

ELL COMMITTEE

STUDENT

ID#

GRADE

LEP STATUS

DATE

ELL COMMITTEE MEMBERS PRESENT

SIGNATURE

ADMINISTRATOR/DESIGNEE

SIGNATURE

ESOL TEACHER/COORDINATOR

SIGNATURE

GUIDANCE COUNSELOR

SIGNATURE

OTHER EDUCATOR/STAFF

SIGNATURE

PARENT/GARDIAN

SIGNATURE

INTERPRETER/TRANSLATOR

REASON(S) FOR CONVENING ELL COMMITTEE:

(CHECK ALL THE APPLY.)

- 1. To review the ELL status/language arts placement of the student
- 2. Student is in grade K-2, determined non-ELL through aural-oral testing, progress in regular language arts classroom does not seem appropriate.
- 3. Student is in grade 3-12, determined non-ELL through aural-oral testing and non-ELL through reading and writing assessment (33% or above); progress in regular language arts classroom does not seem appropriate.
- 4. Student is in grade 3-12, determined non-ELL through aural-oral testing and ELL or non-ELL through reading and writing assessment; placement in ESOL or regular language arts class does not seem appropriate considering at least two of the following criteria:
  - a. prior educational/social experiences and student interview
  - b. written recommendations and observations by instructional/support staff
  - c. level of mastery of basic competencies or skills in English and/or home language
  - d. grades from current/previous years
  - e. test results other than aural/oral or reading/writing (language) proficiency.
- 5. Student has been in ESOL for at least a semester; a teacher, administrator, parent/designee requests that there be a programmatic assessment of the student's progress.
- 6. Student is a former ELL student but during the 2-yr. monitoring period shows a consistent pattern of continuing under-performance on appropriate tests and/or grades.
- 7. Student is in grade 3-12 determined non-ELL through aural/oral testing and the reading/writing assessment will not be completed within the 20 school days following the aural/oral testing. (If this student has a "yes" on the language survey form to only #1, the student should be placed in a regular language arts class while waiting for the ELL committee to meet. Otherwise, the student should be placed in ESOL class. Either way, the student must be given a reading writing assessment within one year. If this is a reason for convening the ELL committee, a majority of the committee members must state in writing that, in their opinion, this student's reading and writing skills exceed the skills equivalent to the 32<sup>nd</sup> percentile on both the reading and writing subparts of a norm-referenced test.)
- 8. Student has problems that this committee needs to address (physical, emotional, social, academic, etc.)
- 9. The aural/oral assessment of this student was not completed within the 20 school days as required. (For each child so delayed, the reason for the delay, evidence that the child is accorded the programming required for the ELL's pending the delay, and a specific timetable for completing the assessment must be documented and mailed to the parents in the home language no later than the eight weeks after initial enrollment. Copies shall be retained in the student's files.
- 10. The student may be exited from the ESOL program because another instructional program combination of instructional program seem to be better meet his/her needs.
- 11. Other