

LEA Consolidated Plan	
Tuscaloosa City (200) Public District - FY 2026 - Consolidated - Rev 0 - Improvement Planning	
LEA Consolidated Plan	
Sec. 1112. [20 U.S.C. 6312]	
A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that:	• is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part. • as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate • has an effective plan date. • documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets. • has procedures and practices in place for disseminating individual student assessment results to teachers and parents.
The purpose of the LEA Consolidated Plan is to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. Each local educational agency plan shall:	
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 instruction to meet the academic needs of all students. Local school continuous improvement plans (ACIPs) and state courses of study provide a framework for teaching and learning in the classroom. Data is analyzed to guide instruction for all subgroups. Aimsweb Early Learning Screener, iReady, and Pathway to Proficiency (P2P) will provide data. Computer-assisted programs utilized have management systems that provide appropriate placement, assess skills, and measure growth. A Response to Intervention/Instruction model, Multi-tiered Systems of Support (MTSS), is implemented in each school. There is an emphasis on skillful, effective Tier I instructional, most importantly, reinforced with effective Tier II instruction within the classroom. Students are provided Tier II instruction in both reading and math if needed. Supplemental Interventionists through Title I and/or local general funds may provide additional support. These may include additional reading interventionists, reading teachers, and instructional coaches. If students are not successful in the classroom, a referral to MTSS Team may be made.

An MTSS plan is developed for students who require Tier II and Tier III instruction. Tier III instruction is provided for students who are identified as having an academic deficit. Tuscaloosa City Schools is committed to providing all students an excellent and equitable education from all teachers, who are all engaged in the PLC, or Professional Learning Community process. The four guiding questions of the PLC process ensure that teaching and learning are optimal as there is focus on the state standards, strong common formative assessments, intervention, or enrichment, all based on students' needs. All teachers' state performance data are used to identify students who are academically at-risk. Further screening for reading difficulties is achieved through the administration of common formative assessments. Students identified as at-risk are discussed at monthly MTSS meetings, weekly data meetings, EL committee meetings, and grade level meetings.

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.

Local school continuous improvement plans (ACIPs) and state courses of study provide a framework for teaching and learning in the classroom. Data is analyzed to guide instruction for all subgroups. Aimsweb Early Learning Screener, iReady, and Pathway to Proficiency (P2P) will provide data. Computer-assisted programs utilized have management systems that provide appropriate placement, assess skills, and measure growth. After a thorough analysis of data, schools develop intervention plans to address deficits of students who may be at risk for academic failure. A Response to Intervention/Instruction model, Multi-tiered Systems of Support (MTSS), is implemented in each school. There is an emphasis on skillful, effective Tier I and Tier II instruction within the classroom. Students are provided Tier II instruction in both reading and math if needed. Supplemental Interventionists through Title I and/or local general funds may provide additional support. These may include additional reading interventionists, reading teachers, and instructional coaches. If students are not successful in the classroom, a referral to MTSS Team may be made. An MTSS plan is developed for students who require Tier II and Tier III instruction. Tier III instruction is provided for students who are identified as having an academic deficit. Tuscaloosa City Schools is committed to providing all students an excellent and equitable education from all teachers, who are all engaged in the PLC, or Professional Learning Community process. All teachers' state performance data are used to identify students who are academically at-risk. Further screening for reading difficulties is achieved through the administration of common formative assessments. Students identified as at-risk are discussed at monthly MTSS meetings, weekly data meetings, EL committee meetings, and grade level meetings.

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 in Tuscaloosa City has developed and implemented a plan to provide additional assistance to individual students experiencing difficulties. Assistance is provided through extended day tutoring programs, summer school programs, EL tutors, and/or research-based strategies designed to meet identified needs of particular students. Additionally, EL students in all schools are supported through ESL teachers and tutors, Spanish Outreachers, and ESL specialists, which are provided with local, state and federal funds. They are also eligible for the intervention programs provided by the LEA, including but not limited to Imagine Learning, Heggerty, Spire, and other district-purchased, evidence-based programs and instructional materials. Homeless students receive tutoring assistance available through Title I and the Homeless Competitive and 21st Century Grants, as awarded. Instructional Literacy and math coaches are placed in all TCS schools to provide coaching and professional development for teachers as well as assistance to students as needed. ARI, OMI, and other intervention strategies are used to provide in-class assistance. Reading interventionists are federally funded in all schools, including the Support

Title IV schools as identified by TCS schools to work with small groups and/or individual students who are struggling in reading or math. The ACIP provides specific details of support. Instructional staff is available to provide assistance with professional development, classroom management, reading and math strategies and other issues in which teachers need support. There is an emphasis on Tier II instruction in the classroom for students that are experiencing difficulty in reading and math. Students are assisted in meeting the state's rigorous academic standards by various means including:

- 5 SPED, 2 Elevate and 30 OSR Pre-K funded classrooms
- Funding of At-Risk community agencies (Juvenile Detention Center)
- 21st CCLC Extended Day Summer Programs at Arcadia Elementary, Central Elementary, Martin Luther King, Jr Elementary, Skyland Elementary, Southview Elementary, Westlawn Middle, University Place Elementary, Central High, TASP, and Paul W. Bryant High.
- Participation in Adopt-a-School program (mentoring, job-shadowing, student recognition, student performances, supply of additional human and instructional resources)
- Reading by Third Grade (RB3 Initiative) with community daycare, churches, and partnership organizations
- Parent and community volunteer programs to assist students at school (Reading Allies, Foster Grandparents, Mentoring, Reading Allies, Big Brothers and Big Sisters)
- Purchased service contracts for consultants to assist teachers and parents of at-risk students
- COMP trainers, Mentoring, Personalized Learning, Literacy, Response to Intervention, Parent Project, Math Solutions, Solution Tree, Scholastic Education
- Summer Learning
- Imagine Learning Language and Literacy for ESL students
- Reading Interventionists who serve at Title I Schools
- Districtwide Literacy, Instructional Technology, and Math Coaches who serve Title I schools

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.

Each school has a school leadership team responsible for school wide planning that meets regularly to review data, monitor program implementation, and adjust program components to ensure that all students meet the state's achievement standards. Schools participate in data meetings, PLCs, MTSS, and EL committees to discuss at-risk students and to determine the most appropriate educational plan for each student. MTSS plans are in place for all students who need additional support during Tier II and Tier III instruction. Each month, Better Practice Visits and technical assistance visits (Project Success) will be conducted in each Title I school to ensure that components of the ACIP are being executed. Federal Programs and The Teaching and Learning Curriculum staff, as designated, will conduct these on-site visits and reviews.

5. Sec. 1112(b)(2)

Describe how the local educational agency will identify and address, as required and 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.

Tuscaloosa City Schools is committed to providing all students an excellent and equitable education from all teachers who meet state certification and licensure requirements. This commitment proactively begins during the hiring process, at which time all applicants are vetted to ensure that requirements are met. In response to the teacher shortage, alternate certification pathways have been allowed. The Human Resources Department maintains applicant data (level of experience/certification) and monitors school placement through a process where a central support team member is a required participant in the

interview process at all schools. In addition, a human resource specialist works with all schools to gain certification compliance. Teachers deemed ineffective are not retained (after being given the opportunity to respond to a corrective action plan). Inexperienced teachers are recipients of intense classroom organization and management (COMP) training. Despite all efforts that are in place to promote equity among schools, if a disparity exists, TCS adjusts staffing to address needs. At all schools, all teachers' state performance data is used to identify students who are academically at-risk. Further screening for reading difficulties is achieved through administering reading and math assessments. Students identified as at-risk are discussed at data meetings, monthly intervention, weekly PLC meetings, EL committee meetings, and grade level meetings.

6. Sec. 1112(b)(3)

Describe how the local education agency will carry out its responsibilities under section 1111(d)(1) regarding Comprehensive Support and Improvement (CSI) schools. The local education agency must include how it will develop and implement a CSI plan in partnership with stakeholders that takes into account the accountability indicators, includes evidence-based interventions, is based on a school-level needs assessment, identifies resource disparities, and is approved by the school and the local education agency.

Tuscaloosa City Schools (TCS), the Local Education Agency (LEA), has implemented a multi-tiered system of support for Southview Elementary School (SVES), reclassified as a CSI school in 2023. TCS ensures that SVES receives targeted interventions and resources beyond those provided to non-CSI schools, addressing both academic and operational needs with a focus on systemic improvement rather than isolated initiatives.

Specific Steps

1. **Leadership and Capacity Building-** The LEA has established school-specific leadership coaching and mentoring for principals and administrative teams at CSI schools. This includes regular leadership cohort meetings, one-on-one coaching sessions, project success team meetings, and professional development focused on data-driven decision-making, instructional leadership, and equity-focused practices. Evidence of impact is documented through meeting agendas, sign-in sheets, anecdotal notes, and next-step leadership action plans collaboratively developed with LEA support. These artifacts, maintained by assigned Central Support Team leadership support personnel, Project Success Team Lead, and the School Improvement Administrator (SIA), demonstrate active engagement and implementation of strategies to strengthen school leadership capacity.
2. **CSI Schools ACIP Development-** The school improvement administrator (SIA) facilitates annual summer ACIP evaluation and development sessions for all schools, reviewing the previous year's plan and guiding the current year's ACIP creation. The SIA, along with LEA team members, provides targeted support to CSI schools by analyzing data for identified subgroups and using those findings to address achievement gaps. Documentation supporting this process includes meeting agendas, sign-ins, session notes, and ACIP development plans, maintained by the SIA and other LEA personnel, providing a clear trail of data-informed planning.
3. **Instructional Support and Curriculum Alignment-** CSI schools receive additional instructional support, including embedded instructional consultants who co-plan with teachers, model lessons, and conduct ongoing classroom observations with actionable feedback. During the 2024–2025 school year, the LEA partnered with the Alabama State Department of Education (ALSDE) to implement instructional rounds. Data collected from these rounds—including classroom observations, anecdotal notes, and feedback reports—was shared with principals and school leadership teams to guide instructional improvement. Evidence includes Kids First support documentation, ALSDE partnership reports, observation notes, data analysis, and communicated next steps for teachers.

4. Targeted Professional Development- Beyond district-wide professional development, CSI schools participate in customized professional learning modules addressing identified needs such as station teaching, co-teaching, and collaborative planning. These initiatives aim to enhance instructional quality and improve student outcomes in English Language Arts and mathematics. Evidence of implementation and impact includes attendance records, post-training evaluations, and follow-up documentation demonstrating classroom application, all recorded through Kids First Support for Teachers. 5. Data-Driven Monitoring and Feedback- The LEA provides CSI schools with enhanced data analysis support. School teams disaggregate student performance data, identify trends, and implement rapid-cycle improvement strategies. Regular progress monitoring meetings, digital dashboards, and iterative feedback ensure interventions remain responsive and evidence-based. Artifacts documenting these practices include meeting agendas, sign-ins, notes, improvement plans, and data analysis reports prepared by assigned Central Support Team leadership support personnel and the school improvement administrator (SIA), showing the direct use of data to refine strategies and improve outcomes. 6. Resource Allocation and Support Services- The LEA secured two grants to ensure proper resource allocation for SVES: \$105,000 from the Special Education Services Application/Project Search Support Grant and \$195,000 from the Growing Academic Performance (GAP) Grant. These funds support specialized instructional materials, co-teaching, and collaborative planning to address school-specific needs. Evidence includes grant award letters, budget allocations, program implementation records, sign-in sheets, meeting notes, and compliance checklists documenting student participation and measurable progress. 7. 21st Century and Parent & Family Engagement- The LEA has supported SVES in establishing and implementing a 21st Century Program with a strong focus on Family and Community Engagement. Parents are engaged through 21st Century Parent Meetings and monthly parent nights, fostering meaningful collaboration between school and home. The LEA has also supported SVE with implementing the district's initiative, Best Buddies. Best Buddies is an international initiative that is part of a nonprofit 501(c)(3) organization dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment, leadership development, inclusive living, and family support for individuals with intellectual and developmental disabilities (IDD). Although Best Buddies is a districtwide initiative, the LEA has supported SVES in taking it to the next level to maximize benefits for students. At SVES, the program pairs general education and special education students in mentorships that promote inclusion, peer support, and meaningful relationships. Building on this initiative, the SVES literacy team created a monthly schoolwide program where upper-grade students meet with lower-grade students to participate in reading and STEM activities. These sessions are held in shared spaces, encouraging collaboration, mentoring, and relationship-building. The results have been significant: reading proficiency has increased across all grade levels (K–5), with notable gains among both general education students and students receiving special education services. Parents are invited to attend and actively participate in each session, joining students in the activities and discussions. All events are intentionally aligned with the school's social-emotional learning (SEL) theme, which is developed and led by the school counselor. Conclusion Through these strategic, system-level supports—including leadership development, ACIP evaluation, instructional coaching, ALSDE-partnered instructional rounds, targeted professional learning, data-driven monitoring, and dedicated resource allocation—the LEA ensures that CSI schools receive intensive, evidence-based support beyond that provided to other schools.
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Collectively, these efforts accelerate improvement, strengthen school capacity, and promote equitable outcomes for all students at Southview Elementary School.

7. Sec. 1112(b)(3)

If the local education agency provides public school choice as described in 1111(d)(1)(D) to students enrolled in a school identified for Comprehensive Support and Improvement (CSI), describe how the local education agency gives priority to the lowest-achieving children, how the local education agency ensures that a student who uses the option to transfer shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school, and how the local education agency permits a student who transfers to another public school to remain in that school until the student has completed the highest grade in that school.

School choice is not currently offered to students enrolled in a Comprehensive Support and Improvement (CSI) school within Tuscaloosa City Schools. At present, only one elementary school is identified as a CSI school.

8. Sec. 1112(b)(3)

Describe how the local education agency will carry out its responsibilities under 1111(d)(2) regarding Targeted Support and Improvement (TSI) schools and Additional Targeted Support and Improvement (ATSI) schools (if applicable). The local education agency must include how it will support a school in developing an improvement plan in partnership with stakeholders that takes into account the accountability indicators for each subgroup of students for which it is identified and includes evidence-based interventions. The local education agency must include how it will approve the plan and monitor its implementation, including how the local education agency will take additional action following unsuccessful implementation of the plan after a number of years determined by the local education agency.

Schools identified as Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI) within Tuscaloosa City Schools engage in an ongoing continuous improvement process. The school improvement administrator, in collaboration with district support personnel, provides comprehensive assistance to these schools, particularly in disaggregating and utilizing summative and non-academic data including for the identified subgroup. Through root cause analysis, schools analyze trends and patterns to draw conclusions that inform decision-making.

Principals and continuous improvement teams use assessment results to identify students who are proficient, on the cusp, or at risk. Academic and non-academic data from the prior year are applied to evaluate and develop school plans with clear priorities, critical initiatives, activities, and aligned resources, including budget allocations to support evidence-based strategies.

The implementation of TSI and ATSI school plans is closely monitored by district and school teams through multiple structures: TCS ACIP Evaluation and Development Summer Work Sessions, principal goal-setting meetings, regular collaborative sessions, the implementation of project success teams, classroom observations, and both district-level mid-year and end-of-year reviews. Data from these monitoring processes guide adjustments in instruction, interventions, and overall school plans to ensure continuous improvement and student success.

9. 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 40% of the children from low-income families. Schools will qualify in rank order. All schools with at least 40% free/reduced lunch count are served at this time. Additionally, all of our schools, including Title I schools, receive Community Eligibility Provision (CEP) status. Therefore, all students in all schools receive 100% free breakfast and lunch, and some sites receive dinner. Schools that are identified as having 40% or greater of its students on the free and reduced lunch program are classified as schoolwide (SW) schools. Currently, 13 of our schools are Schoolwide Title I Programs. We have no TA Schools at this time. Schoolwide status allows schools to offer programs, teachers, and instructional materials for the entire school population. Poverty criteria used to select school attendance areas include information obtained in the child nutrition program database and is prepopulated into the Electronic Grant Application Program (eGap 2.0) system.

10. 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.

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 free and reduced lunch program criteria.

Each district applies for these funds each year through eGap 2.0. A school that qualifies for Title I can be a targeted assistance school or a schoolwide school. A schoolwide program is a 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 that is owned by the entire school 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. Each school that is included in the Title I program completes an ACIP 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. Additionally, parents are invited to participate in the Federal Advisory Council meeting at the district level. The plan consists of sections which include a needs assessment, achievement and culture goals, instructional strategies, professional development, budgets, and parental involvement. Each school makes this plan available to parents. Everyone is encouraged to review this document. Stakeholders may ask the school office for a copy of the ACIP, or they may access via the district's webpage. Anyone wishing to discuss the plan should contact the school principal. The Title I schools in Tuscaloosa City are given assistance by the Director of Federal Programs and School Turnaround, the School Improvement and Turnaround Administrator, Parent and Family Engagement Administrator, and the Administrator of English Learners and Bilingual Family Engagement. The director assists with annual meetings at each school, as well as provides suggestions on how each school can comply with federal regulations. The director and federal programs staff team review the school plans and gives 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 with the plan when the school district submits the plan to the State Department of Education. Reflecting the identified needs of the school, Title I services concentrate on assisting students who are failing or in danger of failing state performance standards. Currently Title I funds contribute to the employment of twenty certified personnel who directly in title I schools to positively impact instruction. At each school, Title I services will be coordinated with the At-Risk programs to meet the goals of both. The goals of the At-Risk program include reducing the number of retainees and reducing the number of students reading below grade level. Students are afforded equal opportunity to participate in all programs of the school system. Neglected students in need of school supplies, field trip funds, counseling services, and or referral to outside agencies for medical or other services are identified by school guidance counselors, teachers or administrators. Funds set aside for neglected students are used to make necessary purchases or to obtain services for these students. The district supports the detention center with instructional materials for our students who are assigned to the Tuscaloosa County Juvenile Detention Center.

11. 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.).

Students who may be homeless are identified by school counselors or social workers, families self-report, or other workers in Tuscaloosa agencies refer the students to the district Homeless liaison. The liaison reviews the case, determines eligibility with the Student Services Department, and coordinates appropriate assistance. Homeless students may enroll on the same basis as all other students. Transportation, school supplies, computers, tutoring services, clothing & hygiene products, referral to outside agencies, housing assistance, counseling, and/or medical services are coordinated through the homeless liaison's office. Tuscaloosa City applies each year and is awarded a Homeless Competitive Grant to assist with homeless students' needs. This year's competitive homeless grant application is in the amount of \$75,000

12. 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.

The school system operates Pre-K programs to serve 3 and 4-year old students with disabilities, and 4-year-old students without disabilities in schools located throughout the district. The Pre-K school year begins and ends with the regular school program. The average pupil teacher ratio in these classes is one adult to every nine students. Teachers are certified in early childhood education. Pre-K teachers and paraprofessionals participate in all school system in-service training and interact daily with other members of the school staff to ensure curriculum alignment and skills development. Students are assessed twice each year using the GOLD Assessment to measure progress. Priority is given to students who have disabilities, English Language Learners, and those who qualify as homeless/displaced under the McKinney-Vento Act. Currently, TCS has 38 Pre-K classrooms funded by Office of School Readiness (OSR), IDEA, and local funds. Additionally, the city of Tuscaloosa through the Mayor's Office helps support our Pre-K program by sponsoring the Mayor's Cup 5K each year. All funds through this event are given to our school district to help support our Pre-K initiative. Additionally, the City of Tuscaloosa provides funding for two (2) PreK classrooms through Elevate Tuscaloosa.

13. 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.

The district currently has no schools identified as Targeted Assistance (TA). All Title I schools have a poverty rate of 40% or higher and are served through a Schoolwide program.

14. 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 middle school, and middle school to high school, and from high school to postsecondary education TCS implements the following activities: tours for upcoming sixth graders, and ninth grade students, counselor driven lessons for students on their upcoming transition, Open House, Parent/Student visits, and conferences/meetings with 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 to help with smooth transitions for students and some schools have hosted job fairs. TCS implements a district-level advisory program for grades 6-12 which supports students in exploring career pathways and planning for post-secondary success. Eighth grade students participate in Specialty School tours which allows them to explore high school academic opportunities at Tuscaloosa Fine Arts Academy, Central High School International Baccalaureate Program, and Tuscaloosa Career & Technology Academy. Elementary Students participate in mini-WOW (Worlds of Work) career day, where they are able to view and participate in activities at Tuscaloosa Career and Technology Academy. For students in grades 9-12, TCS implements a Comprehensive College & Career Readiness Plan which incorporates the following areas of focus: E3 Exposure, Financial Literacy, Industry Involvement, Career Cluster Exploration, Career Planning, Communication, Post-Secondary Partner Involvement, and Stakeholder Engagement. All planned events and activities are designed to support students in attaining at least one College & Career Readiness Indicator (CCRI) and a confirmed post-secondary plan aligned to the 3E model: Enrolled, Enlisted, or Employed.

15. 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 middle school to high school, and from high school to postsecondary education TCS 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 eighth grade parents. College tours are arranged by our high school counselors for students in 11th & 12th grade. All eighth-grade students in Tuscaloosa City Schools participate in the World of Works Career Day (WOW) at Shelton State Community College each year. This event exposes students to career opportunities that may be of interest to them and to assist them in developing their career interests. Additionally, our counselors participate in the REACH Student Advisory Initiative. The REACH Curriculum helps to bridge the gap between what is taught in course of study and the skills necessary for postsecondary education and the world of work by addressing school success skills, academic planning, career exploration, postsecondary planning, interpersonal life skills, and work ethic. High school students can participate in dual enrollment coursework at four postsecondary institutions: Auburn First, Shelton State Community College, Stillman College, and The University of Alabama Early College. The ELEVATE Dual

Enrollment Scholarship can cover the cost of dual enrollment coursework for eligible students at Shelton State Community College, Stillman College, and The University of Alabama Early College. Each high school provides a dual enrollment facilitator to support students who are taking online dual enrollment coursework. Some courses are even offered in a face-to-face format on our high school campuses as well as at Tuscaloosa Career & Technology Academy. Tuscaloosa City Schools utilizes the YouScience assessment which identifies student aptitude and interest. Each of our three high schools is also served by a Career Coach.

16. 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 Attendance Coordinator and Coordinator of Student Services monitor system discipline reports and Student Incident Reports each month to screen for number of suspensions. School administrators review data and respond to it. They plan yearly to decrease disciplinary infractions and eliminate ineffective disciplinary practices. Administrators are trained on positive behavior supports and restorative discipline practices each year. All incoming teachers, as well as veterans who are in need, receive COMP (Classroom Organization and Management) Training. 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 all of our 13 Title I schools within the school buildings in order to prevent students from missing school to attend their therapy sessions. Currently, Tuscaloosa City Schools provide the Journey Program in the majority of our schools. School 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. The district mental health social worker provides professional development and resources regarding social emotional learning and zones of regulation.

17. 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.

Our high schools partner with our Tuscaloosa City Schools Career and Technology Academy and Tuscaloosa County Schools to provide high school students opportunities for career/technical fields. Our career center currently houses 16 different career academies and partners with our local businesses and industries as well as West Alabama Works. Tuscaloosa City Schools students also have the opportunity to participate in Tuscaloosa County programs that are not offered in the Tuscaloosa City School system. Additionally, all of our 8-12 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. Additionally, all 8th grade students in all middle schools visit TCTA each year, and many elementary schools schedule visits as well. All students who participate in CTE coursework are projected to become completers as well as work to earn an industry recognized credential in their area. Tuscaloosa City School career and technical education students also have the opportunity to work in a 'hands on' environment through the support of several community and workforce agencies.

18. 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 9-12 are afforded the opportunities to receive credentials through our TCTA (Tuscaloosa Career and Technology Academy). Transportation is provided for the students from their home school to 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, Stillman College, Alabama State, and the University of Alabama.

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

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of Title I, Part A, 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 TCS schools have gifted services. TCS employs seven full time specialists. Screening for gifted 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).

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

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of Title I, Part A, 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.

Currently TCS employs the one-to-one technology initiative, which began with students in grade 6. Since Covid-19, all K-12 students were provided the opportunity to receive a Chrome Book to use at school and to take home. Additionally, our district employs 5 instructional technology coaches to coach teachers in Instructional Technology. All of our Library media centers have a full-time library media specialist based on the number of students enrolled. Some have two library media specialists if their enrollment exceeds 1,000 students. The TCS district funds libraries with a specific allocation each year in addition to their state library enhancement allocation. Additionally, TCS launched a "Strong Libraries, Strong Schools" campaign to help fund our libraries. TCS also

collaborates with the local Rotary Club that provides funding to our libraries and bring them up to exemplary status. Each Title I school also supports their libraries with Title funding. Our district Innovative Approaches to Literacy Grant provides library books and community literacy specialists who work with secondary schools. All students have access to digital libraries containing an expansive collection of eBooks.

21. 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 agency will involve parents and family members in jointly developing the LEA Consolidated Plan under section 1112, and the development of support and improvement plans for any schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) as described in 1111(d)(1) and (2).

A Tuscaloosa City Schools representative group will collaboratively develop the Title I Parent Plan; a draft of the plan will be distributed to the Federal Programs Advisory group, parent and family liaisons from each Title I school, and each local school for review by school and parent leaders; the primary planning group will consider any suggestions or feedback; and comments and suggestions received throughout the academic year will be maintained to be included in evaluation and annual revision sessions.

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 City Schools will provide resource guides to assist in the development of 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 (i.e. PTA, advisory etc...). Parents will be encouraged to be involved and support learners at home by "training" on state content standards, the Literacy Act, 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 City Schools will coordinate and integrate parent and family engagement strategies including; conducting transition programs from pre-K to kindergarten, pre-K programs, including Parents as Teachers (formerly HIPPY) program, and local daycares to include school visitations, distribution of enrollment information, and counseling related to academic expectations; participating in a Parent Teacher Leadership Academy (PTLA) 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. For the 2025-2026 school year, we have at least two parent representatives from each of our 20 schools to participate in PTLA. Additionally, parent participants in the Parent Teacher Leadership Academy will also have the opportunity to serve on the Superintendent's Parent Advisory Council (SPAC); this includes English-speaking and non-English speaking parents, as translators are available. The Superintendent's Parent Advisory Council is authorized to provide input on Title I Parent Involvement school and district-level programs. The SPAC provides and shares federal programs information updates received from the district.

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 Title I, Part A, that includes identifying 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).

A representative group from the Tuscaloosa City Schools 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. Results will guide us in addressing barriers in order to accommodate all parents, particularly those who are economically disadvantaged, disabled, and those who have limited English or literacy proficiency, regardless of racial or ethnic origin.

E. 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 Title I, Part A, that includes identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.

A representative group from the Tuscaloosa City Schools 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 order to assist in the development of the district improvement plan. A representative group of parents from the Tuscaloosa City Schools will provide input to evaluate the effectiveness of the program including, but not limited to, parental and family engagement strategies and barriers to greater participation. The Spring survey will be considered in the development of the district improvement plan. Results will guide us as we incorporate ongoing strategic plan efforts to enhance family and community engagement. Strategies and activities will be shared with school personnel and with families to equip parents and family members with learning and with communicating and relating to school personnel. Improved interactions and communication will lead to overall improvements in the quality of academics at all schools.

F. 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 Title I, Part A, that includes identifying strategies to support successful school and family interactions.

A representative group from the Tuscaloosa City Schools 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 order to assist in the development of the district improvement plan. Results will guide us with planning activities that will address parents' needs to assist

their children with learning and to appropriately and effectively engage with school personnel. A representative group from the Tuscaloosa City Schools 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. Results will guide us as we incorporate ongoing strategic plan efforts to enhance family and community engagement. Strategies and activities will be shared with school personnel and with families to equip all parties with the tools to successfully interact with each other to improve academic quality of all schools.

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

G. 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.

A Tuscaloosa City Schools representative group 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 be used to determine evidence-based strategies for improvement.

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

H. 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.

At least on an annual basis, a representative group of school and parent leaders will evaluate the parent and family engagement programs within the various schools of the Tuscaloosa City School System. As part of this evaluation, the following measures will be collected and analyzed: participation by parents in various school activities; conference logs, parent perception surveys; faculty perception surveys; and project accomplishments by PTA organizations. Focused attention will be on the areas of communication, participation, and the resulting influences toward the ultimate goal of increased student achievement. An analysis of workshop evaluations related to parenting and parent involvement will be conducted especially as it relates to the curriculum and goals of each respective school. Where possible, connections between parent and family engagement and student performance will be analyzed. An analysis of this information will be used to plan for the upcoming school year, modify plans, assure proper attention is given to all sub-groups of students (disabled, English Language Learners, poverty, etc.), and to eliminate any barriers that might exist between the school-home partnership. The Tuscaloosa City Schools will also establish a districtwide Superintendent's Parent Advisory Council comprised of parent representatives from each Title I school as well as each non-Title I schools. The Superintendent's Parent Advisory Council provides advice on all matters related to parent and family engagement in Title I programs. Community leaders and business partners will be invited to serve on this council, as well.

Sec. 1116(e)

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 school involved, the parents, and the community to improve student academic achievement, the local education agency shall:

I. 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 City Schools 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 Part A, · how to monitor their child's progress, and · 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.	J. 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 materials provided by both the district and school level s all year-long. 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, Parent Visitation Day, conferences, and the Annual Title I meetings · Technology trainings · Offer Spanish translation for parents and district personnel to improve communication · Provide access to tools and resources necessary for school faculty to engage parents in their children's education · Provide H.E.L.P. (Helping Education Linking Parents) for developing a pro-active, preventive program to address and reduce out of school suspensions involving local law enforcement and school officials · Provide Home Instruction for Parents of Pre-School Youngsters (Parents as Educators - Formerly HIPPY).	K. 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 City Schools is committed to providing continual professional development in the areas of conferencing, communication, and relationship development skills; sharing strategies that work from one school site to another; supporting PTA activities; and fostering an atmosphere of importance related to the welcoming and encouragement of parent involvement in the local schools, community meetings to engage parents in our strategic plan. Parent Visitation Days will be October 8, (Elementary Schools), October 9, (Middle Schools), October 16 (High Schools), 2025, where we will actively engage parents and families in their child's education. · Superintendent's Parent Advisory Council (SPAC) will meet quarterly to strengthen ties between parents and schools. The first semester meeting dates are September 18, October 16, November 20, 2025. The 2nd semester meeting date is January 15, 2026, with an additional virtual offering in the month of February 2026. These sessions will be from 4:45 to 5:15 p.m., with a culminating graduation ceremony on April 9, 2026. · Parent and Family Engagement Liaisons from each Title I school will meet bi-monthly to develop and refine strong partnerships with parents and family members
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· Review policies that support family-friendly cultures that are conducive to developing strong family and school partnerships. · Implement activities that establish a welcoming parent and family culture, such as: i. Meet and Greet ii. Parent Visitation Day iii. Open House iv. Parent Teacher meetings v. LIBROS Bilingual Family Literacy Program vi. Hispanic Family Support Meeting vii. SPAC Council Recognition Ceremony at the board viii. Parent PLC · Parent Teacher Leadership Academy (PTLA) · Provide opportunities to enhance learning in all schools through extended learning experiences · Additional Parent Workshops will be announced for the district: TBA	L. 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 City Schools 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: · Seeking out and assisting with the connections between agency programs and the schools within the Tuscaloosa City School System · 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 Pre-K programs · Distribution of educational resources for kindergarten preparation
	M. 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, each Title I school will send home a district-wide calendar of events with information for parents at the beginning of the year. 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 ParentSquare, Language Line, Master Word, Transact, YouTube, Smores (e-flyers), school websites, Remind App, Twitter, Facebook, local news media, and other school message systems to post information for parents. Additionally, each school will develop parent goals in their schools ACIP (Alabama Continuous School Improvement Plan). This document serves to inform parents and community members of school improvement goals, strategies and action steps implemented to meet those goals, and how parents and community members can assist in achieving the goals.
	N. Describe how the local education agency will ensure it provides such other reasonable support for parental involvement activities under this section as parents may request. The Tuscaloosa City Schools 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.
	O. Describe how the local education agency may involve parents in the development of training for teachers, principals, and other educators to improve the

effectiveness of such training.

The Superintendent's Parent Advisory Council will meet quarterly during the 2025-2026 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.

P. Describe how the local education agency 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 City Schools will provide funding for activities such as literacy training, technology training, etc., in order to assist parents, work to improve their child's academic achievement. The LEA will also provide funding for tools/resources necessary for schools to engage parents in their children's education.

Q. Describe how the local education agency 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 City Schools will work with local schools to provide necessary funding for parent involvement activities, including but not limited to, transportation and childcare costs to enable parents and family members to participate in school-related activities.

R. Describe how the local education agency may train parents to enhance the involvement of other parents.

The Superintendent's Parent Advisory Council (SPAC) will serve as professional development for parent representatives from each Title I school. One of the expectations of the SPAC will be to inform other parents at the school level regarding teacher training, professional development, and parent and family engagement activities.

S. Describe how the local education agency 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 City Schools supports conducting meetings at times that are best suited for optimal parental participation. Annual Title I Parent Surveys provide insightful information regarding ideal meeting times. Parents also have the opportunity to make suggestions and provide feedback at any time.

T. Describe how the local education agency may adopt and implement model approaches to improving parental involvement.

The Tuscaloosa City Schools leadership team 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.

U. Describe how the local education agency 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 City Schools will establish a districtwide Superintendent's Parent Advisory Council comprised of parent representatives from each Title I school, as well as non-Title I schools. Parent Advisory Council members provide advice on all matters related to parent and family engagement in Title I programs. Community leaders and business partners will be invited to serve on this council, as well.

V. Describe how the local education agency may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

The Tuscaloosa City Schools will invite community members to participate in the Superintendent's Parent Advisory Council. This council is comprised of parent representatives from each Title I school, as well as members of non-Title I schools, community-based organizations, and businesses. Roles for all members will be clearly defined prior to the first meeting and communicated both verbally and in written form.

Sec. 1116(f)

W. Describe how the local education agency will 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), 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 LEA Parent and Family Engagement Policy is collaboratively developed with input from parents as evidenced by inclusion of parents in our LEA Advisory Meeting, where the policy is discussed. Sign-in sheets are maintained at the district. The Tuscaloosa City Schools utilize ParentLink to verbally communicate with parents in both English and Spanish. Further, the district offers a service, Language Line, to communicate in other languages. Language Line offers interpreters in over 200 different languages. The student/parent handbook and school compacts are sent home in both English and Spanish. MasterWord is an additional service funded by the Alabama State Department of Education (ALSDE) and is used for translating school documents in many different languages. Lastly, schools with a high number of limited-English proficient students also employ bilingual ESL Coaches who assist with translating and interpreting. There's also someone at the district who works to translate documents as well as orally communicate to explain reports whenever requested.

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 LEA Parent and Family Engagement Policy has been developed collaboratively with representatives from all stakeholder groups. School personnel, parents, students and district personnel participated in the LEA Advisory group, where they were given the opportunity to provide feedback and input. After discussion at the advisory committee, revisions to the draft are made and the final version is school board approved.

The school district will distribute this policy to all parents of participating Title I, Part A children on or before

10/31/2025 

PLAN APPROVED BY (Person or Entity)

Tuscaloosa City Board of Education, Dr. Mike Daria, Superintendent

DATE OF APPROVAL

10/21/2025 

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
Assurances	
LEA 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 pay 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))