student Information (table at the top of page)

**Field Name (front end):**

- Oral Communication Language
- Written Communication Language



The screenshot shows the 'South Carolina Student Information' web interface. At the top, there are navigation tabs: Contacts, Chronic Absenteeism, Truancy, CTE, Early Childhood, SC Student Information, MLP, Read To Succeed, Precode, Students Not Tested, Transport, and Work-Based Learning. Below these is a 'Privacy and Security' link. The main form area is titled 'English Language Proficiency (ELP) Initial Assessment'. It includes a 'Waiver' checkbox and several dropdown menus: English Proficiency Levels (PL) set to '9 - Native Speaker', Birth Country set to '(blank) - United States', U.S. School Entry Date set to 'MM/DD/YYYY', Language First Acquired set to '(blank) - English', Language Spoken Most Often set to '(blank) - English', Primary Home Language set to '(blank) - English', Oral Communication Language set to '(blank) - English', and Written Communication Language set to '(blank) - English'. Other fields include District Enrollment Date (MM/DD/YYYY), ELP Assessment (dropdown), ELP Score (dropdown), Qualifying Family Move (dropdown), Qualifying Occupation (dropdown), and Housing Status (dropdown) set to 'SFH - Single Family Home'.

## STEP 2 - Screen

- **Screen students** within the first 30 days of the academic year and within 14 days after that - WIDA screener - **Students in the first semester of a new grade-level cluster will take the previous year's screener. (SID 8, SID 9, FA 8)**
  - 1st semester (August - December)
    - **Kindergarten** - only 2 parts (listening + speaking)
    - **1st grade** - take K screener - all 4 parts
    - **2nd grade** - take 1st grade screener
    - **3rd grade** - take the 2-3 screener
    - **4th grade** - take the 2-3 screener
    - **5th grade** - take the 4-5 screener
    - **6th grade** - take the 4-5 screener
    - **7th & 8th grades** - take the 6-8 screener
    - **9th grade** - take the 6-8 screener
    - **10th & 12th grades** - take the 9-12 screener
  - 2nd semester (January - May)
    - **Kindergarten** - all 4 parts (listening, speaking, reading, and writing)
    - **1st grade** - take 1st grade screener
    - **2nd & 3rd grades** - take the 2-3 screener
    - **4th & 5th grades** - take the 4-5 screener
    - **6th, 7th & 8th grades** - take the 6-8 screener
    - **9th, 10th & 12th grades** - take the 9-12 screener

### Current exit criteria:

4.4 or higher Overall composite score, 3 or higher for alternate ELP assessments

- **K (first-semester only)** - if they meet exit criteria, they are coded M1 - after 4 consecutive years of monitoring, they are coded 8NVR - [Kindergarten Screener Calculator](#)
- **K (second semester) - 12th** - meets exit criteria when taking the screener for the first time are coded 8NVR

**Scores attained through the WIDA Screener or WIDA ACCESS must not be altered for placement considerations in any way by anyone.**

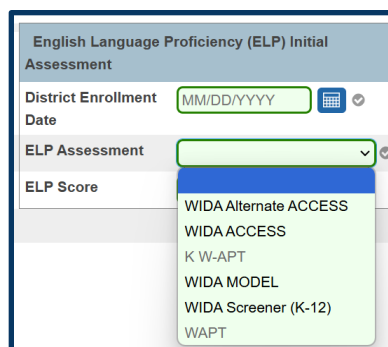
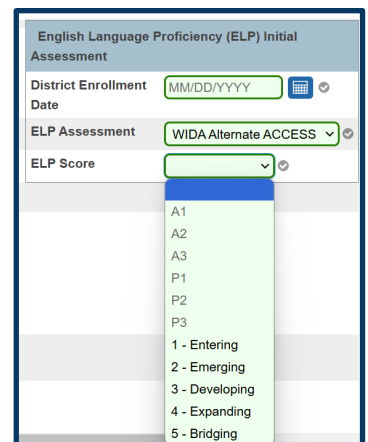
### PowerSchool - ELP Initial Assessment

**PowerSchool Page:** SC Student Information

**PowerSchool Table:** English Language Proficiency (ELP) Initial Assessment

#### Field Name (front end):

- District Enrollment Date
- ELP Assessment

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- ELP Score

**Notes:** This box is completed for all students who are screened for ELP services, whether they qualify for documentation services or not. Those who qualify are pulled for accountability purposes.

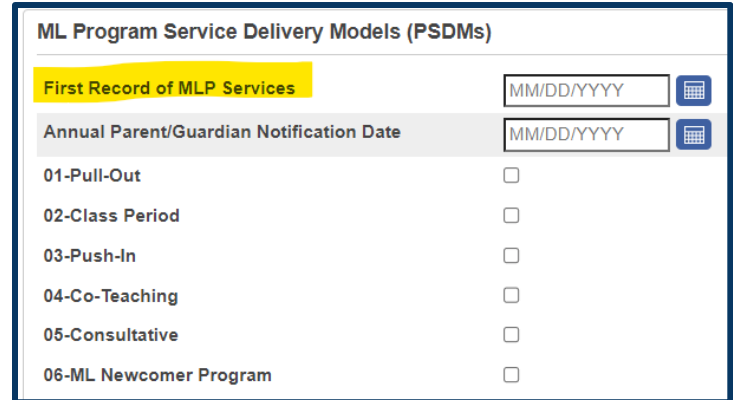
\*Please note that for transfer students, ELP screening does not always reoccur since documentation may already be available.

**PowerSchool - First Record of MLP Services**

**PowerSchool Page:** MLP

**PowerSchool Table:** ML Program Service Delivery Models (PSDMs)

**Field Name (front end):** First Record of MLP Services



**Notes:** Purpose: federal reporting (long-term MLs).

- Field is required for students coded as 1.0-6.0 and AL1-AL2.
- Students coded as M1-M4, 8 Former MLs, and AW *may* have this completed.
- Students coded as 8 Never ML, 9, 10, and 11 must not have this completed.
- This field can be tricky, specifically from in- or out-of-state transfers.
  - The goal is to get as close as possible!
  - This date includes any MLP services (including from other districts or states)
    - Use the district enrollment date if there are no MLP records or missing information from transfer students.
  - Not currently tied to accountability.

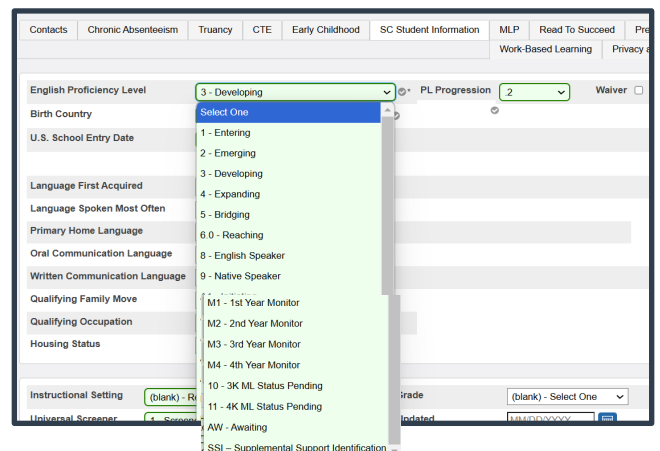
**PowerSchool - Proficiency Level Coding**

**PowerSchool Page:** SC Student Information

**PowerSchool Table:** SC Student Information (table at the top of page)

**Field Name (front end):**

- English Proficiency Level (PL)
- Progression/Status
- Waiver (when applicable)



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Updated as of April 2025

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### STEP 3 - File/Record to Data Management Platforms

File in the student cumulative files:

- **Include applicable parent notification letter. (FACE 19, FACE 20, SID 11)**
  - **Form C - Continuation in MLP** (active ML)
  - **Form C (ELP ALT) - Continuation in MLP** (See WIDA Alternate Screener section in the MLP Guiding Principles)
  - **Form M - Reclassification to First-Year Monitor** (from active ML to monitored status M1)
  - **Form M2 - Reclassification to Second-Year Monitor** (M2)
  - **Form M3 - Reclassification to Third-Year Monitor** (M3)
  - **Form M4 - Reclassification to Fourth-Year Monitor** (M4)
  - **Form NQ - Non-Qualifying for MLP** (Met exit criteria from initial screener)
  - **Form NQ (T) - Non-Qualifying for MLP - transfer student** (Met exit criteria from initial screener)
  - **Form NQ (ELP ALT) - Non-Qualifying for MLP** (See WIDA Alternate Screener section in the MLP Guiding Principles)
  - **Form P - Initial Placement in MLP** (qualify for ML services)
  - **Form P (T) - Initial Placement in MLP - transfer student** (qualify for ML services)
  - **Form W - Waiver of MLP Services** (no direct services - still take ACCESS)
  - **Form RW - Readmittance to English to Speakers of Other Languages Services After Signing Waiver** (return to direct services within the same academic year)
  - **Form X - Reclassification to 8NVER or 8FMEL** (8NVER or 8FMEL status)

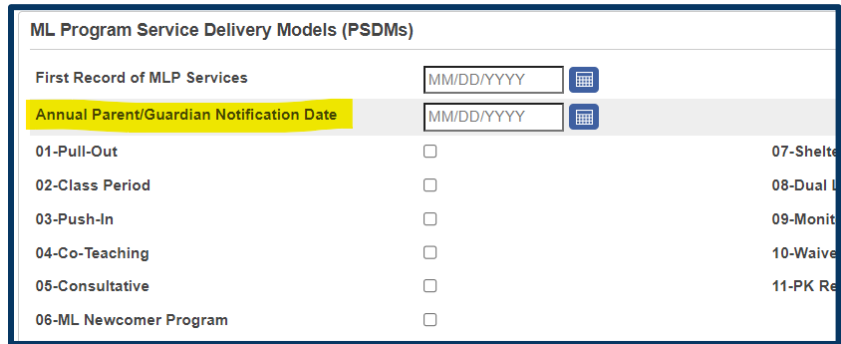
Please see the [Parent Notification Examples](#) document for a paper version of parent notifications (PNs) (in sixteen languages) for districts that need PNs to implement or are not utilizing an electronic version. Districts are responsible for providing documents in a language the family understands beyond what the state provides.

**PowerSchool - Parent Notifications**

**PowerSchool Page:** MLP

**PowerSchool Table:** ML Program Service Delivery Models (PSDMs)

**Field Name (front end):** Annual Parent/Guardian Notification Date



**Notes:** Please refer to the PN guidance regarding timelines. All MLs must have a PN date entered (when the PN was sent home).

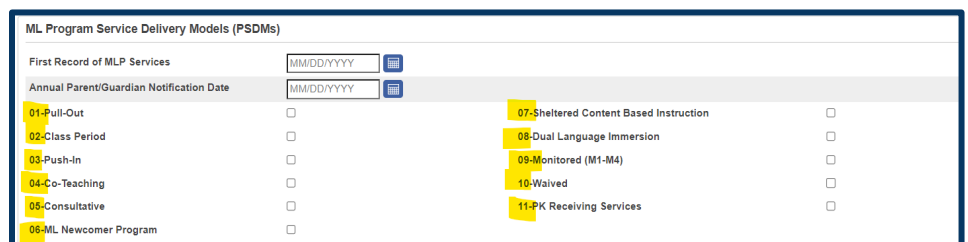
- **Include the WIDA screener report (SID 8, SID 9, FA 8)**
- **Enter the student’s WIDA Screener information in PowerSchool (SID 8)**
  - State/Province SC, Student Information, ML tab
    - whole, and decimal numbers must be entered in the appropriate field.
    - WIDA screener plus overall score must be entered into the appropriate field.
- If using an online data management platform, ensure the information for the screener is entered into the system.
- If the student qualifies for service, an **ILAP must be created** to include instructional and assessment accommodations and the [ML Service delivery model](#). **(SID 4, PROG 9, PROG 11)**
  - ILAP - paper version
    - Collect mainstream classroom teachers' signatures and provide each teacher with a copy of the ILAP.
    - Include the original ILAP in the student’s cumulative files. Online data management platforms may keep records online. If a student transfers, include a paper copy in the student’s cumulative file.

**PowerSchool - ML Program Service Delivery Models**

**PowerSchool Page:** MLP

**PowerSchool Table:** ML Program Service Delivery Models (PSDMs)

**Notes:**



- Purpose: federal reporting
- Students coded as 1.0-6.0, AL1-AL2, or M1-M4 must have only one PSDM selected.
- PSDMs are part of the initialization process each year, meaning they will clear out annually.
- Must be updated throughout the year if services change.

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## STEP 4 - Review 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. **(SID 12)**

1. **Obtaining transcript** - 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, districts may opt to reconstruct a transcript (see [Reconstructing a Transcript](#)). Unofficial transcripts from families or students should not be accepted.
2. **Translating transcript** - All international transcripts must be translated by a certified translator who has completed the appropriate certification. In accordance with Title VI of the Civil Rights Act of 1964, districts are responsible for using state and/or local funds to provide translation and interpretation services for families free of charge, including the translation of international transcripts.
3. **Interpreting prior school experience** - School counselors should review current and accurate information about the corresponding country's education system to accurately interpret the courses listed on a transcript. Upon request, the SCDE can provide a more detailed, in-depth Profile Snapshot by completing the [Country Profile Snapshot Checkout Form](#). 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.

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## STEP 5 - Initial Placement

- **Age-Appropriate Placement (SID 12)**
  - If international school records have been presented, continue services
  - In the absence of international school records, follow age-appropriate placement

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## STEP 6 - Family Communication

- **Right to Translation and Interpretation Services (PROG 24, FACE 20)**
  - If a language other than English is listed in the Enrollment Survey in which parents indicate their preferred language to communicate with the school, ML personnel must inform the mainstream classroom teacher and other staff members who work directly with the student to ensure communication in a language families understand.
    - Oral Communication Language(s)
    - Written Communication Language(s)

## STEP 7 - Joint planning for ML with disabilities

- **MLWD (SID 7)**
  - Ensure joint planning is taking place and ML personnel are participating in IEP meetings.
  - Document invitations to meetings (calendar invite, email, etc.)
  - Document signatures in IEP
  - If ML personnel is unable to attend, document the email/meeting of statement/discussion about the student.

## Immigrant Student

### ML ≠ Immigrant ≠ Migrant

Immigrant students may also be MLs and receive services. However, not all MLs are immigrants and not all immigrants are MLs.

### PowerSchool - Immigrant

**PowerSchool Page:** SC Student Information

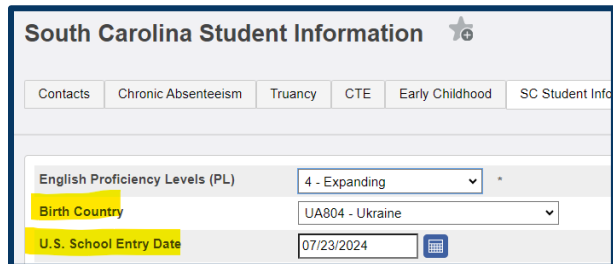
**PowerSchool Table:** SC Student Information (table at the top of page)

#### Field Name (front end):

- Birth Country
- U.S. School Entry Date

#### Notes:

- Birth Country is entered for all



The screenshot shows the 'South Carolina Student Information' interface. At the top, there are tabs for 'Contacts', 'Chronic Absenteeism', 'Truancy', 'CTE', 'Early Childhood', and 'SC Student Info'. Below the tabs, there are three rows of data entry fields:

English Proficiency Levels (PL)	4 - Expanding
Birth Country	UA804 - Ukraine
U.S. School Entry Date	07/23/2024

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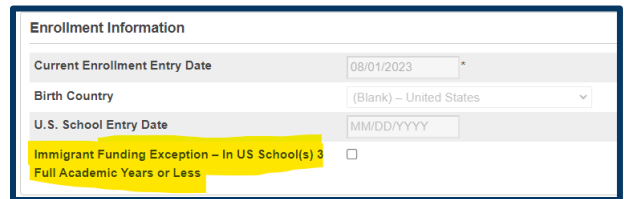
students.

- Auto-populated to '(Blank) - United States.'
- The Birth Country must be changed if a student is born outside of:
  - the 50 States,
  - district of Columbia, or
  - the Commonwealth of Puerto Rico.
- Children born abroad (i.e., U.S. military bases outside of the US) may be considered immigrants if they meet the above criteria.
- These are the two main fields the SCDE uses to determine potential Title III, Part A Immigrant funding.

**PowerSchool Page:** MLP

**PowerSchool Table:** Enrollment Information

**Field Name (front end):** Immigrant Funding Exception - In U.S. School(s) 3 Full Academic Years or Less



Enrollment Information	
Current Enrollment Entry Date	08/01/2023 *
Birth Country	(Blank) - United States
U.S. School Entry Date	MM/DD/YYYY
Immigrant Funding Exception - In US School(s) 3 Full Academic Years or Less	<input type="checkbox"/>

**Notes:**

- Will not be auto-populated (must be selected when applicable)
- Exceptions only
- Initializes (clears out) every year

**Exception:** Students (born outside of the U.S., DC, & Puerto Rico) who have left the U.S. and returned but have been in the U.S. for less than three years (cumulative, not consecutive)