**AHISD ELL Process and Procedures Checklist**

| **Check** | **Process and Procedures**  | **Person Responsible** | **Notes** |
| --- | --- | --- | --- |
|  | **Registrar**  |  |  |
|  | Familiar with HLS process:* Only one completed for each student (not every year)
* Only original maintained in student permanent record
* Process for requesting HLS from sending district
 |  |  |
|  | Knows how to explain HLS to parents* If not bilingual, knows who will provide this service
 |  |  |
|  | What to do if student is a transfer from another district in Texas* TREx
* Ask specifically for LPAC and HLS
 |  |  |
|  | What to do if student comes in from another state or country |  |  |
|  | Documentation of requests for HLS, LPAC documents, all student achievement and testing documents |  |  |
|  | Can describe the process from first contact through registration and enrollment |  |  |
|  | **PEIMS/Data Entry** |  |  |
|  | Familiar with codes related to ELLs * Home Language code
* LEP Indicator code
* Parent Permission code
* Program participation codes (Dual Language/ESL)
* Immigrant Indicator code
* Dual Language/ESL Summer School code
* Unschooled Asylee/Refugee Code
 |  | (SEE PEIMS Enrollment and Coding Change Forms) |
|  | Has a system in place for transmittal of coding and changes from LPAC * Entry/Placement
* Changes in parent permission (accept/denial)
* Reclassification/Exit from program services
* Re-entry (if applicable)
 |  | (SEE PEIMS Enrollment and Coding Change Forms) |
|  | **Counselor** |  |  |
|  | Knows who the ELLs (active, denials, monitored) are on the campus |  | Consider: having groups for new comer ELLs |
|  | Knows the proficiency levels of each ELL, or knows where to locate the information |  |  |
|  | Is familiar with registration procedures for ELLs |  |  |
|  | Knows which teachers are certified/sheltered instruction |  |  |
|  | Can discuss with parents the benefits of Dual language/ESL programs on the campus |  |  |
|  | Checks in on the social/emotional welfare of recently enrolled ELLs (especially immigrant students) and programs for their needs |  |  |
|  | PGPs included in HS LEP student folders |  |  |
|  | **LPAC Chair/Lead Dual language or ESL teacher** |  |  |
|  | Entry: Administer Oral Language Proficiency (OLPT) for each new studentAdminister norm referenced test for each new student Hold BOY LPACCommunicate PEIMS Enrollment Form to PEIMS clerk  |  | (SEE PEIMS Enrollment and Coding Change Form) |
|  | Has time in their schedule for folder maintenance and preparation of forms for LPAC meetings |  |  |
|  | Has adequate LPAC parent representativesTrains parent representative(s) each year (framework and decision making) |  | Use region 20 PPT slides for parent training |
|  | Schedules and facilitates LPAC meetings (1) intial, (2) state assessment decision-making, & (3) EOYTrains each LPAC member each year (framework- BOY- and decision-making training-January) |  | Use Student History Worksheet for state assessment decision-making LPAC |
|  | Transmits coding change information to the PEIMS entry person |  | (SEE PEIMS Enrollment and Coding Change Form) |
|  | Monitors ELLs’ grades each grading period |  | Assistant Principals run the report then ask each content area teachers and ESL about action steps for ELL with failing grades |
|  | Sits on ARDs as LPAC representative, or designates someone to act in that role |  |  |
|  | Collaborates with other programs that provide services to ELLs (Dyslexia, GT, SPED, CTE) |  |  |
|  | Supports teachers who are serving ELLs in regular education settings |  |  |
|  | Each year, update LEP Student Cumulative Folder Documentation Checklist (SEE FORM) |  | Left side of folder, in brads: HLS, Parent Permission form, LPAC sheetsRight side: correspondenceInside blue folder: testing information  |