

# *SECTION 8*

## *FUNCTIONS OF THE ELL COMMITTEE*



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#### ELL Committee

The main function of the ELL Committee is to resolve any issue that affects the instructional program of an ELL student. It is composed of **at least 4 members**:

- administrator or designee,
- the ESOL teacher,
- the home language teacher (if any),
- the classroom/ subject area teacher(s),
- guidance counselors,
- school social workers,
- school psychologists,
- other educators as appropriate for the situation

The parent(s) must be invited to attend ELL Committee meetings (see Appendix M for translated letters of invitation to parents). Schools must keep a record of parent contact. If there is no parent representation at the meeting, then it is the school's responsibility to communicate the ELL Committee decision to the parent in writing and maintain documentation in the [\*ELLSEP folder\*](#). The school principal must take all appropriate measures to ensure that the parent(s) understand the proceedings of the meeting, which may include arranging for an interpreter through the Multicultural, ESOL and Program Services Department for parent(s) whose home language is other than English.

If an interpreter is used during the committee meeting, he/she must sign on the line indicated as "other". The ELL Committee considers the preference of the parent(s) when making its decision. However, final determination of ELL status is the responsibility of the educational professionals of the ELL Committee. ELL Committee members are to assist in reviewing a student's current educational needs by identifying strategies to improve the student's performance.

### When to Convene the ELL Committee

An ELL Committee is convened:

- for students in grades K-12 with inconsistent test data to meet the entry or exit criteria.
- for students in grades K-12, the ELL Committee may determine a student to be ELL or not to be ELL according to consideration of at **least two** of the following criteria in addition to the results of the assessment of English language listening/speaking proficiency (IDEA Oral Language Proficiency Test), CELLA and/or FCAT.
- during the two year period following the ESOL Program exit date, while the student's progress is being monitored, if there is any consistent pattern of under-performance on appropriate tests and/or grades
- before an ELL is retained
- when an ELL is being considered for continued placement in the ESOL program for years 4, 5 or 6 and/or
- any other time when there is a need to re-evaluate the ELL's educational plan or at the request of anyone involved in the ELL's education.

Two of the state approved criteria must be documented in the [\*ELLSEP folder\*](#):

- (a) extent and nature of prior educational and social experiences; and student interview;
- (b) written recommendations and observations by current and previous instructional and supportive services staff;
- (c) level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;
- (d) grades from the current or previous years;
- (e) test results other than those from the district assessments of listening/speaking/ reading/writing.

ELL Committee members must be present at meeting and sign the folder for documentation purposes.

## **Q & A Section 8: Comprehensive Program Requirement and Student Instruction**

**Q: What is the purpose of the ELL Committee?**

**A:** The main function of the ELL Committee is to resolve any issues that affect the instructional program of an ELL student.

**Q: How many members must an ELL Committee be composed of, and who are these members?**

**A:** An ELL Committee must have **at least** 4 members in attendance, and may be composed of any of the following:

- An administrator/designee
- ESOL teacher
- Home language teacher
- Classroom/subject area teacher
- Guidance counselor
- School social worker
- School psychologist
- Other educators
- Parents

The parents must be invited to all ELL Committee meetings (see Appendix M), and documentation of this invitation must be kept in the [\*ELLSEP folder\*](#).

**Q: Are schools required to provide assistance in the home language?**

**A:** Per section IV of the META Consent Decree, ELLs in ESOL basic subject area classrooms **shall** have access to an aide or teacher, proficient in their language, **in addition** to the subject area teacher, when the school has at least 15 students speaking the same native language. (See Section 4.)

**Q: Is including the [\*ESOL Instructional Matrix\*](#) in lesson plans sufficient documentation of instructional differentiation for ELLs? if a teacher includes the [\*ESOL Instructional Matrix\*](#) in their teacher plan-book?**

**A:** No. For each lesson, the corresponding code for each strategy must be documented in the teacher's lesson plan.