



TUSCALOOSA COUNTY
School System

Title I Consolidated Plan

2022 – 2023

Dr. Keri C. Johnson, Superintendent

Mr. Mark Franks, Director of Federal Programs

**Tuscaloosa County School System
Title I LEA Consolidated Plan
2022 – 2023**

1. Sec. 1112(b)(1)(A)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of district goals to meet the academic needs of all students.

Each Tuscaloosa County School System (TCSS) school develops a Continuous Improvement Plan (CIP) that serves as the framework for the instructional program. As part of the CIP process, each school conducts a comprehensive needs assessment. The CIP team reviews all available data sources to determine the academic and learning climate goals. State assessment data is disaggregated to determine the academic achievement of grade levels, classrooms, subgroups, and individual students. Any gaps in achievement are addressed in the CIP.

In addition to state assessments, schools utilize other academic measures to determine student progress. As a district, TCSS schools administer three common benchmark assessments to measure students' progress toward mastery of reading, mathematics, and science standards. This data is disaggregated and is used to determine student proficiency on previously taught standards. Schools also develop, analyze, and use common formative assessments on a weekly to bimonthly basis to assess mastery of skills and to determine students in need of additional instructional support.

At the district level, the TCSS curriculum team holds quarterly data meetings to review academic progress, determine patterns and trends, and to develop a plan of support for local schools. TCSS curriculum directors attend local school data meetings and Professional Learning Community (PLC) meetings to assist in the disaggregation of data and the use of common formative assessments. TCSS curriculum directors also participate in instructional rounds and provide feedback to the school's leadership team.

2. Sec. 1112(b)(1)(B)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

At the district level, the TCSS curriculum team holds quarterly data meetings to review the academic progress, determine patterns and trends, and to develop a plan of support for local schools. TCSS curriculum directors attend local school data meetings and Professional Learning Community (PLC) meetings to assist in the disaggregation of data and the use of common formative assessments. TCSS curriculum directors also participate in instructional rounds and provide feedback to the school's leadership team.

After reviewing available, ongoing data, each local school identifies students in need of additional academic support. The school works to develop a plan of action to meet the needs of those students who have not mastered critical content. For students who continue to be at-risk for academic failure, the local school utilizes a Response to Intervention/Instruction approach. The Problem Solving Team (PST) reviews academic progress and develops an individualized plan of support. Plans may be written for reading, mathematics, and behaviors that impact academic progress. This plan for support is tiered and become more intensive over time if progress is not indicated.

3. Sec. 1112(b)(1)(C)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.

Each school determines its individual plan of action, based on student data as reflected in the school's Continuous Improvement Plan (CIP). The TCSS provides assistance to each Title I school in meeting its CIP goals through a variety of methods such as:

- Additional certified teachers to reduce the pupil teacher ratio during instruction of core academic subjects.
- Additional evidence-based research intervention programs for underachieving students.
- Additional para-educators to assist teachers and students during instruction of core academic subjects.
- Additional Instructional Coaches to provide enhanced instructional assistance at the local school level.
- Additional materials, supplies, and computer hardware and software to aid students in learning academic content in reading, mathematics, language, science, and social studies.
- Additional highly qualified certified and classified staff to allow for coordinated planning by teachers for academic instruction.
- Additional high quality professional development activities and materials for teachers in Title I schools.
- Additional employees to supplement school staff in the following areas: parent liaison/parent involvement coordination, attendance supervision, reading specialists, guidance counselors, curriculum specialists, and administrators.

4. Sec. 1112(b)(1)(D)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

The school leadership team meets a minimum of four times per year to assess the school's progress toward achieving the goals set forth in the CIP. The leadership team reviews data, monitors program implementation, and adjusts program components to ensure that all students meet the state's achievement standards. Monthly data meetings are held by each school and all available data sources are reviewed.

TCSS curriculum directors attend local school data meetings and Professional Learning Community (PLC) meetings to assist in the analysis of data and progress toward CIP goals. TCSS curriculum directors also participate in instructional rounds to provide feedback on instructional practices and program implementation.

5. Sec. 1112(b)(2)

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers

TCSS is committed to providing all students an excellent and equitable education from all teachers who meet state certification and licensure requirements. The district has offered reimbursement to teachers for seeking certification in high need areas such as mathematics, science, special education, and English as a Second Language. Letters are sent home at the beginning of the each school year in order to implement the system's Parents' Right to Know plan regarding notification of teachers who have not met minimum state licensure requirements and/or do not hold an Alabama teaching certificate.

TCSS monitors the academic progress of schools through district benchmark assessments, as well as state assessments such as DIBELS, Scantron Global Scholar, and ACCESS for English Learners. The district looks for patterns and trends in schools, grade levels, and classrooms. Every effort is made to ensure that all students are taught by a highly qualified and effective teacher.

6. Sec. 1112(b)(3)

Describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d), School Support and Improvement Activities for schools identified as (1) Comprehensive Support and/ or (2) Targeted Support Schools

Comprehensive and Targeted Support identification of schools in School Improvement will be made to the Superintendent by the ALSDE

- Schools identified will be notified by the Superintendent or his designee.

At this time, the United States Department of Education has granted a waiver to the Alabama State Department of Education. Schools are not presently identified for comprehensive and/or targeted support in our district. For schools where academic progress is not deemed acceptable, the TCSS administrative team has developed a plan of support and monitoring. This support is tiered based upon the needs identified by the district team. Additional administrative support, classroom teacher, para-educators, materials and resources may be allocated to schools in need of additional support as determined by the TCSS administrative team.

7. Sec. 1112(b)(4)

Describe the poverty criteria that will be used to select school attendance areas under section 1113.

Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is —

- At least as high as the percentage of children from low-income families served by the LEA as a whole;
- At least as high as the percentage of children from low-income families in the grade span in which the school is located; or
- At least 35 percent. (*ESEA section 1113(a)(2).*)

Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:

- Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the “75 percent poverty threshold”) from highest to lowest according to poverty percentage; and
- Serve the eligible school attendance areas in rank order. (*ESEA section 1113(a)(3).*)

For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.

- Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools —
 - The LEA must notify its secondary schools to inform them of the option.

- A majority of its secondary schools must approve the use of feeder patterns. (*ESEA sections 1113(a)(5)(B) and (C).*)

An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA. (*ESEA section 1113(a)(3)(B).*)

The poverty criteria used to select eligible attendance areas will be the number of children eligible for free and reduced meals under the National School Lunch Act. Schools will be determined eligible based on the system's average percentage of poverty and with at least 50% of the children from low-income families. Schools will qualify in rank order based on grade span grouping. Elementary schools with at least 50% free/reduced lunch count and middle and high schools with 75% free/reduced lunch count are served at this time. Schools that are identified as having 50% or greater of its students on the free and reduced lunch program are classified as schoolwide (SW) schools. All Title I schools in the TCSS are schoolwide programs.

8. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted by such agency's schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs

The plan consists of sections such as needs assessment, teacher qualification, achievement goals, and parental involvement. Each school makes this plan available to parents. We encourage you to review this document. Simply ask the school office to see the ACIP plan. If a parent would like to discuss the plan with the school, they are encouraged to contact the school principal.

The Title I schools in Tuscaloosa City are given assistance by the Director of Federal Programs, regional Directors of Curriculum, and the Director of Student Services. The Director of Federal Programs holds monthly meetings to assist Title I schools in meeting important timelines, as well as provides suggestions on how each school can comply with federal regulations. The curriculum directors review the school plans and give input on instructional issues as appropriate.

In addition to the local school plans, the district has an LEA Plan for Title I, Part A. If the LEA plan for Title I, Part A is not satisfactory to the parents of participating children, the school district will submit any parent comments.

The TCSS works collaboratively with the Tuscaloosa County Juvenile Detention Center and other community-based programs serving youth to ensure services are provided to students within the TCSS School zone. For Neglected or Delinquent programs, any child or youth ages 5-21 eligible for services will receive services under Title I. Services may include instructional supplies, equipment, tutoring, counseling and staff training to ensure best practices for working with the unique needs of at-risk students.

State and local at-risk funds are also provided to coordinate services for our neglected and delinquent students. The TCSS Coordinator of Student Services serves as the point of contact for students served through community programs for neglected and Title I is a partnership between the federal government, the state educational agency and the local school district. It is the largest federal aid program for elementary and secondary schools. The federal government appropriates money to help schools that meet the criteria of having at least 35% of its students on the free or reduced lunch program. Each district applies for these funds each year.

A school that qualifies for Title I can be a *targeted assistance* school or a *schoolwide* school. A schoolwide program is comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. This schoolwide reform should result in an ongoing, comprehensive, plan for school improvement that is owned by the entire school community and tailored to its unique needs. The money provided to schools is used for materials, programs, teachers, etc. for this "target" group of students. A targeted assistance school identifies students most at risk. These students are provided additional resources to assist in their learning. *Schoolwide* status allows schools to offer programs, teachers, and instructional materials for the entire school. All Title I schools in the Tuscaloosa County School System are schoolwide programs.

Each school that is included in the Title I program completes an ACIP plan each year. This plan includes input from parents, teachers, and other stakeholders. Parent representatives are asked to serve on the Title I committee each year. These parents seek input from all parents and are the liaison between parents and the committee. delinquent students.

9. Sec. 1112(b)(6)

Describe the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

Homeless students are identified by school guidance counselors and are referred to the Homeless liaison. The liaison reviews the case, determines eligibility with the Student Services Department, and coordinates appropriate assistance. The Coordinator of Student services coordinates services for homeless and/or displaced students including academic assistance, transportation assistance, tutoring, school supplies, personal hygiene and clothing items, field trips, school fees and dues. Homeless students attending Title I schools are eligible to participate in any or all programs funded by this grant. Funds are set aside in the Title I budget for homeless students attending schools that do not participate in Title I. Homeless students have equal access to all programs provided by the Tuscaloosa County School System.

10. Sec. 1112(b)(8)

Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs

Transitions from Pre-K to Kindergarten

The TCSS presently has 24 Pre-Kindergarten classes across the district. Most of these programs are housed in the local elementary school which allows for a seamless transition to kindergarten. Approximately seven schools serve students from multiple schools. To assist those students and parents in the transition process from preschool to kindergarten, they will be invited to an orientation in the spring and fall to acquaint them with the school. In the spring, students and parents will be provided a tour of the school to acclimate them to the facilities. All students from area pre- schools and Head Start programs will be invited to visit the schools for an on-site orientation in the summer/fall. During this orientation, parents, and students are made aware of the academic standards and curriculum, along with the school's policies and procedures.

The district's Pre-K Advisory Council meets quarterly each year and includes representatives from local childcare agencies, including Head Start. The district is working to build a collaborative relationship with Head Start and other child care providers across our district.

Additionally, our district coordinates with area preschools, and Head Start programs to discuss our district's kindergarten programs. The district's Southern Regional Curriculum Director and Kindergarten teachers facilitate this meeting.

11. Sec. 1112(b)(9)

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.

There are no targeted assistance Title I schools in the Tuscaloosa County School District.

12. Sec. 1112(b)(10)(A)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

To ensure a smooth transition from early childhood programs to elementary school, elementary to middle school, and middle school to high school, and from high school to postsecondary education TCSS implements the following activities: tours for upcoming kindergarten, sixth graders, and ninth grade students, counselor driven lessons for students on their upcoming transition, Open House, Parent/Student visits, and conferences/meetings with Pre-K, fifth, and eighth grade parents. College tours are arranged by our high school counselors for students in 11th & 12th grade. Additionally, principals within the feeder pattern schools meet together quarterly to help with smooth transitions for students.

13. Sec. 1112(b)(10)(B)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

To ensure a smooth transition from early childhood programs to elementary school, elementary to middle school, and middle school to high school, and from high school to postsecondary education TCSS implements the following activities: tours for upcoming kindergarten, sixth graders, and ninth grade students, counselor driven lessons for students on their upcoming transition, Open House, Parent/Student visits, and conferences/meetings with Pre-K, fifth, and eighth grade parents. College tours are arranged by our high school counselors for students in 11th & 12th grade. Additionally, principals within the feeder pattern schools meet together quarterly to help with smooth transitions for students.

14. Sec. 1112(b)(11)

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners)

The TCSS Director of Student Services, Attendance Officer, and Coordinator of Student Services monitors system discipline reports and Student Incident Reports each month to screen for number of suspensions. Bi-monthly IMPACT meetings are held with students and parents who have excessive absences and/or three or more out of school suspensions. IMPACT plans are written to provide support for families and students. The Parent Project was implemented during the FY18 school year. Administrators are trained on positive behavior supports and restorative discipline practices each year. The system collaborates with Indian Rivers Mental Health (The Journey Program) to provide mental health services to students who have chronic discipline and mental health issues. The Journey Program is offered in four of our Title I schools within the school buildings in order to prevent students from missing school as much to attend their therapy sessions. School social workers serve one Title I high school and the alternative high school. School-based social workers conduct small groups for students with behavior issues to help them correct the behavior and make better choices. Alternatives to out of school suspension including in-school suspension and alternative school placement are available.

15. Sec. 1112(b)(12)(A)

Describe, if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

Each of our district's three regions provide students access to career and technical education. TCSS is currently constructing new facilities and expanding offerings for career and technical education at Brookwood High School and Tuscaloosa County High School. Students may also attend the Tuscaloosa Career Technical Academy (TCTA). Presently, our regional career technical centers offers 22 career and technical programs in 13 career clusters. In partnership with TCTA, students have access to additional career and technical programs. TCSS partners with local businesses and industries as well as the Chamber of Commerce. Additionally, all of our 8th grade students participate in the World of Works (WOW) event at Shelton State Community College each year. This event exposes the students to various careers that they may be interested in pursuing for their future. This event takes place each year in October. This year, all middle and high school administrators not attending in FY18 will participate in the Workforce Development Academy in collaboration with the West Alabama Workforce Development Council.

16. Sec. 1112(b)(12)(B)

If determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Students in grades 8-12 are afforded the opportunities to receive credentials through our Career Technical programs located in three regions of the district and through the Tuscaloosa Career and Technology Academy (TCTA). Transportation is provided for the students from their home school to regional career technical programs and TCTA on a daily basis. Additionally, embedded credit is offered for certain classes and dual credit opportunities are provided for students through Shelton State Community College and the University of Alabama.

17. Sec. 1112(b)(13)(A)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.

All TCSS schools have gifted services. TCSS employs seven full time gifted specialists. Screening for gifted education begins in grade 2 but is ongoing as needed. Students in gifted programs are served within their school buildings. Students identified as gifted have a Gifted Education Plan (GEP).

18. Sec. 1112(b)(13)(B)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

All TCSS Library media centers have a full time library media specialist. If school enrollment exceeds 1,000 students, a second library media specialist and/or additional para-educators are employed. The TCSS district provided libraries with a specific allocation in FY17 in addition to the state library enhancement allocation.

19. Sec. 1112(b)(7)

Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116. (This question will be answered in the written policy below).

Parent and Family Engagement Written Policy (Sec. 1116 (2))

Sec. 1116(a)(2)(A))

- A. Describe how the Local Education will involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).**

The Tuscaloosa County School System Parent Advisory Committee, comprised of school representatives and parent representatives from each of the Title I schools will convene at least once annually. Participants will sign a sheet stating attendance, an agenda will be given to each parent, and minutes of the meeting will be kept by a member of the committee. The previous year's policy will be disseminated to participants for review prior to the meeting. During the meeting, the plan will be reviewed, discussed and evaluated. Changes will be made according to the committee's recommendations, including parent surveys each year.

Sec. 1116(a)(2)(B))

- B. Describe how the Local Education Agency will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.**

The Tuscaloosa County School System will provide resources and training to assist in the development of parent involvement action plans. Training will be offered to school leaders, to include administrators, faculty, and parents. Suggested timelines will be established to assist schools in effective planning and outlines of necessary documentation will be provided to local schools to assist with the implementation and monitoring of the school's program. Regular parent meetings will be conducted throughout the year. Parents will be encouraged to be involved and support learners at home by "training" on state content standards and strategies.

Funding will be provided to each Title I school (90% of the 1% reservation of Title I, Part A funds) to support the development and distribution of the district's written parental and family engagement policy in addition to parental and family engagement activities included in the parental and family engagement policy and/or improvement plan.

Sec. 1116(a)(2)(C))

- C. Describe how the Local Education Agency will coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.**

The Tuscaloosa County School System will coordinate and integrate parent and family engagement strategies including:

- conducting transition programs from pre-K to kindergarten, such as school visitations and distribution of enrollment information to local childcare centers and Head Start facilities;
- offering workshops related to academic expectations and homework assistance;
- engaging parents in the Parent Leadership Academy (Pre-Kindergarten, Elementary, Middle, and Hispanic) in partnership with the University of Alabama in order to improve communication related to our schools' curricula, school improvement plans, expectations, procedures, and transition strategies;
- offering The Parent Project to families of students with attendance and/or behavioral issues;
- conducting workshops related to dual enrollment, college admissions, and career pathways; and
- facilitating ESL parental involvement nights in collaboration with the ESL department.

Sec. 1116(a)(2)(D))

- D. Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—**

- (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)**

The Tuscaloosa County School System will survey parents and family members to evaluate the effectiveness of the program including, but not limited to, parental and family engagement strategies and barriers to greater participation. This survey will be offered in the spring and disaggregated in the comprehensive needs assessment process in order to assist in the development of the district improvement plan. Efforts will be made to specifically address parents who are economically disadvantaged or disabled, have limited English proficiency, have limited literacy, or those of any racial or ethnic minority background.

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

The Tuscaloosa County School System will survey parents and family members to evaluate the effectiveness of the program including, but not limited to, parental and family engagement strategies and barriers to greater participation. This survey will be offered in the spring and disaggregated in the comprehensive needs assessment process in order to assist in the development of the district improvement plan. Efforts will be made to specifically address parents who are economically disadvantaged or disabled, have limited English proficiency, have limited literacy, or those of any racial or ethnic minority background.

(iii) strategies to support successful school and family interactions

The Tuscaloosa County School System will survey parents and family members to evaluate the effectiveness of the program including, but not limited to, parental and family engagement strategies and barriers to greater participation. This survey will be offered in the spring and disaggregated in the comprehensive needs assessment process in order to assist in the development of the district improvement plan. Efforts will be made to specifically address parents who are economically disadvantaged or disabled, have limited English proficiency, have limited literacy, or those of any racial or ethnic minority background.

Sec. 1116(a)(2)(E)

- E. Describe how the Local Education Agency will use the findings of such evaluation described in the section above (Sec. 1116(2)(D)) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary the parent and family engagement policies described in this section.**

The TCSS Parent Advisory Council will disaggregate and examine findings from the survey administration in the spring. These data will be used to design and/or revise the district Parent and Family Engagement policy, as well as, evidence-based strategies for improvement.

Sec. 1116(a)(2)(F)

F. Describe how the Local Education Agency will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

The TCSS will establish a Parent Advisory Council with representatives from each of the local Title I Schools that adequately reflects the school and system population. This council will meet quarterly to develop, revise, and review the parent and family engagement policy.

In order to build capacity for Parent and Family Engagement, the Local Education Agency will ensure effective involvement of parents and will support a partnership among the schools involved, the parents, and the community to improve student academic achievement, the LEA shall:

G. Describe how it will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

The Tuscaloosa County School System will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I, Part A,
- how to monitor their child's progress,
- how to work with educators
- provide workshops for parents and family members
- ensure and maintain two-way communication between home and school

These topics will be addressed through an annual meeting conducted at each school within the first month of the school year; by providing informational packets to parents; through periodic teacher-parent conferences; and assuring that School-Parent Compacts are in place and in use. Materials will be developed such that they are in a language and format that parents of varying English skills may understand them.

H. Describe how it will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

Parents will participate in their child's reading and writing development through the provision of materials and ongoing workshops. Materials and training will be provided to families through the following:

- Curriculum and family workshops throughout the school year
- Curriculum materials/grade level expectations provided to families at Open House, conferences, and the Annual Title I meetings
- Technology trainings
- Provide access to tools and resources necessary for school faculty to engage parents in their children's education.

I. Describe how it will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

The Tuscaloosa County School System is committed to providing continual professional development in the areas of conferencing, communication, and relationship development skills. TCSS will foster meaningful parent engagement by:

- Establishing a TCSS Parent Advisory Committee that will meet quarterly to strengthen ties between parents and schools;
- Review policies that support family-friendly cultures that are conducive to developing strong family and school partnerships; and
- Implement activities that establish a welcoming parent and family culture, such as, Open House, Parent Teacher meetings, and participation in the Parent Teacher Leadership Academy (PTLA)

- J. Describe how it will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.**

The Tuscaloosa County School System will integrate parent involvement programs and activities with other Federal, State, and local programs in order to encourage and support parents in more fully participating in the education of their children by the following:

- Make available, as possible, the inclusion of staff members from the various agencies into workshops and training sessions offered to public school faculties;
- Assist with the development of effective communication systems
- Integrate parent involvement activities with PreK programs;
- Collaborate with local agencies to establish effective afterschool and summer learning programs; and
-

Establish a Pre-K Advisory Council comprised of local community stakeholders and early childhood representatives.

- K. Describe how it will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.**

To ensure that information related to district, school, and parent programs, meetings, and activities is available to all parents in an understandable and uniform format the TCSS will utilize translators, interpreters, translation devices, and other resources. Parent notifications and resources will be sent home in parents' native language, where applicable, and interpreters will be available at parent events and meetings. The district will also utilize Language Line, School Messenger, Transact, school websites, Twitter, Facebook, local news media, and other school message systems to post information for parents.

- L. Describe how it will ensure provide such other reasonable support for parental involvement activities under this section as parents may request.**

The Tuscaloosa County School System will consider parental requests for additional supports and act accordingly. Parental requests can be made at the school and district level via verbal or written requests.

M. Describe how the LEA may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

The TCSS Parent Advisory Council will meet quarterly during the 2017-2018 school year. During these meetings, teacher training, professional development, and parent and family engagement activities will be discussed. Committee members will have opportunities to provide feedback and suggestions for future plans.

N. Describe how the LEA may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.

The Tuscaloosa County School System will provide funding for activities such as literacy training in order to assist parents in improving their child's academic achievement. The TCSS will also provide funding for tools/resources necessary for schools to engage parents in their children's education.

O. Describe how the LEA may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

The Tuscaloosa County School System will work with local schools to provide necessary funding for parent involvement activities, including but not limited to, transportation and child care costs to enable parents and family members to participate in school-related activities.

P. Describe how the LEA may train parents to enhance the involvement of other parents.

The Tuscaloosa County School System works collaboratively with the University of Alabama Center for Community-Based Partnerships to offer parent training through the Parent Teacher Leadership Academy (PTLA). The PTLA is offered to Pre-K parents, Elementary Parents, Hispanic Parents of Elementary Students, and Middle School Parents. Schools may submit teams. The PTLA strives to build leadership among school-based teams.

Q. Describe how the LEA may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

The Tuscaloosa County School System will arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation through the following:

- Offering a.m./p.m. meeting opportunities for parents;
- Provide dates of events in advance, in paper and electronic formation in a language that is understandable whenever feasibly possible;
- Home visits coordinated through the district if a child has academic concerns and/or is truant;
- Phone conferences are conducted through traditional methods, or FaceTime/Skype for parents who cannot attend meetings.

R. Describe how the LEA may adopt and implement model approaches to improving parental involvement.

The Tuscaloosa County School System is consistently researching innovative models and approaches to strengthen parent and family involvement in our schools and create more opportunities for parent and family participation. The establishment of the TCSS Parent Advisory Council is one such approach. The district has also hosted the first of several ESL Parent meetings using a model approach in collaboration with a Hispanic consultant and Spanish interpreters.

S. Describe how the LEA may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.

The Tuscaloosa County School System will establish a districtwide parent advisory council to provide insight and advice on all matters related to parent and family engagement. The TCSS Parent Advisory Council will be comprised of parent representatives from each Title I School.

T. Describe how the LEA may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

The TCSS will collaborate with community agencies and businesses to provide high quality parent engagement opportunities. The Adopt-a-School program is a unique relationship between local businesses and schools. The Adopt-a-School program enables schools and local businesses to collaborate on school projects, many of which involve parental engagement. At the district level, the TCSS Parent Advisory Council will seek ways to engage community agencies and businesses into local school parent engagement meetings and trainings.

Sec. 1116(f)

U. Describe how the Local Education Agency, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, parent and family members of homeless children, and parents and family members of immigrant children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

The Tuscaloosa County School System use a variety of communication methods to ensure all families, particularly those with limited English proficiency, parents and family members with disabilities, and parents and family members form homeless, immigrant, and migrant students are provided information in a way that they can understand. School Messenger is a telephone calling system used to verbally communicate with parents in both English and Spanish. In addition, the district utilizes Language Line to communicate in over 200 different languages. The student/parent handbook is sent home in both English and Spanish. Transact is an additional service funded by the ALSDE and is used for translating school documents in many different languages. The TCSS has a district translator/interpreter who is available to attend parent conferences, answer phone calls from Spanish speaking families, and assist schools in daily communication. The TCSS ESL Welcome Center receives all requests for interpretation and translation. The TCSS Welcome Center assists schools in translating documents into Spanish and other languages when feasibly possible, as well as in providing interpreters for school events and parent conferences. The TCSS has purchased an interpretation system that can be used by schools to provide simultaneous interpretation during school meetings. Finally, schools with a high number of limited-English proficient students are assigned bilingual ESL Coaches who assist with translating and interpreting.

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by the Federal Programs Advisory Council Meeting was held April 19, 2022 at the Tuscaloosa County Schools Central Office. Documentation provided in the eGAP Document Library. The school district will distribute this policy to all parents of participating Title I, Part A children on or before November 1, 2023.

Keri C. Johnson
PLAN APPROVED BY
Superintendent

08-01-2022
DATE OF APPROVAL

Tuscaloosa County School System

PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION

(1) INFORMATION FOR PARENTS-

(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

(i) Whether the student's teacher—

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction

(II) is teaching under emergency or other provisional status through which State qualification nor licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) Whether the child is provided services by paraprofessionals and, if so, their Qualifications.

(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned

Tuscaloosa County School System
CONSOLIDATED PLAN ASSURANCES

Each local educational agency plan shall provide assurances that the local educational agency will—

- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part
- (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services
- (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3))
- (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program
- (5) collaborate with the State or local child welfare agency to—
 - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency
 - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—

- (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - (II) the local educational agency agrees to reimburse the local educational agency for the cost of such transportation; or
 - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation.
- (6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification
- (7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))