



DELL RAPIDS SCHOOL DISTRICT ENGLISH LANGUAGE
LEARNER PROGRAM

"Empowering Each Other to Excel"

2023-2024

Updated November, 2023

Dell Rapids School District

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Rapids, SD 57022

(605) 428-5473

District Overview

The Dell Rapids School District currently (as of Fall 2023) has 982 students enrolled Pre-K-12. English language learners comprise 1.5% of the Dell Rapids student population. The following is a breakdown by ethnicity:

American Indian: 0.8%

African-American: 0.3%

Hispanic/Latino: 3.4%

Native Hawaiian/Pacific Islander: 0.1%

2 or more races: 2.8%

Caucasian: 92.7%

English Language Learner Demographics

The Dell Rapids School District is comprised of many different ethnicities. Our EL population is slowly increasing with our enrollment. Currently all 16 of our EL students have Spanish speaking backgrounds. Some of our students are immigrants and some are children who are born in the U.S. to parents whose first language is not English.

Immigrants

Immigrants are people who choose to come to the United States, but who may return to their home country. Immigrants choose to come for a variety of reasons, most for the opportunity to experience health, safety, and the prosperity of the United States. Students from these families need both language and cultural acculturation.

U.S. Born ELLs

There are a few ELL students in the Dell Rapids School District who were born in the United States, but whose home language is not English. Before entering school many of these children have limited experience with the English language. They may only have heard English on television. These students may speak English, and even sound as if they are fluent in English, but they may not have the academic English or background knowledge needed to succeed in content area classrooms without ELL instruction. Nationally, approximately 85% of pre-kindergarten to 5th grade ELL students and 62% of 6th-12th grade ELL students are born in the U.S. (Zong and Batalova, 2015).

Below is a breakdown of our ELL students.

Year	# of Students Identified as an ELL
2023-2024	16
2022-2023	13

It is the policy of the Dell Rapids School District to not discriminate against English Language Learners (ELLs). According to the Equal Educational Opportunities Act (1974), this district must make an effort to do whatever is educationally appropriate to address the English and educational needs of ELLs so that they can compete with their same-age English background peers. Qualifying students will be identified and placed in programs and services in accordance with statutory guidelines. Dell Rapids School District will strive to provide a linguistically, culturally, and academically rich learning environment. It is the policy of Dell Rapids School District to comply with all federal and state laws prohibiting discrimination against students on the basis of all civil rights categories.

Legislation on Educating and Assessing English Language Learners

Equal Protection Clause: The 14th Amendment of 1868 states that "no state shall...deny any person within its jurisdiction the equal protection of the laws." The "equal protection" in practice has included fair treatment, nondiscrimination and the allowing for provision of equal opportunities.

Civil Rights Act of 1964, Title VI: This law prohibits discrimination in any federally funded programs. All schools must comply with the law established in the Civil Rights Act of 1964:

No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activities receiving federal financial assistance. (Section 2000d)

Additionally, all schools that receive federal funds must comply with providing services to ELLs that are comparable to the services that are provided to students who are native English speakers (Title VI of the Act).

Bilingual Education Act (1968): The first federal allocation for language minority students, this law was initially known as Title VII and later named Title III in No Child Left Behind (2002). It did not require language instruction to be bilingual in nature; rather, it encouraged programs to use bilingual education practices and methods with the goal of assisting students to learn English. This was also the first law that acknowledged that having limited English proficiency is a barrier to "equal access" to educational opportunity.

May 25 Office of Civil Rights (OCR) Memorandum (1970): This memo disallowed the practice of placing English Language Learner students in Special Education classes using criteria used to evaluate English language proficiency or deny ELLs access to college preparatory courses based on the failure of the school system to effectively teach English to ELLs. In addition to the rules in the Bilingual Education Act, school districts were found responsible to assist students in overcoming the language barriers that prevent the full benefits of educational instruction. The practice of tracking or dead ending was disallowed and schools were required to provide programs that accelerate the learning of language skills needed to participate in mainstream courses. For activities in which native English-speaking parents are notified, schools must provide notification to parents of ELLs and the notification may need to be in a language other than English. Districts are responsible for identifying all ELLs and provide services to all identified ELLs. Schools must evaluate programs to determine effectiveness and modify the program when programs no longer result in positive outcomes for ELLs.

Lau v. Nichols (1974): The U.S. Supreme Court found the school was using federal funds to provide a lesser-quality program for ELLs in the district by failing to assist Chinese-American students with learning English. The district's requirement of passing an English exam prior to graduation was found to be an unfair practice, especially in the context of the district failing to provide English language support for the students. The court noted that Spanish-speaking students in the same district were receiving language services and ruled that schools cannot pick and choose which students to serve based on the ease of creating programs. All students deserve a quality educational program. It is also a civil right.

For students to receive language instruction. Schools must have a procedure in place to determine how they will serve the needs of ELLs. If a school does not have a language program in place, it is effectively denying the student the ability to access education opportunities. The Lau case also provided that OCR may establish regulations that prohibit discrimination, even if there is no intent to discriminate. Finally, if a school enrolls a significant number of ELLs at the same grade level, who speak the same language, the school may be required to provide instruction in that language.

Castaneda v. Pickard (1981): The school in question placed ELL students in separate classes in order to provide a program for the students. The court noted that the practice of placing students according to intelligence rather than linguistic ability is "highly suspect" since English proficiency cannot be used as the sole indicator of a student's ability. This case related specifically to the quality of an "appropriate program" (from the Equal Education Opportunities Act of 1974). The Court of Appeals defined appropriate programs as those that are

based on sound educational theory, are implemented, and practiced in full and are evaluated to ensure students are overcoming linguistic barriers. Appropriate programs may be reviewed to ensure the program is continuing to aid students in overcoming language barriers.

Plyler v. Doe {1982}: The U.S. Supreme Court determined that states are required to provide full access to a free and appropriate education to all students in their jurisdiction, regardless of immigration status. The court found that children should not be penalized for the "crimes" of their parents and noted that schools may not act as agents of the immigration office. Therefore, schools cannot require identification tools that effectively ascertain immigration status such as proof of citizenship, Social Security Numbers, or other tools that would estimate immigration status as a condition of participation in the school program. The court also concluded that the cost of providing an education would be less than the cost associated with having uneducated, illiterate members of society. Finally, all people within a "U.S. jurisdiction" qualified for equal protection, not just UScitizens.

No Child Left Behind (2002)--NCLB requires states to establish challenging academic content standards for all students, and Title III of this act indicates that ELLs are not exempt from meeting these high expectations. It asserts that English learners must develop English proficiency and skills for high academic achievement in English WHILE SIMULTANEOUSLY MEETING the same challenging State standards that all students are required to meet. The term "limited English proficient" is described in No Child Left Behind legislation (NCLB 2000) as an individual:

- Who is age 3-21 and enrolled or preparing to enroll in an elementary school or secondary school
- Who was not born in the United States or whose language is a language other than English; or who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; OR
- Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; AND
- "Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - The ability to meet the state's proficient level of achievement on state assessments
 - The ability to successfully achieve in classrooms where the language of instruction is English
 - The opportunity to participate fully in society. (Title IX, Section 9109, No Child Left Behind Act. 2001)
 -

Title I and Title III - Accountability through Assessment

NCLB also calls for accountability in meeting State standards through high quality assessments. Schools must not only demonstrate improvements in students' English proficiency each school year, but also demonstrate that English learners are making the same "adequate yearly progress" as other students. As a result, ELLs must participate in annual State assessments.

- ELLs must take annual standardized tests assessing English language proficiency.
- ELLs are required to take the same State tests as all other students.

School districts must also assess EL students in speaking, reading, writing, and listening annually. The ACCESS assessment scores from the language proficiency test must be submitted to the Department of Public instruction by June of the current school year.

English Language Learner Program

The English Language Development (ELD) Program provides English language instruction curriculum materials and other related services to students whose home language is anything other than a standard for of English.

The first step in providing eld services is to identify the student who may qualify for the ELD program. The federal and state definitions for English Language Learners (ELLs) are very similar.

English Language Learner Definition

Federal Limited English Proficient (LEP) definition:

(Students must meet a part of the criteria in each of the sections A-D). The term **“limited English proficient”**, which is defined in section 9101 of Title IX (ESEA) when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school
- (C) (i) who **was not born in the United States** or whose **native language is a language other than English**
 - (ii) (I) who is a **Native American or Alaska Native**, or a native resident of the outlying areas; **and**
(II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; **or**
 - (iii) who is **migratory**, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **and**
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -
 - (i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b) (3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English: **or**
 - (iii) the opportunity to participate fully in society.

Title IX, Section 9101, No Child Left Behind Act, 2001

State English Language Learner (ELL) definition:

Eligibility for English Language learner services

To be eligible for English Language learner services a student must:

1. Be at least five years of age, but must not have reached the age of twenty-two
2. Be enrolled in a school district in South Dakota
3. Have a primary language other than English or come from an environment in which a language other than English significantly impacts the individual’s level of English language proficiency; and
4. Have difficulty speaking, reading, writing, and understanding English as shown by assessment results.

In the most basic terms, students must be of school age, enrolled in school and come from an environment in which a language other than English has had a significant impact, such that the student cannot access the academic language of the classroom environment without specialized instruction and accommodation.

Identification

Students are identified based on two or more of the following screening criteria:

- Home Language Surveys
- 1-12 WIDA Screener & WIDA Kindergarten Screener
- Teacher referrals-Teacher observations
- State Assessments
- Review of all educational documents and student records

Two types of different procedures are used to identify ELL students. They are identified at the **initial time of registration** (within the first 30 days of the school year or within 2 weeks of arriving) or throughout the school year by **referrals**.

A Home Language Survey is included in all students' (K-12) registration packets. The Home Language Survey alerts staff to students who may need ELL services. Mainstream teachers or other staff may also alert the Title III department to a potential need. Potential students are given the grade-appropriate WIDA Kindergarten Screener or WIDA Screener (1-12) by the ELL Coordinator. These assessments are administered within 30 days of the beginning of the school year or within 2 weeks of a student’s arrival in the district.

Identified ELL students are served or monitored according to Dell Rapids School District guidelines. The scores will

determine students who qualify to receive EL services in our district. Parent Notification Forms (page 20) are given to parents following identification. This form informs parents of their students' English Language Proficiency (ELP) level and whether ELL services will be provided.

Program Entrance Criteria

The following explains EL Program entrance criteria for both the KG WIDA Screener and WIDA Screener assessments:

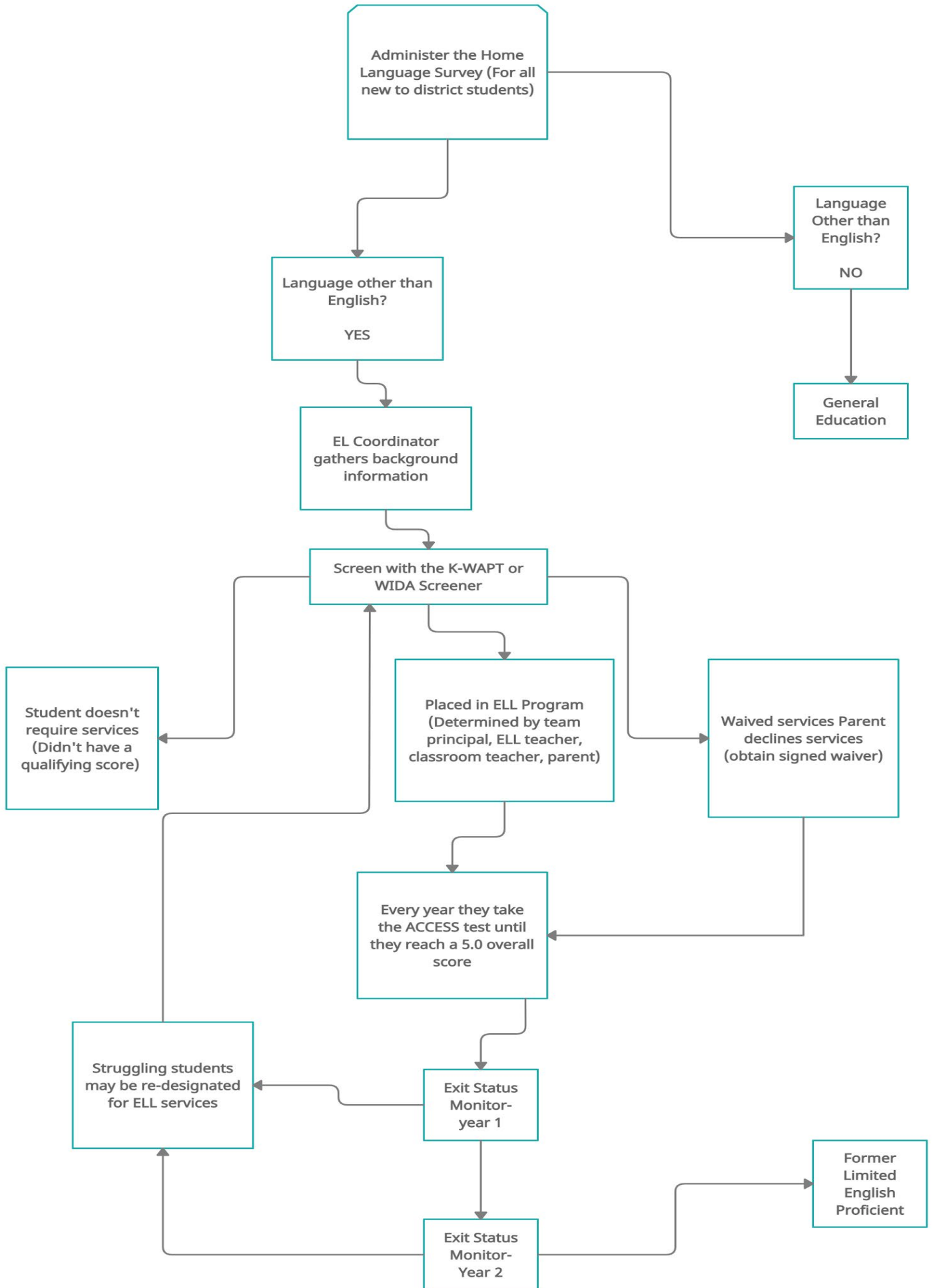
WIDA Screener for Kindergarten 1st Semester: Only administer the Listening & Speaking domains.

- Scores 1.0-4.5-- student qualifies for ELD services
- Scores 5.0-5.5--Student doesn't qualify for ELD services; student will be monitored for 2 years
- Scores 6.0-- Student doesn't qualify for ELD services

WIDA Screener for 2nd Semester Kindergarten & 1st Semester 1st grade: Administer all 4 domains

- Scores 1.0-4.5--Student qualifies for ELD Services
- Scores 5.0-5.5-- Student does not qualify for ELD services; student will be monitored for 2 years
- Scores 6.0--Student does not qualify for ELD services

Grades 1-12: Students with a composite score lower than 5.0 qualify for ELD services.



English Language Learner Placement

Criteria for placement and Language Acquisition Plan (LAP) is based on the scores from the WIDA Screener, or ACCESS test. Their scores determine the type of service(s) and amount of service(s) with the ELL teacher and/or the certified paraprofessional. We use the daily service recommendations as a guideline for the amount of service minutes each day. These services include: English Language Development (ELD) instruction, co-teaching, sheltered instruction, and in class support. A Language Acquisition Plan will be developed for all students that are identified as an ELL. The plan is developed by the EL team (ELL teacher/EL Coordinator, Principal, Classroom teacher(s), and parent). Specific accommodations, modifications, and direct services will be decided on an individual basis.

English language proficiency cannot be used as an indicator of a student's ability and their access to Title I, special education, gifted programs, dual credit, or any other special program within the district. Language will not be what does or does not qualify an EL student in any special program.

Level 1- Entering

The Level 1 individual demonstrates **negligible** academic language proficiency in English. The student will find the language demands of the learning task **impossible to manage**. Students receive direct service from the ELL teacher and/or ELL certified paraprofessional, and their classroom teacher(s).

Level 2- Beginning

The Level 2 individual demonstrates **very limited** cognitive-academic language proficiency. The student will find the language demands of the learning task **extremely difficult**. Students receive direct services from the ELL teacher and/or ELL certified paraprofessional, and their classroom teacher(s).

Level 3- Developing

The level 3 individual demonstrates **limited** cognitive-academic language proficiency. The student will find the language demands of the learning task **difficult**. Students receive direct services from the ELL teacher and/or ELL certified paraprofessional, and their classroom teacher(s).

Level 4-Expanding

The Level 4 individual demonstrates fluent cognitive-academic language proficiency. The student will find the language demands of the learning task manageable. Students receive direct services from the ELL teacher and/or ELL certified paraprofessional, and their classroom teacher(s).

Level 5-Bridging and Level 6- Reaching

The level 5 and 6 individual demonstrates advanced-cognitive academic language proficiency. The student will find the **language demand** of the learning task very easy. When a student reaches this level, they are exited from the ELL program, and they are placed on monitoring status for the next two years.

DAILY SERVICE RECOMMENDATIONS

	<u>WIDA Access Levels 1-2</u> <u>Beginner</u>	<u>WIDA Access Level 3</u> <u>Intermediate</u>	<u>WIDA Access Level 4-5</u> <u>Advanced</u>
Kindergarten	Daily pull-out ESL services 60 minutes each day, plus push-in services or co-taught class	60 minutes pull-out ESL Services daily; plus push-in services or co-taught class as needed	30-60 minutes pull-out ESL Services daily; push-in services or co-taught classes
Grades 1-2	Daily pull-out ESL services 60 minutes each day, plus push-in services or co-taught class	30-60 minutes pull-out ESL daily; push-in services or co-taught class	30-60 minutes pull-out ESL Services daily; push-in services or co-taught classes
Grades 3-5	Daily pull-out ESL services 120 minutes each day, plus push-in services or co-taught class	30-60 minutes pull-out ESL Services daily; push-in services or co-taught classes	30-60 minutes pull-out ESL Services daily, push-in services or co-taught classes
Grades 6-12	Intensive language instruction (ESL Direct instruction 180 total minutes; *90-180 minutes direct ESL Class *remaining time ESL Resource Study Hall, co-taught content classes and/or sheltered classes	90 minutes of ESL daily; sheltered or co-taught classes; ESL resource periods	45 minutes of ESL each day; sheltered or co-taught classes; ESL resource periods *see HS ESL class codes for high school credit.
ESL/ELD	English as a Second Language, taught by an endorsed English as a New Language teacher, objective is language development, class or pull-out structure		
Co-teaching	ESL and Content teacher plan and/or teach together to highlight language development within the context of content classroom learning		
In Class Support	Classroom/Content teacher or paraprofessional uses strategies to modify grade-level content for students in response to language proficiency level		
Collaboration	The collaboration on a consistent basis between classroom teachers and ESL teachers is of upmost benefit to ESL and all students – as teachers work together to build academic language.		

English Learner Assessment and Administration

In addition to the one-time placement test, EL students will participate in the ACCESS for ELLs 2.0 annual assessment. These assessments evaluate English language development and provide the district with annual score reports for each EL student. Once score reports are obtained, the district is responsible for dissemination of scores to stakeholders. Annual assessment results will be used to guide the EL program and instruction of individual students. Individual student scores will determine placement within the EL program and will be compiled to evaluate student advancement. Trained staff administer ACCESS during the state-approved window.

Students identified as English Language learners will participate in the ACCESS test annually to re-establish eligibility or to determine readiness to exit, as well as measure progress. These scores are kept on file to document eligibility and are provided to the South Dakota Department of Education regarding program accountability.

The South Dakota Department of Education requires the school district to assure that all ELL students are:

- Included in the statewide achievement assessment system.
- Identified and assessed for English language proficiency.
- Provided appropriate instructional services and based on assessment results

State Assessments

ELL students must participate in the statewide achievement assessment program as other students.

- Students are identified as ELL on the test.
- Students have a right to accommodations according to the level of English language proficiency.

Language Acquisition Plan (LAP)

Plans for services, or Language Acquisition Plans (LAPs) are written for each ELL yearly. Plans are distributed to parents and regular education teachers. They are also placed in the cumulative files. Goals and modifications are written by the ELL Coordinator and agreed upon by the team. LAPs include programs and strategies for improving English language proficiency (speaking, reading, listening, and writing) and academic achievement in core subjects. Goals are based on ELP and core subject standards.

Language Acquisition Plans (LAP)

All Students in the ESL Program are required to have an annual Language Acquisition Plan.

- Language Acquisition Plan
 - Annual Document
 - Legal document
 - Outlines the accommodations, modifications, and services for each ELL in the district.
- The ELL Team
 - ESL teacher(s)
 - General Ed/Core teachers of the EL
 - Administrator
 - Parent (not required)
- Purpose
 - As a group, determines the appropriate accommodations for each individual ELL.
 - Documents the accommodations on the LAP.
- ESL Teacher Responsibilities
 - Identify all ELLs on the case load throughout the year.
 - Coordinate meeting times for the ELL committee to decide on appropriate accommodations.
 - Complete the LAP documentation and obtain signatures.
 - It is important that the LAP be communicated to the parents of each ELL.
 - Communicate final LAP to classroom teacher(s).
 - File LAP's in student cumulative files.

Parental Notification

It is the school's responsibility to annually notify parents/guardians of eligibility and placement; this notification will be done in the language most easily understood. After families have been given information about ESL programming, they have the right to either accept or decline services. Families also have the right to change their decisions at any time during the student's career in the Dell Rapids School District.

The school district receives annual ACCESS scores in May or June. The ELL Coordinator will mail a parent notification letter and a student report to each student's parents or guardians. These results are also discussed with parents at the fall parent-teacher LAP meeting.

Title I & Title III Requirements for Parental Notification (ESEA Section 1112(e)(3))

Parents must be informed annually regarding their child's placement in the LEA's EL core program within 30 days at the beginning of the school year or within two weeks of placement in the program for students who enroll during the school year. **The parent notification letter must include the following 8 components:**

1. Reason for EL identification
2. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement
3. Type of EL program the child is being placed into and other EL program options
4. How the program will meet the educational needs of the child
5. Exit requirements, expected graduation rate, and expected rate of transition to a classroom not tailored for EL students
6. If the student is a student with a disability, how the EL program meets the goals of the child's IEP

7. Information for parents on how to withdraw their child from the district EL program or to choose another program or method of instruction
8. Parents right to deny services

Registration of New Students

1. **ENROLLMENT:** Enrollment in the Dell Rapids School District requires that immunization and health assessment records be provided within 30 days. Students should be admitted without birth certificates; however, birth dates may have to be determined by looking at passports or other sources that are presented voluntarily during registration. Parents should be asked about student's instructional background and academic records.
2. **LEGAL RESPONSIBILITIES:** As a result of the Plyer v. Doe [457 U.S. 202 91982)] ruling, schools may not:
 - Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
 - Treat students differently to verify residency.
 - Engage in any practices that hinder the right of access to school.
 - Make inquiries of students or parents that may expose their undocumented status.
 - Require social security numbers. Parents without social security numbers who are applying for a free lunch and/or breakfast program need only to state on the application that they do not have a social security number.
3. **IDENTIFICATION OF STUDENT'S PRIMARY OR HOME LANGUAGE:** Please use the HOME LANGUAGE SURVEY for each new student to determine the primary or home language and keep it on file in the child's cumulative folder.
 - A **STUDENT'S ENGLISH LANGAUGE PROFICIENCY CLASSIFICATION:** The ELL Coordinator will assess the student's English language proficiency using the WIDA Screener assessment. Students' scores on this test will range from Level 1 (Entering) to Level 6 (Reaching) and will be used to determine the child's state testing status and qualifications for ESL services. Parents will be notified if the students are eligible for services.
 - B **ESLSERVICES:** The ELL Coordinator will evaluate the student's English language proficiency levels and appropriate classroom and testing accommodations. ESL teachers will coordinate with classroom teachers about monitoring student progress on an ongoing basis.
 - C **CLASSROOM TEACHER TRAINING AND SUPPORT:** Training on cultural awareness and instructional strategies will be given by the ELL Coordinator at the initial meeting with the classroom teacher. At this time, the classroom teacher will receive information about the student's English proficiency levels and appropriate classroom and testing modifications. The ELL Coordinator/ESL teachers will coordinate with classroom teachers about monitoring student progress on an ongoing basis.
 - D **TRANSLATION SERVICES FOR PARENT CONTACT:** In the event that an enrolling student needs interpreting assistance, contact the ELL Coordinator.

Transfer Students

Students enrolling with current information indicating participation in an ESL program are eligible for placement in the ESL program in the Dell Rapids School District. It is not necessary to re-determine eligibility. Upon receipt of records, the ELL Coordinator will review the information and determine the degree or level of services.

If there is insufficient assessment information to determine eligibility for ESL services, the ELL Coordinator will assure that the WIDA Screener assessment is administered within the first two weeks of the student's enrollment. The ELL Coordinator will also be responsible for finalizing the student's Language Acquisition Plan (LAP). The student may receive ESL services until eligibility criteria is determined.

General High School Credit Acceptance for Immigrant Students

If a student arrives as a transfer student from another high school or another country, he/she shall be enrolled at that time. The student must document enrollment in a previous school by providing an official transcript. A language barrier is not just cause to deny a student appropriate transfer of credits. If the student enrolls with transcripts, the school administration will evaluate the transcript for transfer credits and the student will be placed in a grade level based on the number of credits transferred.

If a student arrives without a transcript, the student will be placed in the 9th grade upon enrollment, unless decided otherwise by administration. If the student presents an official transcript at a later date, grade placement will be reconsidered, and credits will be transferred at the end of the semester.

All requirements for graduation will be met according to state and district standards. Parents and students will be informed of all requirements in a language they can understand.

Exiting and Reclassification of English Learners

Dell Rapids School District recognizes research findings that the acquisition of a second language for academic proficiency can take from four to 10 years under optimal conditions. Students are exited from the ELL program when they have reached a composite score of 5.0 or higher on the ACCESS **OR** a 4.0 Overall Proficiency Level **and** a 3 or 4 on the South Dakota ELA State Assessment. State test scores, grades, and team (mainstream and ELL teachers, principal, ELL director, and other staff) decision are also considered in the decision-making process. Exited students are monitored for academic success for two years. Exited students experiencing academic difficulty due to lack of language proficiency may reenter the ELL program. After the two year monitoring period, students will be reclassified as fully English proficient.

Responsibilities and Certification Requirements for ELL Staff

The school district is responsible for having highly qualified staff provide services to any EL student within the district. These services will be overseen by a certified ELL teacher working with the district's superintendent to ensure that appropriate services are being provided to all ELL students. Access to Common Core and English Language Development (ELD) Standards will be provided to all staff working with an EL student. Professional development that targets the needs of EL students will be provided to staff within the district. This ongoing professional development may include but is not limited to in-services, workshops/trainings, and annual conferences focused on EL topics.

Superintendent

The superintendent supervises the overall operation of the ELL program and is expected to:

- Assure that the goals and requirements of the program are met.
- Manage the budget.
- Prepare and submit federal and state program applications and reports.
- Write grants for financial support.
- Monitor STARS school data.
- Coordinate program with other existing district programs.
- Oversee activities and testing materials for ELL use.
- Coordinates translators/interpreters for conferences and parent meetings

Administrators

The administrator/building principal is expected to:

- Assist with the hiring of ELL staff.
- Supervise ELL certified staff.
- Supervise scheduling and activities of ELL paraprofessionals.

- Promote parental involvement.
- Oversee scheduling, placement, and appropriate accommodations for ELL students.
- Provide input and attend meetings concerning ELL students.

ELL teacher/Coordinator:

The ELL teacher/Coordinator is expected to:

- Assist with the enrollment of new immigrant students.
- Provide direct instruction for ELL students and lesson plans for Certified Paraprofessionals that work with ELs
- Completes language proficiency assessments and assists with accommodations with district assessments.
- Develop Language Acquisition Plan (LAP) in cooperation with classroom teachers and principals for ELL students.
- Coordinates instruction and student needs with classroom teachers.
- Provide assistance and/or ELL curriculum materials for classroom teachers.
- Provide training and professional development for paraprofessionals and classroom teachers on appropriate ELL instructional strategies for ELL students.
- Provide input and attend meetings concerning ELL students.
- Monitor ELL student's grades and attendance
- Maintain ELL student records in Cum folder and on Infinite Campus

Qualifications for ELL Teacher:

- South Dakota licensure in elementary and/or secondary education with an English as a New Language (ENL) Endorsement or an equivalent at a minimum

ELL Certified Paraprofessional

The ELL paraprofessional works cooperatively assisting the ELL teacher and classroom teachers in the instruction of English Language Learner students. Their responsibilities include:

- Assist the ELL teacher and classroom teacher in achieving ELL program objectives by working with individual students or small groups and using techniques consistent with program design.
- To reinforce learning of materials, concepts, and skills initially introduced by the ELL teacher or classroom teacher.
- To work with targeted students, using a variety of materials and instructional methods under the direct supervision of qualified teachers.
- To confer with the ELL teacher or classroom teacher on behavior or other problems about individual students.
- Maintain confidentiality.
- To attend professional development activities as assigned.

School Administrative Assistant

The school administrative assistant is expected to:

- Review the Home Language Survey for each new-to-district student to determine if a language other than English is present or has previously received ELL services, and report this to the ELL Coordinator.
- Work with building principals and ELL teachers to retrieve data.

English Language Learner Proficiency Standards Statements

South Dakota has adopted the WIDA's English Language Proficiency Standards for English Language Learners in kindergarten through grade 12. WIDA's vision on language proficiency encompasses both social and academic contexts tied to schooling, particularly to standards, curriculum, and instruction.

The WIDA English Language Proficiency Standards are:

- English Language Proficiency Standard 1: English language learners communicate for **Social** and **Instructional** purposes within the school setting.

- English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- English language Proficiency Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

Additional information can be obtained at: <https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

Reporting Requirement for Identifying ELL Students

School districts are required to meet both the federal and state requirements in identifying, assessment, and management of ELL Students. They are also required to complete reporting requirements and provide appropriate parental notification. The EL coordinator will complete reporting requirements onto Infinite Campus.

Contacts

Superintendent of Schools

Donavan DeBoer: donavan.deboer@k12.sd.us

Building Principals

Elementary: Linda Merkwan Linda.merkwan@k12.sd.us

Middle School: Larry Baker- Larry.A.Baker@k12.sd.us

High School: Drew Bunkers- drew.bunkers@k12.sd.us

SPED Director/Special Services Coordinator

Melissa Larsen – Melissa.Larsen@k12.sd.us

ESL Teacher

Erin McInroy – Erin.McInroy@k12.sd.us

Interpreters

Lutheran Social Services of South Dakota 705 East 41st Street, Suite 200, SF, SD 57105

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<https://www.sfmcc.org/Articles.asp?ID=256>

Appendices

Enrollment Checklist

Home Language Survey

Parent Notification Letter (English and Spanish)

Parent Refusal Form

Language Acquisition Plan Template

Monitoring Forms

Dell Rapids School District
Quarrier Pride
We Empower Each Other to Excel

Registration Checklist

Student Name: _____ Date: _____

District registration form Home Language Survey

Immunization records

Previous school records

Bussing information (if needed)

Free and Reduced Meals Application Computer/Internet

User Agreement

Home Language Survey

Student Information	
First Name (<i>Nombre de pila</i>):	Date of Birth (<i>Fecha de Nacimiento</i>):
Last Name (<i>Apellido</i>):	School Name (<i>Nombre de la escuela</i>):

Questions for Parents or Guardians	Response
What is the language most frequently spoken at home? <i>¿Cuál es el idioma que se habla con más frecuencia en casa?</i>	
What language did your child learn when he/she began to talk? <i>¿Qué idioma aprendió su hijo cuando comenzó a hablar?</i>	
Which language does your child most frequently speak at home? <i>¿Qué idioma habla su hijo con más frecuencia en casa?</i>	
Which language do you most frequently speak to your child? <i>¿Qué idioma le habla con más frecuencia a su hijo?</i>	
In what language would you prefer to get information from the school? <i>¿En qué idioma preferiría obtener información de la escuela?</i>	

Parent or Guardian's Signature:
(Firma del padre o tutor):

Date:
Fecha:

Notification of Program Eligibility: (Entrance / Continuation / Exit) circle one

School: _____ Date Enrolled: _____ Date Identified: _____

Dear Parent/Guardian of: _____

ESEA Section 1112 (e)(3)(A)(i)

According to information you provided on the Home Language survey along with an English language proficiency assessment, your child:

- Is identified and eligible for EL services.
- Is qualified to continue EL services.
- Does not qualify for EL services because...
 - The student was formerly an English learner and is now English proficient. The student reads, speaks, and comprehends English in academic classroom settings. The student has exited from the EL program and will be monitored for continued academic success for 2 years.
 - The student was never classified as an English learner and does not fit the definition of an English learner outlined in state or federal law.

ESEA Section 1112 (e)(3)(A)(ii)

In XX Schools, Title III/EL Program eligibility is determined by Language Proficiency, which is assessed on a **scale of 1-6**. On the English language proficiency test, **your child tested at a level** _____ on the **ACCESS, Alternate ACCESS, WIDA Screener (circle the assessment type)**

Below is an explanation of the levels.

English Language Proficiency Levels (grades K-12)

Level A1	Initiating	The student can imitate sounds and respond to familiar voices.
Level A2	Exploring	The student can approximate routinely practiced words and respond to routinely practiced oral cues.
Level A3	Engaging	The student can approximate words and phrases and can respond to an idea within familiar language.
Level 1	Entering	The student knows and uses minimal social language and minimal academic language with visual support.
Level 2	Emerging	The student knows and uses some social English and general academic language with visual support.
Level 3	Developing	The student knows and uses social English and some specific academic language with visual support.
Level 4	Expanding	The student knows and uses social English and some technical academic language.
Level 5	Bridging	The student knows and uses social and academic language working with grade level material.
Level 6	Reaching	The student knows and uses social and academic language at the highest level measured by this test.

ESEA Section 1112(e)(3)(A)(vi)

To exit from the EL program, ELs will have reached the minimum level of a **5.0** Overall Composite Proficiency Level on the ACCESS for ELLs 2.0 test, or obtained a **4.0** on ACCESS for ELLs 2.0 **AND** a level **3** or **4** on the **ELA SD State Assessment**. It can take up to 5 or 6 years to exit the EL program. The high school completion rate and on time graduation rates for SD schools can be found at <https://sdschools.sd.gov/#/home>

ESEA Section 1112(e)(3)(A)(iii)

The school offers the following programs to help your child develop English language proficiency. A description of these program models can be found on the back side of this letter. Based on your child's language development needs, the recommended program model for your child is:

Pull-out language support Push-in language support Sheltered Instruction Other(s) _____

ESEA Section 1112(e)(3)(A)(v)

This program will help meet your child's language development needs by assisting your child with English language development services in order for your child to meet the grade level content standards in the mainstream classroom and help your child complete high school.

ESEA Section 1112(e)(3)(A)(iv)

A Language Acquisition Plan (LAP) will be written to address your child's specific strengths and needs:

- LAP is Attached (entrance or continuation)
- LAP will be written (entrance or continuation)
- Not applicable – student does not qualify
- Not applicable – student is exiting

ESEA Section 1112(e)(3)(A)(vii)

If your child also qualifies for Special Education services, the EL teacher will be part of the Individualized Education Program (IEP) team in order to ensure that the EL programming is working to help meet the objectives of the IEP.

ESEA Section 1112(e)(3)(A)(viii)

Parents/guardians have the right to decline **services** or choose a different program model offered by the district, but annual language proficiency **assessment** remains a district responsibility. If services are declined, a LAP is written to address the student's linguistic needs in the regular education setting. The EL decline of services form must be signed, dated, and returned to the school.

If you need more information regarding the EL program and services, contact:

Notificación de elegibilidad del programa: (Entrada / Continuación / Salida) Círculo uno

Escuela: _____ Fecha de inscripción: _____ Fecha de identificación: _____

Estimado padre / tutor de: _____

Sección 1112 (e) (3) (A) (i) de ESEA

De acuerdo con la información que proporcionó en la encuesta de lengua materna junto con una evaluación de dominio del idioma inglés, su hijo:

- Está identificado y es elegible para los servicios de EL.
- Está calificado para continuar los servicios de EL.
- No califica para los servicios de EL porque...
 - El estudiante era anteriormente un estudiante de inglés y ahora es competente en inglés. El estudiante lee, habla y comprende inglés en el aula académica. El estudiante ha salido del programa EL y será monitoreado para el éxito académico continuo durante 2 años.
 - El estudiante nunca fue clasificado como un estudiante de inglés y no se ajusta a la definición de un estudiante de inglés descrita en la ley estatal o federal.

ESEA Sección 1112 (e)(3)(A)(ii)

En las escuelas Dell Rapids, la elegibilidad del Programa Título III/EL está determinada por el dominio del idioma, que se evalúa en una **escala de 1 a 6**. En la prueba de dominio del idioma inglés, **su hijo evaluó a un nivel ____ en el ACCESS, Alternate ACCESS, WIDA Screener (encierra en un círculo el tipo de evaluación)**

A continuación se muestra una explicación de los niveles.

Niveles de dominio del idioma inglés (grados K-12)

Nivel A1	Iniciar	El estudiante puede imitar sonidos y responder a voces familiares.
Nivel A2	Explorar	El estudiante puede aproximarse a las palabras practicadas rutinariamente y responder a las señales orales practicadas rutinariamente.
Nivel A3	Atractivo	El estudiante puede aproximar palabras y frases y puede responder a una idea dentro de un lenguaje familiar.
Nivel 1	Entrar	El estudiante conoce y utiliza un lenguaje social mínimo y un lenguaje académico mínimo con apoyo visual.
Nivel 2	Emergente	El estudiante conoce y usa algo de inglés social y lenguaje académico general con apoyo visual.
Nivel 3	Desarrollo	El estudiante conoce y utiliza el inglés social y algún lenguaje académico específico con apoyo visual.
Nivel 4	Expansión	El estudiante conoce y utiliza el inglés social y algo de lenguaje académico técnico.
Nivel 5	Puente	El estudiante conoce y utiliza el lenguaje social y académico trabajando con material de nivel de grado.
Nivel 6	Alcanzar	El estudiante conoce y utiliza el lenguaje social y académico al más alto nivel medido por esta prueba.

ESEA Sección 1112(e)(3)(A)(vi)

Para salir del programa EL, los EL habrán alcanzado el nivel mínimo de un nivel de competencia compuesto general de **5.0** en la prueba ACCESS for ELL 2.0, u obtenido un 4.0 en ACCESS para ELL 2.0 **Y** un nivel **3** o **4** en la **evaluación estatal ELA SD**. Puede tomar hasta 5 o 6 años salir del programa EL. La tasa de finalización de la escuela secundaria y las tasas de graduación a tiempo para las escuelas SD se pueden encontrar en <https://sdschools.sd.gov/#/home>

ESEA Sección 1112(e)(3)(A)(iii)

La escuela ofrece los siguientes programas para ayudar a su hijo a desarrollar el dominio del idioma inglés. Una descripción de estos modelos de programas se puede encontrar en la parte posterior de esta carta. Según las necesidades de desarrollo del lenguaje de su hijo, el modelo de programa recomendado para su hijo es:

Soporte de idioma extraíble Soporte de idioma push-in Instrucción protegida Otro(s) _____

ESEA Sección 1112(e)(3)(A)(v)

Este programa ayudará a satisfacer las necesidades de desarrollo del lenguaje de su hijo al ayudarlo con los servicios de desarrollo del idioma inglés para que su hijo cumpla con los estándares de contenido de nivel de grado en el aula convencional y ayude a su hijo a completar la escuela secundaria.

ESEA Sección 1112(e)(3)(A)(iv)

Se redactará un Plan de Adquisición del Lenguaje (LAP, por sus siglas en inglés) para abordar las fortalezas y necesidades específicas de su hijo:

- LAP está adjunto (entrada o continuación)
- Se redactará el LAP (entrada o continuación)
- No aplicable – el estudiante no califica
- No aplicable – el estudiante está saliendo

ESEA Sección 1112(e)(3)(A)(vii)

Si su hijo también califica para los servicios de educación especial, el maestro de EL será parte del equipo del Programa de Educación Individualizada (IEP) para asegurarse de que la programación de EL esté trabajando para ayudar a cumplir con los objetivos del IEP.

ESEA Sección 1112(e)(3)(A)(viii)

Los padres / tutores tienen el derecho de rechazar los **servicios** o elegir un modelo de programa diferente ofrecido por el distrito, pero la evaluación anual de dominio del idioma sigue siendo responsabilidad del distrito. Si se rechazan los servicios, se escribe un LAP para abordar las necesidades lingüísticas del estudiante en el entorno de educación regular. El formulario de rechazo de servicios de EL debe estar firmado, fechado y devuelto a la escuela.

Si necesita más información sobre el programa y los servicios de EL, comuníquese con:

Nombre del profesor EL

El Número de teléfono del profesor

Fecha

Parent Refusal of EL Program

Student Name: _____ School: _____
Address: _____ Home Phone: _____

_____ (school district employee),
visited with the parents/guardian of _____ (student name) on _____ (date). During the visit it was explained to the family why this is the optimal program and the value in having the student attending the ESL program. The parents of this student have chosen to refuse ESL services.

_____ Parent Signature

_____ Date

_____ Special Services Coordinator

_____ Date

Rechazo de los Padres al Programa de EL

Nombre del Estudiante: _____ Escuela: _____
Dirección: _____ Teléfono de la casa: _____

_____ (empleado del distrito escolar),
visitó a los padres/tutores de _____ (nombre del
estudiante)
el _____ (fecha). Durante la visita se le explicó a la familia por qué
este es el programa óptimo y el valor de que el estudiante asista al
programa de ESL. Los padres de este estudiante han optado por rechazar
los servicios de ESL.

_____ Firma de los padres

_____ Fecha

_____ Coordinador de Servicios Especiales

_____ Fecha

Individual Language Acquisition Plan

General Information

Student's Name:		Date of Birth:	
Pronounced As:			
Age:	Grade:	School:	
HLS Date Completed: (Home Language Survey)		EL Screener Date:	EL Identified Date:
Language Spoken at Home:			

Academic History

TAT referral? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Explain:
Special Education referral? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Explain:
Title Services? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Explain:

Assessments

Kindergarten WIDA Screener or WIDA Screener				
Listening	Speaking	Reading	Writing	Overall Composite

State Academic Assessments			
Year	English Language Arts: 3-8, 11	Math: 3-8,11	Science: 5, 8, 11

District Progress Monitoring Assessments			
Year	English Language Arts	Math	Science

Section 3: English Language Development

According to the Dear Colleague Letter of 2015 - A key component in ensuring that EL students acquire the tools needed for success in the general education classroom, is through meaningful access within a reasonable length of time. It is important that ELs receive full access to grade-appropriate core curriculum from the start of the EL program and that age appropriate language assistance strategies are used so EL students can participate meaningfully as they acquire English skills.

Reading	Writing
Current ACCESS Score: Annual Goal:	Current ACCESS Score: Annual Goal:
Required Supports: •	Required Supports: •

Speaking	Listening
Current ACCESS Score: Annual Goal:	Current ACCESS Score: Annual Goal: 6
Required Supports: •	Required Supports: •

English Language Development Services

Program of Services	
ELD Related Services (match what is in Infinite Campus)	<input type="checkbox"/> Developmental Bilingual <input type="checkbox"/> Dual Language <input type="checkbox"/> SD Test new federal EL service <input type="checkbox"/> Heritage Language <input checked="" type="checkbox"/> Pull Out ESL <input type="checkbox"/> Special Academic Instruction Delivered in English <input type="checkbox"/> Sheltered English Instruction <input type="checkbox"/> Structured English Immersion <input checked="" type="checkbox"/> Other Push In Services <input type="checkbox"/> Parent Refuses EL Services
Related Services	<input type="checkbox"/> Title I Support <ul style="list-style-type: none"> ● Reading ● Math <input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> Gift & Talented
Description of Services	Student will Receive: <ul style="list-style-type: none"> ● Services within the grade-level content classroom with EL teacher and classroom teacher collaboration in their instructional practices ● Small group pullout English language instruction daily
Minutes/Hours of Services	Content Based EL: 50 min/day Pullout EL: 45 min/day
Frequency of Services	Content Based EL: every day Pullout EL: every day

Classroom, District, and State Assessment - Designated Supports

*Gray = support not available

*Green = support is available

*Yellow = support only available for ELs with an IEP

Supports	Classroom	SD-ELP (ACCESS)	SD Content	District Assessment
Text to Speech/Speech to Text*	X		X	
Read aloud test items and choices	X			
Repeat/Simplified Directions	X			
Translated test directions	X		X	
Bilingual dictionaries or access to computer translation programs*	X		X	
Small group or individual test setting		X	X	
Scribe				
Additional Breaks/Flexible Schedule	X	X	X	
Provide word banks, sentence starters, outlines or study guides	X			
6-8 key vocabulary words per topic				
Allow notes/and or reference sheet on tests	X			
Open book test with pages identified				
Allow oral answers	X			
Allow alternative forms of assessment (NWEA-lower tier/ALT ACCESS)				
Extended Time	X	X	X	
Human Repeat of Responses (RP)				

Manual Control of Items (MC)				
Repeat Item Audio(RA)				
Visuals (graphs, pictures, charts, etc.)	X			
Adapted assignments to match language proficiency level goals	X			
Give directions in incremental steps, with clarification of new vocabulary	X			
Color Contrast				
Other (specify):				

Language Acquisition Reviewed by the Following Team Members:			
Role	Name	Signature	Date
Parent/Guardian			
Student			
Principal			
Content Area Teacher(s)			
Content Area Teacher(s)			
EL Teacher			
EL Coordinator			
Interpreter			

Classroom Teacher Quarterly Observations
First Year Monitoring Form for EXITED Elem English Learners

Student Name: _____

Date: _____

Teacher: _____

School: Dell Rapids School District

Key	
3	Student is as successful as mainstream peers.
2	Student is having trouble but keeping up with extra support.
1	Student is struggling and needs more help than I can provide.
NA	Not Applicable

This is to inform you that the above student was exited from the English Learner Program on _____. Their progress will need to be monitored for two years from their exit date. Mark the areas below using the key below. If this student is experiencing any difficulty in the classroom, please let me know.

	1 st Quarter	3 rd Quarter
Listens with understanding		
Demonstrates social language development		
Understands basic concepts: <div style="text-align: right; padding-right: 20px;"> Social Studies: Science: Math: Reading: Writing: Spelling: </div>		
Reads with understanding		
Expresses ideas in writing		
Demonstrates learning of English grammar		
Follows directions		
Works independently		
Works cooperatively with classmates		
Participates in class discussions		
Attendance		

** Please attach two of the following pieces of evidence: report card, attendance records, formative assessments, classroom work, etc) Please return to Case Manager before conferences of (Mid term 1st and mid term 3rd quarter). This form will be kept in the child's cumulative folder and will need to be completed two times a year.

Signatures

Student _____

Parent _____

ESL Teacher _____

Classroom/core teacher _____

Building principal _____

ESL Director _____

Other _____

Classroom Teacher Quarterly Observations
Second Year Monitoring Form for EXITED Elementary English Learners

Student Name: _____

Date: _____

Teacher: _____

School: Dell Rapids School District

Key	
3	Student is as successful as mainstream peers.
2	Student is having trouble but keeping up with extra support.
1	Student is struggling and needs more help than I can provide.
NA	Not Applicable

This is to inform you that the above student was exited from the English Learner Program on _____. Their progress will need to be monitored for two years from their exit date. Mark the areas below using the key below. If this student is experiencing any difficulty in the classroom, please let me know.

	1 st Quarter	3 rd Quarter
Listens with understanding		
Demonstrates social language development		
Understands basic concepts: <div style="text-align: right; padding-right: 20px;"> Social Studies: Science: Math: Reading: Writing: Spelling: </div>		
Reads with understanding		
Expresses ideas in writing		
Demonstrates learning of English grammar		
Follows directions		
Works independently		
Works cooperatively with classmates		
Participates in class discussions		
Attendance		

** Please attach two of the following pieces of evidence: report card, attendance records, formative assessments, classroom work, etc) Please return to Case Manager before conferences of (Mid term 1st and mid term 3rd quarter). This form will be kept in the child's cumulative folder and will need to be completed two times a year.

Signatures

Student _____

Parent _____

ESL Teacher _____

Classroom/core teacher _____

Building principal _____

ESL Director _____

Other _____

Classroom Teachers Quarterly Observations
First Year Monitoring Status for Secondary English Learners

Student Name: «First» «Last»

Date: _____

Grade: «Grade»

Language Arts and Math Teachers: _____

School: Dell Rapids School District

Key	
3	Student is as successful as mainstream peers.
2	Student is having trouble but keeping up with extra support.
1	Student is struggling and needs more help than I can provide.
NA	Not Applicable

This is to inform you that the above student was exited from the English Learner Program on «Exit_Date». Their progress will need to be monitored for two years from their exit date. Mark the areas below using the key below. If this student is experiencing any difficulty in the classroom, please let me know.

	1 st Quarter	3 rd Quarter
Listens with understanding		
Demonstrates social language development		
Understands basic concepts:		
	Math:	
	Reading:	
	Writing:	
	Spelling:	
Reads with understanding		
Expresses ideas in writing		
Demonstrates learning of English grammar		
Follows directions		
Works independently		
Works cooperatively with classmates		
Participates in class discussions		
Attendance		

** Please attach two of the following types of evidence to support observations. (attendance records, report cards, state assessments, formative assessments, classroom work, etc)

**Please return to Case Manager before conferences of (Mid term 1st and mid term 3rd quarter). This form will be kept in the child's cumulative folder and will need to be completed two times a year.

Signatures

Student _____

Parent _____

ESL Teacher _____

Classroom Teacher _____

Classroom Teacher _____

Building principal _____

ESL Director _____

Other _____

Second Year Monitoring Status for Secondary English Learners

Student Name: «First» «Last»

Date: _____

Grade: «Grade»

Language Arts and Math Teachers: _____

School: «Dell Rapids»

Key	
3	Student is as successful as mainstream peers.
2	Student is having trouble but keeping up with extra support.
1	Student is struggling and needs more help than I can provide.
NA	Not Applicable

This is to inform you that the above student was exited from the English Learner Program on «Exit_Date». Their progress will need to be monitored for two years from their exit date. Mark the areas below using the key below. If this student is experiencing any difficulty in the classroom, please let me know.

	1 st Quarter	3 rd Quarter
Listens with understanding		
Demonstrates social language development		
Understands basic concepts:		
	Math:	
	Reading:	
	Writing:	
	Spelling:	
Reads with understanding		
Expresses ideas in writing		
Demonstrates learning of English grammar		
Follows directions		
Works independently		
Works cooperatively with classmates		
Participates in class discussions		
Attendance		

** Please attach two of the following types of evidence to support observations. (attendance records, report cards, state assessments, formative assessments, classroom work, etc)

**Please return to Case Manager, before conferences of (Mid term 1st and mid term 3rd quarter). This form will be kept in the child's cumulative folder and will need to be completed two times a year.

Signatures

Student _____

Parent _____

ESL Teacher _____

Classroom Teacher _____

Classroom Teacher _____

Building principal _____

ESL Director _____

Other _____