



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Washington State
Multilingual Learners:
Policies and Practices Guide*

2024

CHAPTER 1: IDENTIFICATION OF ELIGIBLE MULTILINGUAL LEARNERS

Identification

Every district must have written procedures for identifying eligible multilingual learners. The district is responsible for ensuring that office staff assisting with student enrollment are trained to identify potential eligible multilingual learners.



Districts must determine each newly enrolled student's primary language and eligibility by the tenth day of attendance. For students entering kindergarten, the state-approved English language proficiency screening test may be administered beginning in May of the year of enrollment.

Home Language Survey

All students who register with a school in Washington state must be asked to identify their primary language. Districts must use one of the following options:

- Use the state-approved Home Language Survey (HLS) that can be downloaded from the [OSPI Family Communication Templates website](#) and is available in multiple languages.
- Add the questions necessary to identify a student's primary language to the district's enrollment form. These include questions 2 and 3 on the state-approved HLS:
 - What language(s) did your child first speak or understand?
 - What language does YOUR CHILD use the most at home?

Administering the Home Language Survey

The Home Language Survey is used to identify a student's primary language and determine if the student is eligible to take an English language proficiency screener. The HLS is the first step in identifying potential multilingual learners and captures essential information on families' language needs and students' prior language and school experiences.

Reasonable efforts should be made to help the family understand the purpose of the survey and how to complete it. If needed, language support should be provided to families who may not be able to read or understand the survey.

- The district should provide skilled interpreters with knowledge of the district's Transitional Bilingual Instruction Program (TBIP) to assist families as needed. This

includes family members with limited literacy and those who need sign language interpretation, braille or visual support.

- If the district uses an online enrollment process, the district must provide translated electronic or paper versions of the enrollment form in the district's most common languages and follow up to ensure that families understood and answered these questions accurately.
- Keep the dated survey or printout of responses in the student's cumulative file.

See the [Home Language Survey Guidance](#) document to access more detailed information on processing HLS responses.

Using the Home Language Survey to Begin Identification

For identification purposes, the following questions are used to identify the student's primary language:

- What language(s) did your child first speak or understand?
- What language does YOUR CHILD use the most at home?

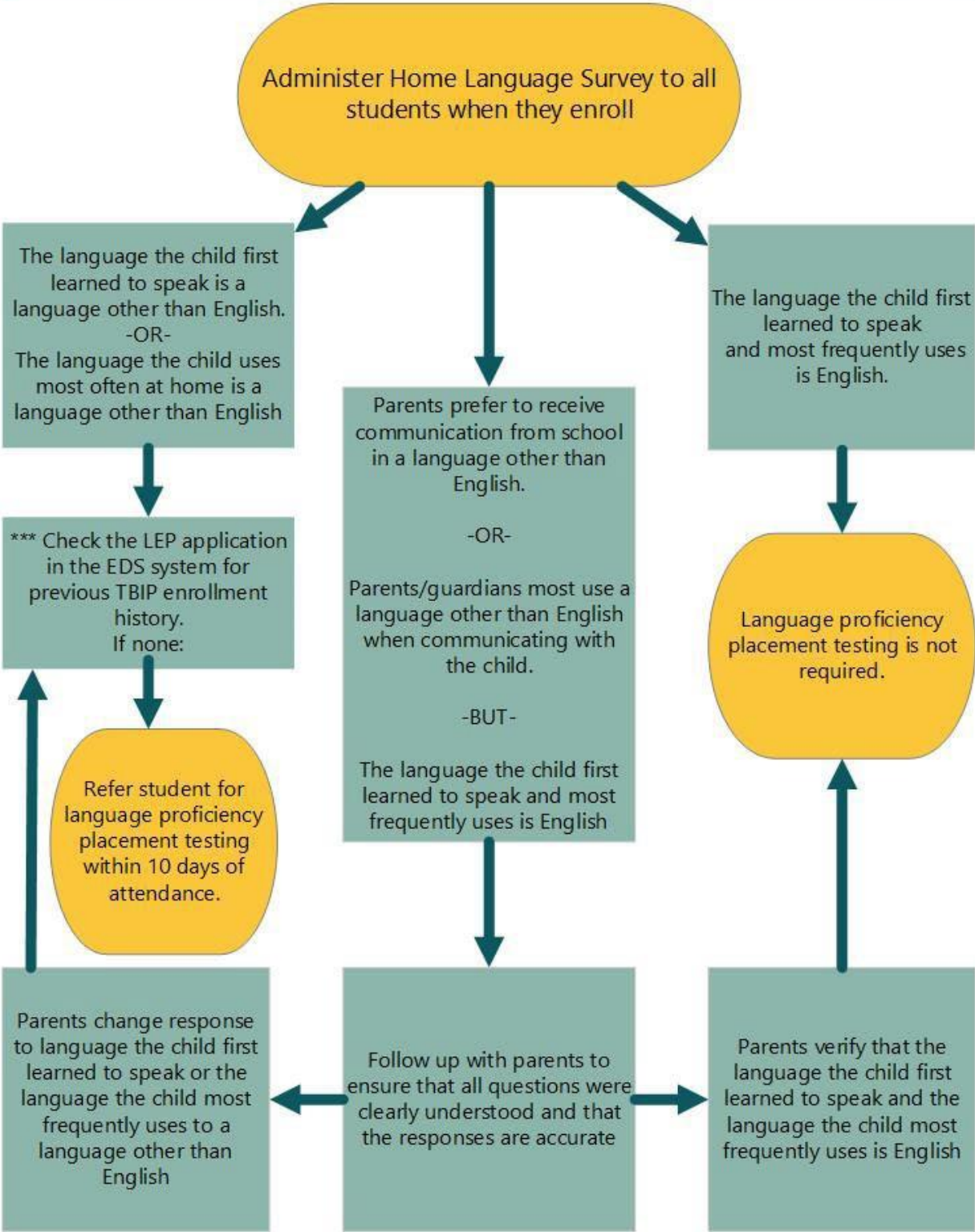
If the response to either of these questions is in a language other than English, refer the student for testing with the state-approved English language proficiency screening test. If the parent indicates that the child first spoke or understood English and another language simultaneously or currently uses both English and another language, administer the state-approved language proficiency placement test. If there is any doubt about whether the student should be tested based on these answers, contact the parents/guardians to clarify the student's primary language and document their response in the student's file.

If a language other than English is indicated in the responses to any other question on the Home Language Survey or enrollment forms, but the student's primary language is identified as English, follow up with parents/guardians to ensure the questions were answered accurately to verify the student's primary language.

The Home Language Survey (HLS) must be verified and signed by the student's parent or guardian. Students aged 18 or over and emancipated youth may complete the HLS themselves. Districts with a policy for accepting verified electronic signatures may allow parents to complete the HLS and sign electronically. Districts should electronically retain the completed HLS in the same way they retain other documents required for Program Review, placing it in the student's cumulative file.

The following flowchart provides detailed instructions for how to proceed given different responses to the Home Language Survey.

Home Language Survey Flow Chart



Enrollment Guidance for Student Groups

Immigrant Students

While school districts are required to identify immigrant students as defined by Title III of the Every Student Succeeds Act (ESSA), districts may not take steps with the purpose of determining the documented status of children or their parents.

The U.S. Supreme Court ruled in *Plyler vs. Doe* (457 U.S. 202 (1982)) that undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents. Like other children, undocumented students are obligated under state law to attend school until they reach a mandated age. As a result of the Plyler ruling, public schools may not:

- Deny admission to a student during initial enrollment or at any other time based on their undocumented status
- Deny admission to a student under 21 who has completed high school in their home country
- Treat a student differently to determine residency
- Engage in any practices to "chill" the right of access to school
- Require students or parents to disclose or document their immigration status
- Make inquiries of students or parents that may expose their undocumented status
- Require social security numbers from students

Please note that parents or guardians without social security numbers who are completing the Free and Reduced-Price School Meals Application and Verification Form for a student only need to indicate on the application that they do not have a social security number.

Requirements of the F-1 (Student) Visa Program, which is only for students who apply for a student visa outside the U.S., do not alter the Plyler obligations to children residing in a district's service area. Dependents of a nonimmigrant visa holder of any type, including F-1, are not prohibited from attendance at a public primary or secondary school.

School personnel, especially building principals and those involved with student intake activities, should be aware that they have no legal obligation to enforce U.S. immigration laws and should not attempt to do so (*Plyler v. Doe*, U.S. Supreme Court, 1982).

Visit OSPI's [Immigrant Students' Rights to Attend Public Schools](#) webpage for additional resources.

Foreign Exchange Students

Districts are required to follow the same identification procedures for all students, including foreign exchange students.

Districts may claim TBIP-eligible J-1 foreign exchange students for state and federal funding. Foreign exchange students on an F-1 visa pay tuition as a condition of their visa and, therefore, cannot be claimed for state funding.

Students who Use Sign Language

Under the federal definition, a student cannot be considered a multilingual learner (ML) for the purpose of qualifying for Title III based solely on a reliance on signing for communication (e.g., American Sign Language) due to the student’s or parent’s deafness or hearing impairment. However, a student who relies on signing for communication can qualify for Title III services if the student’s home language is a language other than English.

A student who uses American Sign Language (ASL) for communication at home because of a family member’s hearing impairment may be tested to determine TBIP eligibility for state funding. Districts should consult with the family prior to testing as such students can only be identified as multilingual learners (MLs) under the state definition and not the federal definition. In this case, testing for TBIP eligibility is not required by the state, but it is an option if the parents and district determine that it is in the student’s best interest.

Student Language	Home Language	Eligible for TBIP?	Eligible for Title III?
ASL (student has a hearing impairment)	English	No	Only Native American students who qualify based on the state procedures (See Chapter 8 in this guide)
ASL (student has a hearing impairment)	Not English	Yes, based on state language proficiency screener test results	Yes, based on state language proficiency screener test results
ASL (student does not have a hearing impairment)	ASL	Yes. The district may test with parent permission to determine TBIP eligibility but is not federally required to do so.	Only Native American students who qualify based on the state procedures. ASL is not considered a language other than English under the federal definition of an English learner.

In-State Transfer Students

Transfer students often complete a new Home Language Survey (HLS) as part of the enrollment packet in a new district. If there is a discrepancy between the new HLS and the HLS completed at the previous district, program eligibility determinations should be made based on the HLS that indicates a language other than English.

Look for the student in the Limited English Proficient (LEP) Application in the Education Data System (EDS) to determine whether the student has already been identified as an eligible multilingual learner in Washington if:

- a) the student's primary language indicates a language other than English,
–OR–
- b) there is any indication in the student's enrollment form or cumulative file that the student may have been identified as a multilingual learner in Washington in the past.

If no results are found for the student in the LEP Application, contact the sending district to determine if the student completed the screener and the results were not yet uploaded to the Comprehensive Education Data and Research System (CEDARS). If the sending district does not respond in a timely manner, administer the screening test. If the student's original screening test becomes available after retesting, program eligibility should be based on the results of the first screening test. Contact the sending district to request that these results be reported to CEDARS.

If a TBIP-eligible student has not been tested on the two most recent annual English language proficiency assessments, the district may choose to administer an assessment to determine the current proficiency level and inform placement decisions. The following options are all acceptable options for this purpose.

- A local assessment that was designed to determine current proficiency and inform placement
- WIDA MODEL (district purchased)
- WIDA Screener (Please note that students who are already identified as eligible MLs may not exit English language development (ELD) services using the screener, regardless of their score.)

No placement test is necessary for a student served previously through a TBIP in Washington who has not exited on the state's annual language proficiency assessment. These students should be placed directly into the TBIP program.

Students who score proficient on the state annual language proficiency assessment are eligible for follow-up academic support as "exited TBIP students" for two years after transitioning.

Out-of-State Transfer Students

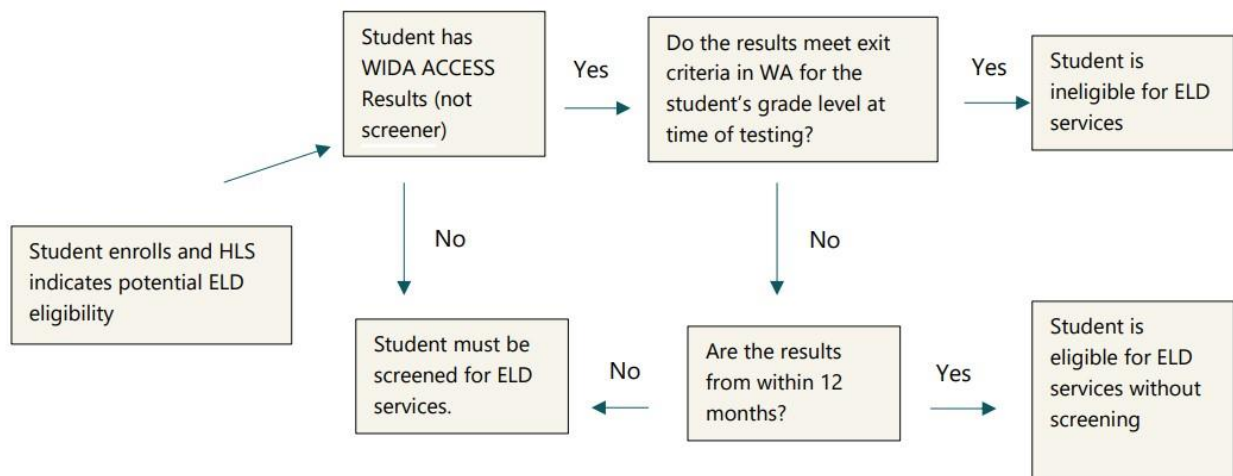
If a student has not been enrolled in a Washington state public school in the past 12 months and meets the identification criteria on the Home Language Survey (HLS), the student must take

the WIDA Screener to determine eligibility unless the student has out-of-state WIDA ACCESS scores, which can be accepted under the following conditions:

- If a student met the current Washington state WIDA exit criteria at any point on the annual WIDA ACCESS, then the student is ineligible for ELD services.
- If a student has WIDA ACCESS scores from within the previous 12 months and did not meet the Washington state exit criteria, the student is eligible for services.
- If the student has not taken the WIDA ACCESS in the last 12 months and has not met the current exit criteria based on a previous ACCESS score, then the student must be screened using the WIDA Screener. Washington State does not accept WIDA Screener scores from out of state.

All WIDA scores must reflect the requirements for the grade level the student was enrolled in when the student completed the test. Regardless of how eligibility is determined, the student must be identified for services within 10 school days of attending a Washington public school. If out-of-state scores are unavailable within 10 days, the school will need to administer a WIDA Screener to determine eligibility.

If a student who previously transitioned (exited) from the TBIP program returns to Washington after having lived outside the United States in a non-English-speaking country for 12 months or more, the district can administer the WIDA Screener to determine if there has been a loss of English language proficiency. Based on the new screening test results, the student can re-qualify for TBIP services.



Students in Alternative and Virtual Learning Environments

Students who attend virtual programs are served by the school they attend, not by the local district. However, if the student needs to do WIDA screening or WIDA ACCESS testing, the virtual school can contract with the local district to conduct testing. Many virtual programs already have a Memorandum of Understanding (MOU) in place with the local district to allow for academic annual state testing, and English language proficiency testing can be added to that MOU, if needed.

Language Proficiency Screening

Students whose primary language is a language other than English must be assessed by the 10th day of attendance with the state-approved language proficiency screening test. Washington state uses the WIDA Screener for Kindergarten, the WIDA Online Screener for students in grades 1–12, and the WIDA Paper Screener for students who require accommodations.

Screener Administration Training

For more information on preparing and training district staff to administer the WIDA Screener, district assessment coordinators can refer to OSPI’s [WIDA Quick Start Guide: 2023–2024](#).

Grade Level	Required Training(s)	Total Length of Training
Kindergarten	<ul style="list-style-type: none"> WIDA Screener for Kindergarten: Administration and Scoring (3 hours) 	3 hours
Grades 1-5	<ul style="list-style-type: none"> WIDA Screener Online: Administration (2 hours) Speaking for Grades 1–5: Scoring ACCESS Paper and WIDA Screener (2 hours) Writing for Grades 1–5: Scoring WIDA Screener (3 hours) 	7 hours
Grades 6-12	<ul style="list-style-type: none"> WIDA Screener Online: Administration (2 hours) Speaking for Grades 6–12: Scoring ACCESS Paper and WIDA Screener (2 hours) Writing for Grades 6–12: Scoring WIDA Screener (3 hours) 	7 hours

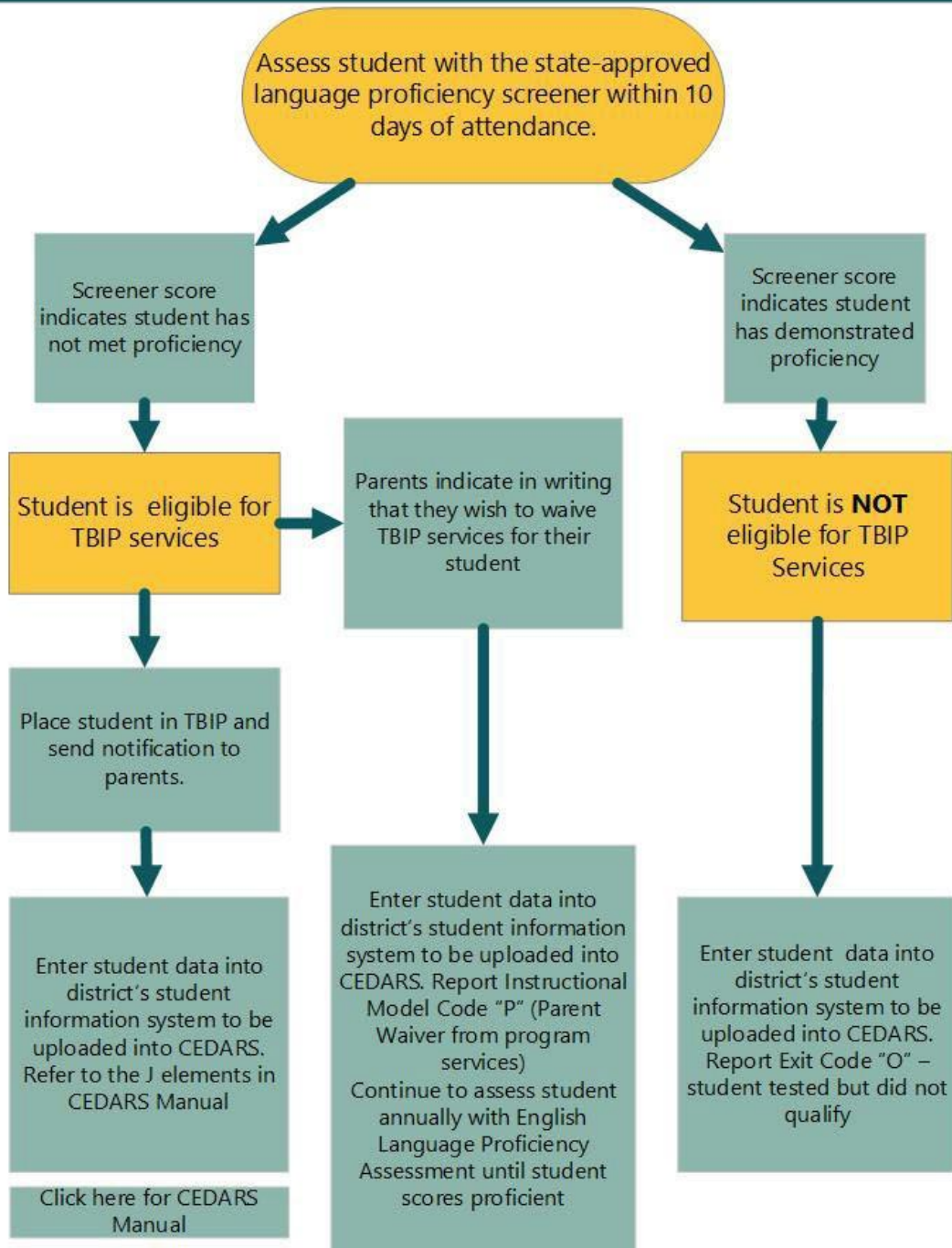
Eligibility Criteria

Eligibility for English language development (ELD) services is determined by a student's domain scores and overall score on the WIDA Screener. Students in grades 1–12 must meet the minimum score in all four domains and the overall composite score to be determined proficient and ineligible for services.

Grade Level	Minimum Domain Score	Minimum Overall Score
Grade 1	4	4.5
Grades 2-12	4	5.0

Language Proficiency Screener Flowchart

Language Proficiency Screener and Placement Flow Chart



Screening Kindergarten Students

Incoming kindergarten students who enroll and begin attending prior to January 1 of their kindergarten year must be screened only in the listening and speaking domain on the WIDA Screener for Kindergarten. For incoming kindergarten students who enroll or begin attending after January 1 of their kindergarten year, all domains must be completed on the WIDA Screener for Kindergarten. The following table includes the required domain and composite scores for kindergarteners to be considered ineligible for ELD services.

Time of Year	Domain Score Minimums	Composite Score Minimum
Prior to January 1	5 (speaking and listening only)	5 Oral language
After January 1	4 (all four domains)	4.5 Overall

Screening Transitional Kindergarten Students

Students who may be eligible for English language development (ELD) services are required to be screened and provided with those services, including students in transitional kindergarten (TK). However, our state-approved English language proficiency assessments, the WIDA Kindergarten Screener and WIDA Kindergarten ACCESS, have not been validated for children under 5 and, therefore, are not appropriate for screening TK students until after May 1.

The following procedure must be used for screening TK students:

1. *Home Language Survey* – Require the Home Language Survey for all TK students and use the information from questions 2 and 3 to determine possible eligibility.
2. *Provisional Qualification* – Record all TK students who are possibly eligible based on the Home Language Survey as provisionally qualified MLs without a screener score, using their date of enrollment as their Initial Placement Test Date.
3. *Spring WIDA Screening* – Beginning May 1st, all TK students must be given the WIDA Kindergarten Screener prior to the end of their time in TK, following the guidance for early kindergarten screening (listening and speaking only). This screening will fulfill the requirement for an annual English language proficiency assessment and will determine their eligibility for ELD services the following school year.

Provisionally qualified TK students are eligible for ELD services and can be claimed on the P-223 count for TBIP and Title III funding. Best practice for early multilingual learners is to provide inclusive services through co-teaching or through professional development for TK educators to integrate ELD supports and strategies into the early learning environment. Pull-out services are not best practice and are discouraged.

For more information on early learning strategies for MLs, see the [WIDA Focus Bulletin: Promoting Equity for Young Multilingual Children and Their Families](#).

Screening Students with Special Needs

Supporting students with learning disabilities with English Language Proficiency (ELP) screening involves a variety of strategies and accommodations to ensure fair assessment and provide an accurate measure of their English language skills. Implementing these supports can help create a more inclusive and equitable assessment environment, enabling students with learning disabilities to demonstrate their true English language abilities. Here are some key supports that can be implemented:

Pre-Assessment Preparation

- **Collaboration with Special Education Staff:** The team making accommodations decisions and planning testing for students with documented disabilities should be multidisciplinary and collaborative. It should include individuals with expertise in second language acquisition. It is helpful to include those who understand how to differentiate between limited English proficiency and a disability. Document testing arrangements, including accommodations, in the student's records.
- **Familiar Test Administrator:** The test can be administered by any school staff the student is comfortable with, provided the individual is trained and certified to administer the test.

Accommodations

- **WIDA Accessibility and Accommodations Manual:** The [WIDA Accessibility and Accommodations Manual](#) was developed to guide the selection and administration of Test Administration Considerations, Universal Tools, and Accommodations for individual English Language Learners (ELLs) in order to produce valid assessment results.

Rescreening Students

Students who have been screened and did not qualify for services should not be rescreened without first consulting with parents and documenting intervention efforts through a Multi-Tiered System of Supports (MTSS) process. This is also true for kindergarten students who were screened in listening and speaking only. If kindergarten students are struggling with literacy skills, these issues should be addressed through academic supports and interventions rather than rescreening for language services.

A school district's monitoring of an exited multilingual learner may indicate that a persistent language barrier is the cause of academic difficulty. Prior to reassessing the student, districts should document the basis for rescreening and the parents' consent to rescreen. Detailed information on how to support current and exited multilingual students can be found in *Policies and Practices Guide Chapter 3: MTSS, Progress Monitoring, and Tiered Supports*.

Placement

Eligible multilingual learners must be screened and placed in an ELD program within 10 school days of enrollment. Students at the elementary level are typically placed in a general education class and screened as soon as possible to begin providing inclusive and/or small group ELD supports as soon as possible.

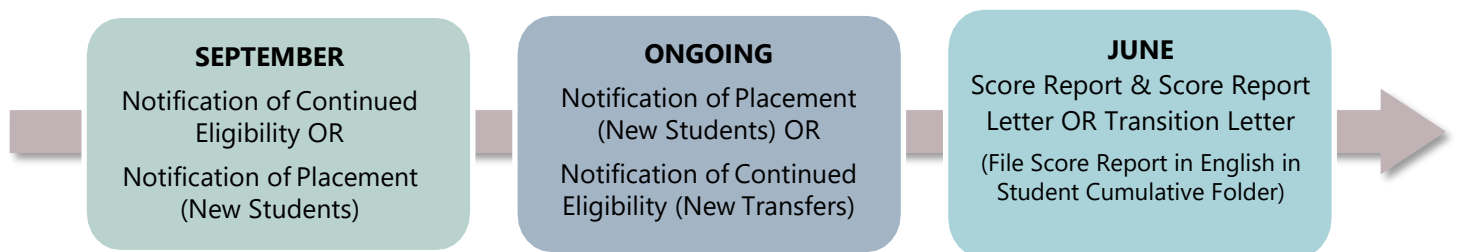
Secondary students who may be eligible for ELD services should be placed immediately in classes based on an initial intake process that includes informal screening to provide the most appropriate course placement as soon as possible. School counselors or ML staff may use a short interview protocol to determine the student's basic level of English until formal screening can be completed. Asking the student to write a short paragraph about themselves in their primary language can also provide quick assessment data to gauge the student's level of formal education.

For newly arrived students from another country, students may be initially placed in a newcomer class or program. For students coming from another district or state, students may be placed in grade-level content classes until screening is completed. School staff should do their best to match the initial placement with the most likely needs of the student so that students are not unnecessarily segregated from fluent English-speaking peers.

In schools that offer a dual language or other bilingual program, newly arrived students who speak the program language or have had prior schooling in that language should be placed in the bilingual program, if space is available.

Family Notification

Parent or guardian permission is not needed to assess a student's English language proficiency for placement purposes except during circumstances as outlined in this guide. (See *Policies and Practices Guide Chapter 8: Title III Services for Native American Students*.) However, districts must notify parents/guardians when a student initially qualifies for English language development services. Districts must also send parents/guardians their student's results on the annual state language proficiency assessment and notification of whether the student continues to qualify for services each year. Family letter templates and translations can be found on [OSPI's Multilingual Family Communication Templates](#) page.



Notification of initial placement or continued eligibility must be sent to parents or guardians no later than 30 days after the beginning of the school year or within two weeks of placement if the

student qualifies for language support services during the school year. Previously identified transfer students' families must receive written notification of program placement upon enrollment.

Notification	Required by TBIP?	Required by Title III?
Notification of Placement	Yes (with family's right to opt out of services)	Yes (with all 8 Title III-required components)
Notification of Placement for Transitional Kindergarten	Yes (with family's right to opt out of services)	Yes (with all 8 Title III-required components)
Notification of Continued Eligibility	Yes (with family's right to opt out of services)	Yes (with all 8 Title III-required components)
Notification of Continued Eligibility: WIDA Alternate ACCESS	Yes (with family's right to opt out of services)	Yes (with all 8 Title III-required components)
Notification of Proficiency/Transition from ELD Services	Yes	No
Notification of Tested Not Eligible	Not required but recommended	No
WIDA ACCESS Testing Notification Letter	Not required but recommended	No
WIDA ACCESS Score Report Letter	Not required but recommended	No
ELD Program Waiver Template	Yes, required if family requests to waive services	Yes, required if family requests to waive services

Although TBIP legislation does not specify the information to be included in the parent/guardian notification letter, Title I requires that the parent/guardian notification letter include specific components as detailed under [ESSA](#) Title I Section 1112 (e)(3).

Notification of Placement and Notification of Continued Eligibility letters require data to be included on the district's 4 and 5-year graduation rates for multilingual learners and the median number of years that students remain in program in the district. These data can be found in the Tableau Server application in EDS in the TBIP Dashboard. (Note: This is a secure link. If you need access, please contact your district security manager for EDS.)

Parent/Guardian Waivers

Under [WAC 392-160-015](#), parents/guardians have the right to opt their children out of TBIP services. Such a waiver of services must be documented and kept on file by the district. Districts must follow these steps when responding to parent/guardian requests to waive services:

- Communicate the benefits of program participation to parents or guardians in a language they can understand. (This should be done by a knowledgeable administrator.)
- Document the parent or guardian's refusal of TBIP and Title III services and keep a signed copy of the document in the student's cumulative file. (Note: Districts may use the English Language Development Program Waiver template available on the [OSPI Multilingual Family Communication Templates](#) webpage but may **NOT** offer this form. Parents or guardians must initiate the request.)
- Report multilingual learners whose parents or guardians have waived TBIP/Title III services to the state with an instructional model code of "P."
- Periodically review the waived student's progress with school staff and annually assess the student's progress toward English language proficiency.
- Administer the annual state English language proficiency assessment to the waived student until the student meets program exit criteria.

A parent/guardian may choose to withdraw the waiver at any time with a written request. In this situation, the district changes the student's instructional model code in CEDARS and begins providing English language development services to the student.

Districts do not receive supplemental TBIP or Title III funding for waived students but must still ensure that the student has an equal opportunity to meet their English language and academic needs when parents/guardians decline TBIP program participation. The [2015 Dear Colleague Letter](#) published by the U.S. Department of Justice and U.S. Department of Education states that districts retain the responsibility to meet this obligation in a variety of ways, including adequate training for classroom teachers on second language acquisition.

TBIP-eligible students who have met exit criteria are eligible for exited student support through TBIP funding if they are not at grade level, regardless of whether they were previously under a parent/guardian waiver.

Test Refusal

OSPI does not provide a form to document refusal for annual ELP testing. If parents/guardians refuse to allow their child to be tested, educators should consult with their district assessment coordinator to determine the locally based procedure for documenting state testing refusal.

Annual Testing

All eligible multilingual students in Washington are required to take an annual assessment to measure their proficiency in English. Washington uses the WIDA consortium assessments to measure English proficiency for these students.

WIDA ACCESS Testing

The WIDA ACCESS assessment is an online annual assessment given to all students who qualify for English language development (ELD) services. The annual assessment measures students' English language proficiency, both knowledge and skills, in reading, listening, writing, and speaking. Results from this test determine which students remain eligible to continue receiving ELD services.

The Alternate ACCESS is a paper-based annual assessment of English language proficiency for multilingual students with the most significant cognitive disabilities. IEP teams decide if ACCESS or Alternate ACCESS is the appropriate assessment path for a student.

Training Staff to Proctor Annual Assessments

Districts are responsible for training staff for state English Language Proficiency (ELP) assessments to ensure that all personnel understand the procedures, expectations, and best practices for testing.

Grade Level	Required Training(s)	Length of Training(s)
Kindergarten	<ul style="list-style-type: none"> WIDA Screener for Kindergarten: Administration and Scoring 	3 hours
Grades 1-12	<ul style="list-style-type: none"> WIDA Screener Online: Administration (2 hours) Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener (2 hours) Writing for Grades 1-5: Scoring WIDA Screener (3 hours) 	7 hours
K-12 students with significant cognitive disabilities	<ul style="list-style-type: none"> Alternate ACCESS: Administration and Scoring 	1 hour

Student Data

All multilingual learners must be reported to the district's student information system and reported to the state via the [Comprehensive Education Data and Research System](#) (CEDARS). All students identified as multilingual learners must be reported in English Learners File (J) in CEDARS, including:

- Students receiving services in the TBIP program
- Native American students receiving services under Title III
- Students who took the state English language proficiency screener but did not qualify for TBIP services

- Native American students who took the state English language proficiency screener but did not qualify for Title III services

A student may not be receiving services due to a parent/guardian waiver but may have tested for one of the two programs, and that information should also be reported in this file.

When students first enroll in a school district, the district is required to use a Home Language Survey to capture information about the student’s first language and language spoken most often at home. These two elements should be captured in CEDARS District Student File (B):

- B17 – *Student Primary Language Code*
- B18 – *Student Language Spoken at Home*

B17 corresponds to question 2: “What language did your child first speak or understand?” B18 corresponds to question 3: “What language does YOUR CHILD use the most at home?” More information is available on these two elements in the [CEDARS Data Manual](#).

Other important basic student information is captured in the English Learners File (J) including:

- J01 – *School Year*
- J02 – *Serving County District Code*
- J03 – *District Student ID*
- J04 – *State Student ID*
- J05 – *Location ID*

District Student Information Systems should be aligned to capture this information and report it directly to CEDARS. For more information, please refer to the [CEDARS Reporting Guidance](#).

LEP Application

Districts can access information in CEDARS for students transferring within the state using the LEP application in the EDS. This application also includes a Possible Eligible, Not Reported (PENR) list of students whose information may be incomplete and are therefore not being reported or receiving funding. It is important to check this report regularly to keep student records complete and ensure that all eligible multilingual learners are receiving services.

The screenshot shows a web interface for generating a report. On the left is a navigation menu with items like 'Enrollment Student List', 'Detailed Student List', 'Parent Waived Student List', 'Program Model Counts/List', 'Non-Qualifying Student List', 'Withdraw/Termination List', and 'Recently Transitioned'. The main content area is titled 'Student Lists -- Title III Native American' and contains the following text:

Enrollment Student List

This report displays Title III Native American students enrolled in the selected district school year.

Please enter your report criteria and then click "Run Report".

Year: 2024-2025 (dropdown menu)

District: Aberdeen School District (dropdown menu)

Run Report (button)

Business Rules for the Title III Native American Enrollment Student List Report:

At the top of the application page is a toggle allowing the user to choose between TBIP and Title III Native American programs. Under each of these programs there are options to search individual students or reports that include all eligible students.

- Possible Eligible Not Reported (PENR)
- Detailed Student Lists
- Exited TBIP/Title III Students

Student Cumulative Files

Districts are required to retain documentation of identification, assessment, and parent/guardian notification as part of the Program Review and Support (PRS) process (formally Consolidated Program Review (CPR)).

Please review the required documents for student cumulative files. Note that cumulative files can be paper or electronic. Districts should retain documentation per district policies as they relate to state retention guidelines including:

- Home Language Survey (HLS) or information on district enrollment forms that include the required HLS questions including the date it was completed
- State-approved English language proficiency screening test score sheet or printout with administration date
- Initial Notification of Placement letter
- State-approved English language proficiency annual test score sheet, for each year that the student has tested
- Annual Notification of Continued Eligibility letters for each year in program
- Parent/Guardian Waiver (If applicable)
- Notification of Transition from English language development services for students who exited services via the annual assessment

It is the district's responsibility to ensure that student cumulative files are updated regularly and that all required documents follow students when they transfer into new districts. Districts receiving transfer students should thoroughly review incoming cumulative files to identify any gaps or needs and reach out to the previous district to request any missing documents.

Resources

For more resources on identifying multilingual learners, see the [U.S. Department of Education EL Toolkit Chapter 1](#), and for information on serving eligible multilingual learners who opt out of ELD programs, see [EL Toolkit Chapter 7](#).