ALSDE - LEA Template

BIRMINGHAM CITY SCHOOLS COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN 26-27

Section A: Theory and Goals

The LEA's educational theory and goals for its program of services are to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)

The mission of Birmingham City Schools (BCS) is to guide all students to achieve excellence in a safe, secure, and nurturing environment.

The vision of Birmingham City Schools is to be a recognized leader in public education, dedicated to addressing the needs of students and preparing them for success in a global society.

Birmingham City Schools' core values include integrity, respect, excellence, compassion, and teamwork.

Under federal law, a student may not be excluded from participation in, or denied the benefits of, any school program or activity based on his/her national origin or English language proficiency.

Our primary goal is to ensure that all students identified as English Learners (ELs) have access to the same educational opportunities. BCS is committed to the affirmation that all students, including those who are not yet proficient in English, can and will receive a free and appropriate education. The procedures in this plan ensure that students identified as ELs receive specialized services to allow them to succeed in all academic and extracurricular classes while fully developing their English Language skills. BCS acknowledges that equal services are not the same as equitable services, *Lau v. Nichols*, 414 U.S. 563 (1974). Our theory and goals are aligned with WIDA's guiding principles and standards.

The BCS EL Advisory Committee helps to establish and review goals for the ESL Program. Other EL program goals are:

- Every BCS school will be culturally responsive and welcoming to ELs and their families.
- BCS employees will appreciate English Learners and recognize that, when appropriate, using their home languages at school is an essential part of the language acquisition process. At the same time, they will encourage multilingual parents to support the development of their children's native language(s) at home.
- During instruction and assessment, Teachers of ELs will implement the WIDA English Language Development (ELD) Standards in conjunction with the state content standards.
- ELs will strive to meet the WIDA English Language Proficiency standards and show improvement in the annual WIDA ACCESS state test.
- State and federal funds will be used to provide ESL Teachers' and paraprofessionals' salaries and benefits, as well as professional development (P.D.) opportunities and materials/supplies for the implementation of this plan.

- ESL Teachers will coach regular classroom Teachers by providing continuous P.D. and sharing resources to collect and maintain vital EL documentation required by the LEA and the Alabama State Department of Education (ALSDE).

Section B: Identification and Placement Procedures

1) Procedures for Identifying the EL Advisory Committee

BCS's EL Advisory Committee is composed of a diverse range of school and community members, including ESL Teachers, classroom Teachers, school administrators, and community stakeholders, committed to monitoring the success of ELs in Birmingham City Schools.

BCS's EL Advisory Committee reviews, approves, and evaluates the implementation of the District EL Plan annually. The committee discusses the overall effectiveness of the ESL program and makes recommendations for its improvement. Input is sought from all stakeholders to ensure that student needs are identified and all available community resources are being utilized efficiently.

Each school in BCS will form a School-Level EL Committee. Members consist of an administrator, ESL Teacher, Counselor, and, when applicable, special services (speech pathologist, special education teacher, gifted teacher, etc.), and any other school employee with knowledge of the student if designated by the principal or ESL teacher. The School-Level EL Committee shall convene to review and approve students' referrals, placement, Individualized English Language Plans (I-ELPs), and any other pertinent information available on students identified as English Learners. The school-level EL Committee will also meet as needed throughout the school year to review other items related to the ESL Program.

The School Level EL Committee shall:

1. Approve recommendations concerning the placement of each student in the ESL program.
2. Approve I-ELP accommodations for use in mainstream classrooms.
3. Approve the accommodations necessary for ELs to participate in the statewide assessments according to ALSDE guidelines
4. Approve the exit from the ESL program when ELs have met the ALSDE exit requirements and when ELs have completed four (4) years of monitoring.
5. Approve the placement of students back into the ESL program when it is determined that continued English language instruction and support are necessary.
6. Review, discuss, and recommend changes to EL parent engagement and parent programs.
7. Annually evaluate the effectiveness of the school's ESL Program.
8. Review changes and updates to the District EL Plan annually, providing the District EL Advisory Committee with feedback when necessary.

All members of the EL Committee will observe all rules and laws governing the confidentiality of information concerning individual students.

2) Methods for identification, placement, and assessment

In May 2014, the US Department of Education, Office for Civil Rights, and US Department of Justice issued a *"Dear Colleague"* letter reminding schools of their responsibility to comply with federal law and regulations regarding enrollment procedures and ELs. Please see the excerpt below. The full text can be found here: https://www.ed.gov/media/document/dear-colleague-letter-sffa-v-harvard-109506.pdf.

> *Additionally, the United States Supreme Court held in the case of Plyler v. Doe, 457 U.S. 202 (1982), that a State may not deny access to a basic public education to any child residing in the State, whether present in the United States legally or otherwise. Denying "innocent children" access to a public education, the Court explained, "imposes a lifetime hardship on a discrete class of children not accountable for their disabling status. . . . By denying these children a basic education, we deny them the ability to live within the structure of our civic institutions, and foreclose any realistic possibility that they will contribute in even the smallest way to the progress of our Nation." Plyler, 457 U.S. at 223. As Plyler makes clear, the undocumented or non-citizen status of a student (or his or her parent or guardian) is irrelevant to that student's entitlement to an elementary and secondary public education.*

All language minority students must be allowed to attend school, regardless of their ability to produce proof of residency, an immunization certificate, previous school records, a birth certificate, a social security number, or immigration documentation. Children may not be excluded from school because they do not have a social security number or documented immigration status.

If parents do not have student immunization records available, the dates of immunization may be obtained by calling the previous school the child attended. The LEA may need to contact the former school system. If necessary, students can begin the immunization series at the local public health department. If appropriate immunization documentation cannot be obtained within 90 days, the student's case should be handled in accordance with approved state and local board of education procedures. The LEA should work collaboratively with community and area agencies to facilitate the school enrollment process. These efforts should be documented for future reference as needed.

Home Language Survey (HLS)

All students enrolling in Birmingham City Schools (BCS) for the first time in an Alabama public school must complete the Alabama State-approved Home Language Survey (HLS) during the enrollment process. The HLS is entered into PowerSchool and becomes part of the student's permanent educational record. Birmingham City Schools will use the State-approved Home Language Survey available through PowerSchool Enrollment. Questions on the State-approved HLS will not be modified, deleted, or supplemented.

The Home Language Survey is completed only once upon a student's initial enrollment in an Alabama public school. Families will not be required to complete a new HLS during annual registration or when transferring between Alabama public school districts.

Whenever possible, enrollment personnel will conduct an enrollment interview with the student and/or parent or guardian to gather additional information that may assist the EL Committee in developing an appropriate Individual English Learner Plan (I-ELP). Information collected may include:

- Previous educational experiences
- Limited or interrupted formal education (SLIFE)
- Prior schooling outside the United States
- Educational goals
- Emotional or traumatic experiences that may affect learning
- Cultural and linguistic background
- Other factors that may impact educational placement and services

Interpretation and translation services will be provided whenever needed to ensure parents fully understand the enrollment process and the purpose of the Home Language Survey. Birmingham City Schools will utilize available interpretation resources, including district-approved interpretation services and translated enrollment documents, to ensure meaningful communication with families.

If all responses on the Home Language Survey indicate English as the only language used by the student and household members, the student will follow standard district enrollment procedures.

If any response indicates the use of a language other than English by the student or anyone in the home, the student will be referred to the ESL teacher for English language proficiency screening. The presence of another language alone does not automatically identify a student as an English Learner.

School registrars and all personnel responsible for enrollment will receive training on the proper administration and interpretation of the Home Language Survey to minimize misidentification of English Learners.

Enrollment

Birmingham City Schools enrolls all students regardless of national origin, immigration status, or English proficiency.

Students will not be denied enrollment because they cannot provide:

- Birth certificate
- Social Security number
- Immigration documentation

Enrollment procedures will follow federal law and Alabama State Department of Education guidance.

For students transferring from another school district, Birmingham City Schools will request educational records as soon as possible following enrollment.

The field "Enrollment Date in US Schools" in PowerSchool will reflect the student's first date of enrollment in a United States school.

Initial English Language Proficiency Screening

Potential English Learners identified through the Home Language Survey will be screened using the appropriate WIDA assessment.

Pre-Kindergarten (Pre-K 4)

Eligible students enrolled in the Pre-K 4 program, who are participating in the kindergarten registration for the upcoming school year with our school district, will take the Kindergarten WIDA Screener in May. Pre-K 4 refers to children in the spring or summer prior to kindergarten enrollment.

Prior to administering the assessment:

- Certified ESL staff must complete the required WIDA Screener for Kindergarten training.
- The district must notify the assigned Alabama Regional ESL Program Specialist before screening begins.
- The WIDA Screener for Kindergarten will be administered individually and will assess students' Listening and Speaking (Oral Language) proficiency.

Kindergarten and First Grade

Students enrolled in Kindergarten and the first semester of first grade will take the WIDA Screener for Kindergarten.

Students who score:

- Oral Language (Listening and Speaking) 4.5 or above is considered English proficient.
- Oral Language 4.0 or below qualifies for consideration for ESL services according to Alabama eligibility criteria.

Grades 1-12

Students enrolled during the second semester of first grade through grade twelve will complete the WIDA Screener Online.

- Listening
- Speaking
- Reading
- Writing (paper for Grades 1-3; online for Grades 4-12)

Students earning an Overall Composite score below 5.0 qualify for consideration for English Learner services.

Reasonable testing accommodations will be provided for students with disabilities, as documented in their IEP or Section 504 Plan.

For students with significant cognitive disabilities who cannot meaningfully participate in the WIDA Screener, even with appropriate accommodations, Birmingham City Schools will use the Alabama Alternate Screener Checklist in accordance with current Alabama State Department of Education guidance.

Alternate WIDA Screener

The WIDA Alternate Screener is designed for multilingual learners with the most significant cognitive disabilities who may be eligible to participate in the WIDA Alternate ACCESS assessment. Determining whether a student should be administered the WIDA Alternate Screener is an important instructional decision and must be made collaboratively. Prior to administering the WIDA Alternate Screener:

- The student's eligibility must be reviewed collaboratively by the ESL teacher, Special Education teacher, and the school-level ESL Committee.
- The team should determine whether the student meets the criteria for participation in the WIDA Alternate assessment based on the student's disability, instructional program, and language learning needs, following Alabama State Department of Education guidance.
- Only ESL-certified teachers who have successfully completed the required WIDA Alternate Screener training may administer the assessment.

The decision to administer the WIDA Alternate Screener should be documented by the school-level ESL Committee and supported by the student's educational records and Individualized Education Program (IEP), when applicable. The use of the WIDA Alternate Screener should not be based solely on a student's disability, academic performance, or placement in special education.

Timelines for Screening, Eligibility, Placement, and Parent Notification

Students enrolled before the beginning of the school year

- Screening, eligibility determination, placement, and parent notification will occur within 30 calendar days after the beginning of the school year.

Students who enroll during the school year as first-time entrants into United States schools

- Screening, eligibility determination, placement, and parent notification will occur within 30 calendar days of enrollment.

Students transferring from another United States school district during the school year

- Parent notification of eligibility for language instruction services will occur within two weeks of enrollment.

Every effort will be made to identify and serve English Learners as early as possible to ensure timely access to language instruction and educational services.

Placement

English Learners will be placed in age-appropriate grade levels.

Students transferring from another United States school district will be placed according to previous school records.

Students transferring from another country without educational records will be placed based on:

- Student age
- Parent interview
- Educational history
- Available documentation

At the high school level, transcripts from schools outside the United States will be translated and evaluated by qualified Birmingham City Schools personnel. A school counselor will complete a transcript audit using the transcript evaluation to determine graduation requirements and appropriate course placement.

For students who are 18 years of age or older without educational records, Birmingham City Schools will conduct an intake interview to review educational history, educational goals, and previous schooling experiences. When appropriate, competency-based assessments may be used to assist with placement and credit decisions.

Students with limited or interrupted formal education (SLIFE) or no prior secondary education will receive individualized counseling regarding graduation requirements, expected time to graduation, and available educational options, including adult ESL and GED programs when appropriate.

The school EL Committee will review all available information, including:

- Home Language Survey
- WIDA Screener results
- Previous EL records
- Academic records
- Parent interview
- Educational history

The EL Committee will determine eligibility and placement according to Alabama State Department of Education policies.

If EL records from another WIDA member state cannot be obtained within the required identification timeline, Birmingham City Schools will administer the appropriate WIDA Screener to determine eligibility.

Parent Notification and Program Participation

Parents will be notified annually of their child's eligibility and participation in the English Learner program in accordance with federal and Alabama State Department of Education requirements.

The ESL teacher will review the student's Individual English Learner Plan (I-ELP) with parents or guardians and explain:

- English language proficiency results
- Eligibility for English Learner services
- Recommended instructional supports
- Parent rights
- The right to waive supplemental Title III language instruction services
- The federal requirement that all identified English Learners participate annually in the WIDA ACCESS test or the Alternate ACCESS assessment until they meet Alabama's English proficiency exit criteria

The Individual English Learner Plan (I-ELP) will be reviewed annually with parents or guardians invited to participate.

Students remain identified as English Learners until they achieve an overall composite proficiency score of 4.8 or higher on the WIDA ACCESS test.

Parents who choose to waive supplemental Title III services will complete the appropriate waiver documentation in PowerSchool Special Programs. Students whose parents waive services will:

- Remain identified as English Learners in PowerSchool.
- Be coded appropriately, including the "EL Waived Title III Services" designation.
- Continue to receive appropriate classroom accommodations.
- Continue to participate annually in the WIDA ACCESS test or Alternate ACCESS assessment until exit criteria are met.

Additional information can be found on the ALSDE EL Resource Guide.

Annual English Language Proficiency Assessment

In accordance with Alabama State Department of Education (ALSDE) requirements, Birmingham City Schools administers the appropriate WIDA English language proficiency assessment annually during the spring testing window to all identified English Learners (ELs) in grades K–12, including students whose parents or guardians have waived Title III language instruction services. Students are assessed using one of the following assessments, as appropriate:

- WIDA ACCESS Summative Test
- WIDA ACCESS for Kindergarten
- WIDA Alternate ACCESS for ELLs (for eligible students with the most significant cognitive disabilities)

These assessments measure students' English language proficiency in the four language domains of Listening, Speaking, Reading, and Writing. Assessment results provide valuable information to monitor students' annual progress toward English language proficiency, guide instructional planning, develop and revise Individual English Learner Plans (I-ELPs), and determine eligibility for continued ESL services or program exit.

The Alabama State Department of Education's accountability system measures English Learners' annual progress toward English language proficiency by comparing each student's current WIDA ACCESS results with the previous year's assessment results. Students are expected to make progress toward proficiency based on the annual growth targets established by ALSDE. Because growth is calculated using consecutive annual ACCESS scores, students without a prior-year ACCESS score will not receive an English language growth calculation for accountability purposes.

Students who attain an Overall Composite Proficiency Level of 4.8 or higher on the WIDA ACCESS assessment, or who meet the Alabama State Department of Education's Alternate ACCESS exit criteria, are considered English proficient and exit direct ESL language instruction services. Following exit, students are classified as Former English Learner – Year 1 (FEL-1) and begin the required four-year monitoring period. Former English Learners (FEL-1 through FEL-4) do not participate in subsequent annual WIDA ACCESS assessments.

After successfully completing four academic years of monitoring, students are classified as Former English Learners (FEL) and are no longer included in the English Learner accountability subgroup. Birmingham City Schools will update English Learner status codes in PowerSchool according to the timelines established annually by the Alabama State Department of Education.

See the Growth Calculations Chart in the ALSDE EL Resource Guide for ELs.

The procedures outlined above are to be followed by all school staff to ensure consistency of services for all English Learners across the district. All school staff shall also observe the corresponding rules and laws governing the confidentiality of students' information.

3) Methods and procedures for exiting students from the English Language instruction educational program and for monitoring progress

ESL Program Exit Criteria
There is no time limit for participation in the ESL Program. Students will not be exited from English Learner services based solely on the number of years they have participated in the program.

English Learners are eligible to exit the ESL Program when they meet the Alabama State Department of Education (ALSDE) English language proficiency criteria.

WIDA ACCESS Exit Criteria

Students who earn an Overall Composite Proficiency Level of 4.8 or higher on the annual WIDA ACCESS assessment are considered English proficient and will exit direct ESL language instruction services.

Following exit, students will be classified as Former English Learner – Year 1 (FEL-1) and begin the required four-year monitoring period.

Birmingham City Schools will follow all Alabama State Department of Education guidance regarding the timing of updating English Learner status codes in PowerSchool. EL status codes will not be changed until the official ALSDE notification and data reporting timeline has been released.

Parents or guardians will receive written notification when their child exits the ESL Program and enters monitoring status.

Exit Criteria for Students Participating in WIDA Alternate ACCESS

Students who participate in WIDA Alternate ACCESS will be evaluated using the Alabama State Department of Education's Alternate ACCESS Exit Criteria.

When appropriate, the student's Individualized Education Program (IEP) Team and Individual English Learner Plan (I-ELP) Team will review:

- Alternate ACCESS results;
- English language proficiency progress;
- Classroom performance;
- Student response to instruction; and
- Current communication abilities in English.

The committee will determine whether the student has met Alabama's Alternate ACCESS exit criteria and is ready to exit ESL services.

When fewer than four language domains are assessed due to the student's disability, eligibility for exit will be determined using Alabama State Department of Education guidance regarding Alternate ACCESS composite score calculations.

See the Criteria Charts in the ALSDE EL Resource Guide for ELs.

Section C: Programs and Instruction

1) Programs and activities that will be developed, implemented, and administered to ensure ELs acquire academic language as part of the core LIEP

Research-Based ESL Programs:
According to research, it takes the average EL from six months to five years to acquire the social language that is needed to function daily. Additionally, it takes approximately five to seven years to acquire the language skills necessary to function in an academic setting. Research also suggests that the rate of second language acquisition depends on the language learning environment, the student's age, motivation, the cultures of the home and school, and many additional variables/affective factors.

BCS Federal Programs and Curriculum and Instruction (C&I) staff complete a comprehensive needs assessment annually as part of their program evaluation. Working with these findings in mind, Birmingham City Schools has developed this plan to meet the needs of its EL students. Both the Core and Supplementary ESL Programs are research-based and sound according to Second Language Acquisition theory. Furthermore, the Birmingham City Schools System is committed to supporting scientifically research-based and effective programs, practices and training so that all students become proficient in English and can achieve the state's academic content and academic achievement standards.

Description of the Core English Language Instruction Educational Program:
Birmingham City Schools is committed to focusing on the following two target areas for EL students: (a) English language development and attainment as it relates to State English Language proficiency standards in listening, speaking, reading, writing, and comprehension; (b) measuring academic achievement in content areas, including language arts, math, and science. The Core EL Program is English As a Second Language (ESL). The U.S. Department of Education English Learner Tool Kit defines English as a Second Language as a "Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing)." (U.S. Department of Education, Office of English Language Acquisition, 2016, Ch. 2, p. 9).

In Birmingham City Schools, we recognize classroom Teachers as the primary Teachers of EL students. Classroom Teachers teach the content while developing students' English Language. Each teacher has an awareness of WIDA English language proficiency standards and access to training relating to WIDA standards and EL best practices in ELLevation. Supplemental EL instructional software programs and materials are utilized when appropriate.

ESL is teaching the core content standards, established by the ALSDE, in conjunction with the WIDA ELD standards through the domains of listening, speaking, reading, and writing. The ESL model groups language minority students from different language backgrounds together in classes where Teachers use English as the medium for providing content area instruction while adapting their instruction to the proficiency level of the students and accommodating the content to match the students' ACCESS for ELLs proficiency levels. Although the acquisition of English is one of the goals of ESL, instruction focuses on content rather than language and on learning the language through the content. Through this

high-quality differentiated instruction, ELs are able to learn content and English simultaneously. ESL Teachers are available to assist classroom Teachers in implementing the core ESL Program.

To ensure ELs are educated in the least restrictive and least segregated manner possible, based on the educational needs of the students, all language-minority students are immersed in the regular curriculum, which is scaffolded by classroom Teachers using ESL best practices and WIDA Standards. The WIDA ELD Standards for ELLs in Kindergarten through Grade 12 are to be used as an instructional tool when an EL is receiving English language acquisition instruction by the ESL Teacher, as well as regular classroom instruction in all ESL Programs. ELs are required to meet all grade-level-appropriate academic standards defined in Alabama Courses of Study. Academic subjects are taught using English as the medium of instruction. Content knowledge and skills are the primary goals. Highly qualified content-area Teachers use the ESL methods of simplified language, physical activities, visual aids, and other research-based, proven ESL strategies to teach vocabulary for concept development in language arts, mathematics, science, social studies, and other subjects.

The Core ESL Program ensures that students gain the English language skills necessary to function successfully in an English-speaking academic setting.

English learners must simultaneously learn English and content. The WIDA ELD Standards facilitate the development of language while simultaneously supporting, guiding, and developing content knowledge and skills at the appropriate level of English proficiency for each student. Students learning a new language undergo five stages of language development: Entering, Emerging, Developing, Expanding, and Bridging until they attain English proficiency. By implementing the WIDA ELD standards in the classroom, Teachers are able to provide ELs with meaningful access to local curriculum and state standards as they progress through the stages of language acquisition.

Description of the Supplemental English Language Instruction Educational Program
BCS' supplemental ESL Program is based on the pull-out/push-in method of English acquisition instruction. At high-frequency middle and high schools, ESL Teachers may hold scheduled ESL classes. All aspects of supplemental, direct EL services are based on evidence-based approaches that demonstrate effectiveness in increasing English proficiency and student academic achievement in all content areas. Supplemental instruction employs ESL and Sheltered-Instruction techniques to teach language (WIDA Standards 1-5) through content. ESL Teachers include activities that focus on speaking, listening, reading, and writing that supplement the lessons being taught in their content classes.

Students whose language proficiency, as determined by the WIDA ACCESS test, is considered to be in the beginning levels of proficiency (anywhere from 1.0 to 2.9) may receive pull-out or push-in instruction with the ESL teacher. For students who are at the proficiency levels of 3.0 to 4.7, the EL Committee will determine services upon the recommendation of the ESL teacher. These services can include push-in, pull-out, or close collaboration between the ESL teacher and classroom teacher.

2) How the LIEP will ensure that ELs develop English proficiency?

Continuous Improvement and Data-Driven Decision Making

Birmingham City Schools is committed to continuous improvement through the systematic collection, analysis, and use of multiple sources of student data to improve English language acquisition and academic achievement for English Learners (ELs).

District and school personnel regularly analyze student performance data from a variety of assessments and instructional measures, including, but not limited to:

- WIDA ACCESS and WIDA Alternate ACCESS
- WIDA Screener
- Alabama Comprehensive Assessment Program (ACAP)
- i-Ready
- DIBELS
- SPIRE
- Classroom assessments
- Course grades and progress reports

Whenever possible, student data is consolidated within the ELLevation platform to provide a comprehensive view of each English Learner's academic and language development. Supporting information may also include attendance records, Individual English Learner Plans (I-ELPs), Individualized Education Programs (IEPs), Response to Intervention (RTI)/Multi-Tiered System of Supports (MTSS) documentation, dyslexia screening information, and other relevant educational records.

ELLevation's reporting and data analysis tools allow district and school staff to disaggregate data by student subgroup, including grade level, English language proficiency level, home language, years in U.S. schools, years in the ESL program, school, and district. These data are used to identify trends, monitor student progress, evaluate program effectiveness, and inform instructional and programmatic decisions.

ESL teachers, school administrators, and other authorized district personnel have access to ELLevation. Classroom teachers are provided access to the records and instructional resources for the English Learners assigned to their classrooms to support data-informed instruction and appropriate classroom accommodations.

LEA Support for Continuous Improvement

Birmingham City Schools provides ongoing professional learning and instructional support to strengthen services for English Learners and promote continuous program improvement.

Professional learning opportunities are offered throughout the school year for ESL teachers, administrators, instructional leaders, EL contacts, counselors, and general education teachers. These

opportunities may include participation in state, regional, and national conferences and trainings, including:

- Alabama-Mississippi Teachers of English to Speakers of Other Languages (AMTESOL)
- WIDA professional learning opportunities
- Alabama State Department of Education (ALSDE) English Learner trainings and webinars

Additional professional learning may be provided through partnerships with institutions of higher education and other educational organizations.

Teachers and administrators also have access to ELLevation Strategies, which provides a library of professional learning resources, instructional strategies, classroom accommodations, and lesson planning tools designed to support English Learners across all content areas.

Integration of the WIDA English Language Development Standards

Birmingham City Schools integrates the WIDA English Language Development (ELD) Standards into curriculum, instruction, and assessment to ensure English Learners receive meaningful access to grade-level academic content while developing English language proficiency.

Teachers use the WIDA English Language Development Standards Framework, Performance Level Descriptors, Can Do Descriptors, and other WIDA instructional resources to design lessons that integrate language development with academic content. Student WIDA ACCESS results and Individual English Learner Plans (I-ELPs) are used to identify each student's current English language proficiency level, instructional needs, language goals, and appropriate classroom accommodations.

Teachers are expected to intentionally incorporate the appropriate WIDA English Language Development Standards and language objectives into lesson planning and classroom instruction to support both language acquisition and academic achievement.

Program Evaluation and Continuous Improvement

School-level and district EL Committees annually evaluate the effectiveness of the English Learner program using multiple sources of quantitative and qualitative data. Program evaluation may include analysis of:

- Student achievement and growth data
- WIDA ACCESS and WIDA Alternate ACCESS results
- State and local assessment data
- Classroom performance, attendance, and participation data
- Graduation and promotion rates
- Parent, student, and staff surveys
- Interviews and stakeholder feedback
- Classroom observations
- Program implementation data

The committees use these data to identify strengths, determine areas for improvement, establish measurable goals, and develop action plans to improve services for English Learners. Program effectiveness is reviewed annually, and instructional practices, professional learning, and program support are adjusted as needed to promote continuous growth and improved outcomes for multilingual learners.

3) Grading Policies and Procedures

Grading

It is against the law to fail a student because s/he is not proficient in English. To ensure that EL students have a reasonable chance of succeeding in school, the following grading guidelines will apply:

1. For each EL student, a plan for EL instruction known as an Individualized English Language Plan (I-ELP) shall be developed by the school-level EL Committee. Students will be graded according to the I-ELP.
2. Students who are identified as EL will be graded on content mastery with appropriate language accommodations. Teachers should refer to the student's I-ELP for the appropriate language accommodations.
3. The school-level EL committee will approve the language accommodations recommended by the ESL teacher for each EL student, based on an evaluation of the student's English proficiency level. Each teacher will receive a copy of the accommodations that are appropriate for each student. As a student gains English proficiency, the EL committee will approve changes to the accommodations.
4. Written documentation justifying failing grades despite accommodations provided should be available for administrators, the ESL teacher or the student's parents or guardians to review upon request. A summary of instructional strategies and accommodations used MUST also be provided.
5. Lack of ability to read, write, or speak in English or inability to complete coursework because of a lack of proficiency in English is NOT the basis for an "F." Therefore, it is important that Teachers document how lessons, assignments, and exams are made linguistically accessible to each student individually.
6. Kindergarten EL students will be graded on the standards-based scale used by all K students.
7. EL students in grades 1-12 will receive a letter or standards based grading with language accommodations per students' I-ELPs. Report cards will specify grades with accommodations in place.
8. Students who exit the ESL Program will not receive accommodations but will be monitored for 4 years. During this time, if they are experiencing academic problems or receiving failing grades in any subject area, they can reenter the ESL Program only if it is determined that the failing grades are the result of a lack of proficiency in English. The EL committee will approve placement based on the results of the language evaluations.

Failing and Retention

A grade of "F" cannot be assigned to an EL without full documentation of what accommodations had been made to assure the student had full access to the content of the academic program. Lack of ability to read and write in English cannot be the basis for an "F"; it is against the law to fail a student because he/she is not proficient in English and violates his/her civil rights.

Retaining an EL, even with parent permission, based solely on their lack of English proficiency is ill-advised in that, according to the ALSDE and research, it does not help the student to learn English more quickly. Additionally, students who are retained have an increased propensity to drop out. Consultation between the ESL Coordinator and School-Level EL Advisory Committee is required before retaining or failing an EL student.

Prior to considering retention of an EL student, the following points should be addressed by the EL Committee:

- What is the student's level of English language proficiency?
- Has an I-ELP been implemented to document classroom accommodations and student progress?
- To ensure meaningful participation, are classroom accommodations being made in the areas of:
- Teacher lesson delivery?
- Activities and assignments?
- Homework?
- Formal and informal assessments (e.g., quizzes and tests)?
- How much English language development instruction is the student receiving during the school day?
- Has an alternate grading strategy been implemented (e.g., a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
- Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?
- Do the report cards indicate that students were graded according to guidelines set forth in their I-ELPs?
- Has/have the teacher/s followed the grading guidelines outlined above?
- If the parent of an EL requests that their child be retained in a grade level, the parent request will be given consideration by the EL Committee, and the same established procedures for retention of an EL will be followed.
- Advanced Placement (AP) Courses - ELs are eligible to participate in advanced placement courses; however, according to the College Board of Advanced Placement Programs, accommodations for ELs are not permitted on AP Exams (Please note ELs enrolled in AP courses should receive classroom accommodations so that they have access to the content). It is important that this information is shared with parents and students.
- District and State Assessments, e.g., i-Ready, ACAP (Alabama Comprehensive Assessment Program), Classwork, etc. – Any assessment given to an EL for grading and/or program placement purposes MUST be accommodated as it is stated in the I-ELP.

3) Specific staffing and other resources to be provided to ELs through the program

Staffing

Qualified Personnel (ESL licensure)

All Teachers in any English language instruction education program for ELs funded with federal funds must be qualified to teach ESL (English as Second Language/English for Speakers of Other Languages) and fluent in English with high quality written and oral communication skills. State requirements for teaching English as a second language are included in this section for clarification.

EL Professional Development

On-going PD opportunities are provided to develop ESL Teachers in the implementation of the WIDA ELD Standards and differentiated instructional strategies for ELs. These may include WIDA PDs and webinars, AMTESOL conferences, and State-Sponsored EL PDs. In addition, ESL Teachers participate in professional development with content Teachers, data presentations, and state and EL meetings.

The information provided below illustrates current state minimum requirements for teaching ESL.
ESL Certification is awarded through programs at Alabama colleges or with reciprocal agreements with other states with PRAXIS II.

ESL P-6 Teachers can have:

- ESL Certification
- Foreign Language Certification
- Regular Elementary Certification
- Secondary ESL Teachers can have:
- ESL Certification
- Foreign Language Certification
- Regular Elementary Certification
- English/Language Arts Certification

While some certified Teachers without formal ESL certification are permitted to teach ESL as described above, LEAs must provide appropriate PD for Teachers who have not received formal ESL certification.

Content Teacher and Administrator Staff Development

On-going PD sessions are conducted annually to better train content Teachers and administrators in the implementation of the WIDA ELD Standards and differentiated instructional strategies for ELs. ESL Teachers will provide content Teachers and administrators opportunities to view relevant videos, attend ESL workshops, webinars, and specialized, targeted assistance by ESL Teachers on request.

Resources

The following lists offer a broad description of the program materials available to school personnel. As content area textbooks are adopted, attention is given to the ESL supplementary components.

Additional efforts are made to provide Spanish Bilingual companion texts and/or appropriate adapted texts when ELs are in the entering (level 1) and emerging (level 2) stages of English Language Proficiency.

- Imagine Learning
- Reading A-Z
- Language Line
- Language Link
- ELLevation
- TransACT website
- Spanish only and bilingual Spanish/English library books
- Word-for-word translation dictionaries for state assessment accommodations
- Math and reading centers and games for visual and hands-on support
- iPads, Chromebooks, or Dell Laptops for supporting ELD and scaffolding content
- Translated regular curriculum materials
- EL supplemental resources for regular curriculum materials
- Internet-only phones available for student checkout (BYOD, in-class translation as needed)

4) Method for collecting and submitting data

1. The ESL Coordinator will review the latest ACCESS results as soon as they become available to the district. The ESL Coordinator will collaborate with ESL Teachers, counselors, and building test coordinators in order to review new students' EL transfer records and/or WIDA Screener for Kindergarten/WIDA Online Screener (1-12) results.
2. Following the latest ALSDE EL and ESSA EL data tracking requirements, the ESL teacher will update the status of all ELs in Powerschool based on the ACCESS test or WIDA Screener for Kindergarten/WIDA Online Screener (1-12) results.
3. ESL Teachers will verify EL status in Powerschool a minimum of 2 times a year, once before the ALSDE main data collection and again during WIDA AMS Data Verification after ACCESS testing is completed.
4. Registrars, program specialists, counselors, and data entry personnel are trained to consult with ESL Department staff before making changes to students' EL status and accompanying fields.

5) Method for evaluating the effectiveness of the program

Evaluating the Effectiveness from Student Progress: Monitoring of Active ELs

Birmingham City Schools will utilize both formal and informal evaluations in order to determine progress in meeting our Multilingual Learner Program goals. The evaluation will be an on-going process. The academic progress of each EL is assessed at the end of each grading period using the report card given by the regular program and other assessments given by the classroom and ESL Teachers. This information is reviewed quarterly by ESL Teachers.

Evaluating Effectiveness from the Top Down: Monitoring of Program Overall

BCS district staff, with representation from Assessment & Accountability, Federal Programs, and Curriculum & Instruction, will conduct a formal evaluation of the ELD program at the end of each school year after the receipt of ACCESS score reports. This evaluation will consist of data collected for the ALSDE Data Compilation Report as well as information from the following sources:

- Evaluations of student scores on the ACCESS for ELs using the ELLevation software in order to determine strengths and weaknesses in language areas, trends at the school level, trends across grade levels, and trends at the district level.
- Grades for all ELs will be checked at the end of each grading period to determine if there are individual deficiencies that need to be addressed in the ESL pullout program or with guidance from the ESL teacher to the classroom teacher.
- Formal and informal feedback from the EL Advisory Committee and EL Parents
- The program will be periodically evaluated by the ALSDE in order to make sure that all guidelines are being properly followed. Additionally, all necessary data and/or demographic information will be submitted to the ALSDE as required.

The District EL Advisory Committee will review the evaluation within the first 30 days of school. The EL committee will then recommend strategies to correct these deficiencies for the upcoming school year. Strategies used may include, but are not limited to, workshops, PD activities for ESL or regular staff, purchasing updated and/or new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed. The ESL Coordinator will monitor the implementation and effects of these strategies remotely at the end of each semester.

6) Method of identification and referral of ELs to the Special Services Program including Gifted Ed

EL students can be referred for and placed into Special Education and Gifted Education programs by following the same procedures used for all students (Section 3116; Section 3213(2)(2)(G); OCR Memorandum, September 1991, Lau v. Nichols.

All ELs served by the system's ESL program will receive special education services on the same basis as the English monolingual students. However, it is important to note that ELs, because of their cultural and linguistic backgrounds, have special instructional needs. These needs should not be confused with disabilities nor should they serve as a basis for referral for a special education evaluation.

Prior to a referral to PST or for a special education evaluation, efforts must be made to meet the student's needs within the context of the regular education program. This includes English as a Second Language classes and documentation of assessments, accommodations, and interventions.

Specific indicators, which validate the need for special education evaluation are:

- Poor communicative proficiency in the home as compared to siblings and age peers in bilingual environments, especially when parents note this lack.
- English language development that appears to be significantly different than that of peers who are also learning English as a Second Language.
- Noted developmental delays or other at-risk conditions.

ESL Teachers review student progress and performance for English learners on a regular basis. In the event that concerns beyond language acquisition arise, the ESL teacher in collaboration with the classroom teacher can refer the student to the PST, or can work in conjunction with the PST to outline the intervention that the student needs. If Tier I and Tier II interventions are not successful, English learners will receive intensive Tier II or III interventions in language and content as recommended by the

PST. If these interventions are not successful, it may be necessary to refer the student for special education services.

Because it is against the law to place a child into special education because of a lack of proficiency in English, the student's regular education Teachers must provide the following documentation. This documentation is necessary to provide sufficient evidence that the problem meriting the referral is not caused by a limited proficiency in English.

- Teacher observation report explaining the problem(s) as well as when and how often the problem occurs.
- A list of strategies that have been used in the classroom to address the student's language and academic problems.
- Evidence that appropriate accommodations and/or modifications in instruction and assessments have been provided in compliance with the student's I-ELP.
- Evidence that the problem persists after classroom remediation, interventions, and any other relevant pre-referral strategies have been implemented. This evidence should be sufficient in order to determine what the student can and cannot do academically.

The ESL teacher will provide the following documentation to any PST considering an EL referral:

- Results from assessments that measure the student's English proficiency in all language areas.
- Other appropriate language assessments considered necessary by the ESL teacher.
- A copy of the current I-ELP
- The student's EL status and longitudinal progress in English language acquisition
- Evidence that the problem persists after appropriate English language instruction has been provided through the ESL program.
- List of programs that are currently serving the student.
- Statement explaining why the evidence supports that the problem is not related to a lack of proficiency in English.

Based on the review of the submitted documentation, the Problem Solving Team (PST) and the ESL teacher may recommend the referral of a student to special education for evaluation after all other avenues have been explored, and after a conclusion has been reached that the regular education and ESL program (including core and supplemental) cannot meet the student's needs.

Referral information may indicate that a structured development history is needed to assist in the evaluation of a student's problem. The information gained from this history would be helpful in determining that a student's eligibility for special education services was not determined by the student's limited English proficiency or a lack of instruction in reading and math. The information recorded should remove all doubt that socio-cultural factors are the primary contributors to the student's learning or behavior problems. Essential factors needed to make this determination may be beyond the referral information required for non-EL students.

Additional pertinent information that should be addressed on the EL referral form may include but not be limited to:

1. Identification of proficiency level of native language

2. The extent to which the EL has received native language instruction and/or English language instruction prior to the referral
3. Experiential and/or enrichment services for students from varied cultural and experiential backgrounds.
4. The school's efforts to involve parents prior to referral
5. The amount of time and extent of services in an academic program for students who have had little or no formal schooling
6. Length of residency of the referred student in the United States and prior school experience in the native country and in an English language school system
7. Attempts to remediate the student's performance prior to referral, including any supplementary aids or support services provided for this purpose

ALL standard Birmingham City Special Education Procedures will be followed throughout the referral process. Special Education referrals are made to the Special Education Department. The Special Education Department will determine if the referral is to be accepted and what evaluations are needed. Tests, which will be administered to ELs, will be presented in the native language of the student if and when they are needed and when such a test format is available. Testing with the use of an interpreter is also an option. Personnel who are trained in their administration will administer all the tests. During the referral, and should the EL qualify for services, Special Ed personnel will work with the ESL teacher and/or bilingual ESL Staff to ensure parents are informed in a language they understand.

Upon completion of all evaluation material and information, the Special Education Committee, including the ESL teacher, will meet to determine if the student qualifies for special education services. Should a student qualify for special services, the student's ESL teacher MUST be a part of his/her Special Education Committee/IEP team. The student's Special Education teacher(s) and the ESL teacher are expected to have collaborative dialogue and support each other in the implementation of the students' IEP and I-ELP. The Director of Special Education is the primary administrator responsible for the provision of special education services to all special education students.

Summary of the EL Referral Process

1. A consistent problem is observed.
2. Intensive instruction and varying teaching strategies are implemented in the regular and ESL classrooms.
3. Other available services, i.e. RTI, additional Tier II & Tier III instruction, are utilized if the child meets the eligibility requirements.
4. If the problem persists, then the PST and ESL teacher will gather and meet to review all relevant documentation.
5. If it is determined that the problem is not related to a limited proficiency in English, then the special education referral process will begin.
6. If the initial special education evaluation provides sufficient evidence that there is a possible learning disability, then the placement process will begin. All typical Special Education procedures will be observed moving forward.

Gifted and Talented Education

BCS has implemented the following procedures for the gifted and talented program.

- All students in the second grade are screened for Gifted Education according to ALSDE Child Find procedures.
- A PD program was established to enhance sensitivity to cultural, economic and/or linguistic differences.
- Personnel who are properly trained administer any applicable tests. Testing with the use of an interpreter is also an option.
- Alternate assessments are given when there is evidence of cultural bias in testing or when language proficiency might hinder a student from fully expressing him/herself.
- Classroom and ESL Teachers send gifted referrals to the Gifted Referral Screening Team.
- All gifted parent letters are translated and interpreted as needed.
- The Gifted Eligibility Team meets to determine if the student qualifies for gifted services.

Section D: Assessment and Accountability

1) Method for holding schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program

In order to provide the most effective learning environment and support to ELs, the ESL office is committed to a continuous cycle of school learning and improvement. To ensure the ESL Program is successfully attaining identified goals, the ESL program staff:

- Partners with district and school faculty in the creation of continuous improvement plans (CIPs) or school action plans;
- Participates in data meetings and MTSS/RTI meetings;
- Conducts an annual program evaluation.
- Meet monthly with the Executive Director of Assessment, Accountability and Research (AAR) and AAR Data Analyst.
- Meet regularly with Federal Programs staff

The ESL Coordinator collects data pertinent to the ESL Program evaluation on an on-going basis throughout the school year. This data is analyzed in the months of June, July, and August (as state assessment data are received) to evaluate the effectiveness of the district's ESL program. Qualitative and quantitative results from the annual program evaluation are presented to the EL Advisory Committee for review in September. These results, along with recommendations from the EL Advisory Committee, become the data that drive the needs assessment for the upcoming year. Program changes and improvements are made based on the annual evaluation.

In order to ensure all schools are kept up-to-date regarding EL assessment and accountability issues, the Assessment and Accountability Director and Coordinator and the ESL Coordinator collaborate on all issues involving EL assessments and accountability. This includes, but is not limited to:

- Planning for and scheduling the ACCESS test English language proficiency testing
- Communicating expectations for ACCESS test to schools
- Providing training to building test coordinators on the ACCESS test
- Providing training to test administrators for ACCESS test

- Ensuring all test administrators for the ACCESS test have completed the training and have been WIDA-certified
- Distributing and collecting ACCESS testing materials
- Analyzing ACCESS test results to project meeting interim proficiency growth targets for schools
- Communicating ACCESS test results to schools and district-level administrators
- Providing training to schools and district-level administrators on assessment and accountability based on most recent guidelines
- Ensuring that ACAP accommodations forms are on file for any ELs who require them, and that those students regularly receive those accommodations on classroom and district assessments.

The Executive Director of Assessment, Accountability and Research (AAR) and AAR Data Analyst and Coordinator and the ESL Coordinator communicate the assessment and accountability requirements to schools through a variety of methods, such as:

- Training sessions for school and district-level administrators
- Training sessions for schools counselors and ESL Teachers
- Training sessions to school leadership teams
- Emails to principals
- Principals' meetings
- District EL Plan

In addition, the ESL Coordinator and ESL Teachers are available to work with all schools on developing schools' Continuous Improvement Plans (CIP). ESL Teachers help schools review accountability requirements and ACCESS for ELLs 2.0 results to develop effective strategies and action steps for meeting the needs of ELs. The ESL Coordinator and Instruction Department staff participate in informal walkthroughs at all schools to help monitor implementation of the CIP and school or district goals based on the needs.

1) Method for holding schools accountable for meeting proficiency in academic achievement

Birmingham City Schools will hold schools accountable for meeting proficiency and long-term goals through monitoring and evaluating schools' progress and engagement with the continuous improvement process and plan. In order to ensure English Learners develop English language proficiency, the district ESL staff will collaborate with other district and school administrators to:

- Provide professional learning of best practices to classroom Teachers, ESL Teachers, and administrators through the district PLCs
- Train ESL and classroom Teachers on integrating the WIDA ELD standards with the daily instruction
- Continue hiring and growing the ESL Teachers to supplement EL instruction and assist classroom Teachers with integration of the WIDA standards into their lesson plans
- Support schools in the practice of continuous improvement by collaborating in the development of the Continuous Improvement Plans
- Provide in-depth training to ESL Teachers, school administrators, central office staff, and school leadership teams on the use of data to improve the rate of language acquisition for ELs
- Ensure that I-ELPs for each EL focus on the individual learner's needs
- Monitor EL student academic and language acquisition data and progress
- Improve community and family connections by facilitating parent and family engagement for ELs

- Continuously evaluate the core ESL program and supplemental EL services to adjust the course of action and address challenges
- Develop relationships with classroom Teachers, ESL Teachers, school administrators, parents, students, community advocates and representatives from post-secondary education institutions to ensure the success of the English Language Instruction Educational Program.

Section E: Parent, Family, and Community Involvement

1) Methods for promoting parent involvement activities to help improve student achievement

BCS invites and encourages parents who speak a language other than English to participate in all programs and activities offered to native-English speaking parents at the district and school level. These include parent-teacher conferences, parent workshops, curriculum nights, the district EL Advisory Committee, The Parent-Teacher Organization, and a wide range of other special activities. Parents are encouraged to offer their input to the local school and to the ESL Coordinator for suggestions to improve the overall ESL program that will generate success for their children in school. Forms and communication to parents of ELs are available in the parent/guardian/community representative's native language. The ESL Department champions culturally responsive teaching and the observance of relevant community celebrations, such as Hispanic Heritage Month.

BCS works closely with the following community agencies to ensure ELs and their families receive community services:

- Jefferson County Health Department
- Department of Human Resources
- Extension Services
- United Way of Birmingham
- Local Mental Health Partners
- HICA - Hispanic Interest Coalition of Alabama
- Cooper Green Mercy Medical
- La Casita (Catholic Relief Services)
- Jefferson State Community College
- Lawson State Community College

2) Methods (in a language they can understand) for notification requirements for EL students regarding

According to current federal requirements, LEAs must, not later than 30 days after the beginning of the school year, provide notification to parents related to….

1. The reasons for the identification.
2. The child's level of English proficiency.
    a. How the level was assessed.
    b. The status of the child's academic achievement.
3. The method of instruction used in the program.

4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for such programs, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.
7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
8. Information pertaining to parental rights that includes written guidance detailing:
    a. The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (IF APPLICABLE)
    b. The options that parents have to decline are to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available. (IF APPLICABLE)
    c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

BCS will comply with ALL federal and state requirements to:

- Evaluate annually its educational programs to identify and eliminate barriers that may exist in preventing parents of limited-English proficient students from participating in school activities.
- Provide an interpreter to assist in the registration of a limited-English or non-English speaking student.
- Provide an interpreter for parent/teacher conferences.
- Ensure, to the extent possible, that information related to school and parent programs, meetings, and other activities is provided in the language requested by parents.
- Provide meaningful opportunities for the participation of parents with limited-English proficiency in the education of their children, including providing information and school profiles in a language and format parents can understand.
- Include parents of ELs to the extent practicable and possible, in the development of system wide or individual school Parent Involvement Plans and Title I School wide Plans, if possible.
- Provide EL parents with all ESSA required parent notices, explained above, in the language of their choice.

Translation Procedures and Guidelines

BCS has developed the following guidelines for providing interpreting and translation services.

1. Presently, BCS employs school-based bilingual ESL paraprofessionals and district-based bilingual specialists to assist in interpreting and translating Spanish.
2. BCS also contracts with Language Line to provide on-demand, over-the-phone translation from professional interpreters in over 240 languages and M & N Language services for support during Special Education meetings in the district.
3. The ALSDE provides Language Link simultaneous video interpretation and document translation (limited) for all LEAs.

4. BCS, Language Line, and Language Link interpreters/translators are the only personnel who are approved to provide translation services involving confidential information.
5. BCS takes pride in providing accurate and professional translations. Therefore, Teachers and other school personnel should not request a translation from a translator who has not been approved by the ESL Coordinator.
6. Children should never be asked to provide translations between school personnel and parents.
7. Software or on-line translation services are extremely unreliable and inaccurate because they are very literal and cannot distinguish meaning. Besides being inaccurate and confusing, they can be extremely comical and at worst, disrespectful to the families. These tools should never be used to translate documents unless they are proofread and edited by an approved interpreter/translator.
8. Teachers and principals who need flyers, simple notices or announcements translated should submit them to designated bilingual staff at least one week prior to the dissemination of the information. The same rule applies to messages that need to be recorded orally and sent to Spanish speaking homes using the automated phone system.
9. Translations will be prioritized using the following hierarchy:
    a. Central Office documents that will be shared district-wide or publicly.
    b. Documents and notices within a specific school sent out annually to the entire school or grade level.
    c. Classroom level translations that one teacher shares with parents annually
10. All documents/messages submitted for translation must include the following information.
    a. Name of the person or department submitting the document
    b. The document title
    c. The date that the translation is needed
    d. The original document in English, preferably submitted as an email attachment in Microsoft Word format.
11. When scheduling parent-teacher meetings, IEPs, and parent outreach events, BCS employees should contact their designated translator/interpreter with at least one-week's notice so that s/he may block this time off on her/his calendar.
12. Birmingham City Schools uses the Trans-ACT Service that is provided by the Alabama Department of Education. Trans-ACT Parent Notices have been professionally translated into several languages. Some of these documents include; registration forms, free lunch forms, health forms and letters.
13. Families may request oral, native-language translation upon enrollment or at any time.
14. Birmingham City Schools will provide a translator/interpreter for families whose home language is a language other than Spanish. However, other languages may require a longer turnaround time until a translator can be located, background checked, and contracted.