Arcadia Elementary School

2025-2026
TITLE I PARENT AND FAMILY ENGAGEMENT HANDBOOK

Dr. Mike Daria, Superintendent

Dear Parents,

An extremely important part of a child's education is the relationship between home and school. Your child's school is a Title I school, and this handbook is to help you better understand the Title I program. After you read this handbook, we would like you to sign and return the last page to your child's teacher.

We want you to feel welcome when you visit our school. You are your child's first and most important teacher. Working together, we can accomplish great things!

If you have any questions or concerns, please contact the school principal or the Tuscaloosa City Schools Federal Programs Office at (205) 759-3537.

Thank you for sharing your child with us. We look forward to a great year!

The Faculty and Staff

What exactly is the Title I program?

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 from low income families. Each district completes an application for these funds each year based on data.

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. S*choolwide* status allows schools to offer programs, teachers, and instructional materials for the entire school. *Targeted assistance* status identifies and serves students most at risk. These students are provided additional resources to assist in their learning. The money provided to schools is used for materials, programs, teachers, etc. for this "target" group of students. All TCS Title I schools are schoolwide for the 2025-2026 school year.

Which schools are Title I schools in Tuscaloosa City?

The Alberta School of Performing Arts
Arcadia Elementary
Paul W. Bryant High
Central Elementary
Central High
Eastwood Middle
Martin Luther King, Jr Elementary
Oakdale Elementary
Skyland Elementary
Southview Elementary
University Place Elementary
Westlawn Middle
Woodland Forrest Elementary

Are Title I schools always elementary schools?

No. The district LEA Advisory committee, which includes parent, teacher and central office representation, decides how to best use Title I funds given to the district. This committee has agreed to focus efforts on all elementary, middle, and high schools that qualify for Title I based upon required poverty rate of at least 35% (targeted assistance) or 40% (schoolwide).

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

The plan consists of sections such as needs assessment, 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, or view it on the district's Federal Programs page or on the school's website. If you would like to discuss the plan with the school, please contact the school principal.

The Title I schools in Tuscaloosa City are given assistance by the Federal Programs Director and the entire Teaching and Learning Department. The Family and Community Engagement Administrator assists with annual meetings at each school, as well as provides suggestions on how each school can comply with federal regulations. The School Improvement Administrator reviews 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 Alabama State Department of Education.

What are required components of Title I parent engagement?

An annual meeting is held at the start of each school year to provide parents information on:

- Title I participation, its services, and parents' rights to be involved
- The school's curriculum and assessments, and the state's content standards
- The continuous improvement plan (ACIP)
- The school Parent & Family Engagement Plan
- School-parent compacts
- Opportunities for regular meetings and other important information

This meeting is usually held in conjunction with another family event, such as Open House, and at least one other time for parents who need flexibility. This allows parents to receive information from the school principal about the school and visit the classroom to obtain information that is grade and classroom specific.

A very important part of Title I is parental involvement. Every school makes plans for engaging stakeholders, detailing how the school will increase the capacity of parents in a meaningful, ongoing way. Parent and Family Engagement Plans are reviewed yearly. The district advisory committee is comprised of teacher and parent representatives from each Title I school. The district policy outlines how support will be provided to schools to build capacity for parental involvement. The Tuscaloosa City Board of Education has adopted a policy pertaining to Parent & Family Engagement. A copy of the policy is included in this booklet.

"Parents' Right-to-Know" is a component of Title I. This document states that you have the right to ask questions about the qualifications of your child's teacher. If you would like to request this information, simply contact the school principal. The documents to request teacher qualifications as well as other information are included in this handbook.

At the beginning of each school year, parents are asked to sign a School-Parent Compact. The compact outlines the expectations for parents, students, teachers and administrators so that maximum student achievement is reached. These compacts will be specific for a child's grade level and may be referred to during parent-teacher conferences.

What opportunities will be provided for parents?

Parent workshops will be provided by the school throughout the year. Parents will receive training on how to help their children at home with literacy activities as well as training in math and other academic subjects. If you need other information, please contact the school principal.

Parents are asked to attend at least one parent teacher conference during the school year. During this conference, your child's teacher will discuss your child's academic progress, as well as other important information. Additionally, parents are encouraged to attend the statewide parent visitation days during the year. This year's Parent Visitation Days will be elementary schools (October 8, 2025), middle schools (October 9, 2025), and high schools (October 16, 2025).

A link to parent surveys will be shared each year to determine the needs of parents and to define the most effective parent involvement strategies. The school will use these results to plan activities for the next school year.

What if I don't understand some parts of this handbook, or have other questions?

Please call your school principal or the Federal Programs Office at 759-3537. We want you to understand this important program that provides extra services for your child.

How can I get information about the professional qualifications of my child's classroom teacher?

Please complete the *Parents' Right to Know Notice* request form and submit to the school principal.

How will I know if the students in my child's school are meeting the state's academic standards?

Each year, students in kindergarten will be given the Alabama Early Learning Inventory (ELI). K-3 students will be given the Aimsweb Early Learning Screener to assess the area of Reading. The iReady assessment is given to grades K-12 in Math and to grades 4-12 in Reading. Pathways to Proficiency (P2P) is administered in English Language Arts and Math to students in Grades 2-8. The ACT is given to students in grades 9 and 11. Students in grades 2-8 will be given the Alabama Comprehensive Assessment Program (ACAP Summative) Test. Third graders will take the ACAP Supplemental Reading Test. High school students in grade 11 will also be given ACT Plus Writing and grade 12 students will be given ACT WorkKeys. Students identified as English Learners will be given the ACCESS for ELLs' 2.0 Assessment. On these assessments, students are asked questions that align with grade level readiness and the standards the state has outlined for each student to know. The ACAP Alternate Assessment is administered to students in grades 2-8, 10 and 11 whose individualized education plan calls for it.

Parents may submit comments to:

Ms. Vertis Giles-Brown
Director of Federal Programs & School Turnaround
Tuscaloosa City Schools
205-759-3537
vbrown@tusc.k12.al.us

What is school improvement?

Alabama defines schools needing improvement as those with persistently low achievement, failing to meet goals in math/reading, having low graduation rates (below 60%), or identified by the state report card as low-performing or having underperforming student groups, triggering state-led interventions, turnaround plans, and potential reconstitution under the RAISE Act and ESSA. Schools may be listed under the following categories:

Comprehensive Support and Improvement (CSI) Schools Identification

- Bottom 5% of Title I Schools
- Graduation rate below 67%
- Identified in the fall of 2022

Targeted Support and Improvement (TSI) Schools Identification

- Any school with one or more subgroups performing at or below the 75th percentile of the lowest performing 5% of Title I schools and has not improved total points earned over 3 years
- Identified in the fall of 2022

Additional Targeted Support and Improvement (ATSI) Schools Identification

- Any school in which one or more subgroups of students is performing below the threshold for the "all students" group from the lowest performing 5% of Title I schools
- Identified every 3 years
- Identified in the fall of 2022

According to the Support School Identification data, TCS has three schools on the list of schools in need of improvement.

TCS Comprehensive Support and Improvement (CSI):
Southview Elementary School

TCS Targeted Support and Improvement (TSI):
Martin Luther King, Jr. Elementary School
Skyland Elementary School

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

PARENTS' RIGHT TO KNOW POLICY

The Tuscaloosa City Board of Education aims to provide each child with a quality education. The Board recognizes that parents play a crucial role in the educational process. Therefore, the Board and its employees strive daily to work with parents in helping their child reach his/her greatest potential.

"*Every Student Succeeds Act*" requires all school systems to notify all parents that they have the right to request and receive timely information about the professional qualifications of their child's classroom teacher(s) and paraprofessional(s). The Right-to-Know applies to any and all schools receiving Title I funds.

To ensure that parents are aware of this right, a summary of the policy is placed in the *Student Code of Conduct*. Parents wishing to request the professional qualifications of their child's classroom teacher(s) and paraprofessional(s), can complete form JCB-R / IHG-R and forward it to the Executive Director of Personnel. Forms are available at the local schools.

"*Every Student Succeeds Act*" also requires timely notice when a student has been assigned to, or has been taught for four 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. Notification to the parent shall be made in writing and mailed.

SOURCE: Tuscaloosa City Schools, Tuscaloosa, Alabama
DATE: 03/17/03

Tuscaloosa City Schools

Parents Right-To-Know ● Request Teacher Qualifications

Title I, Part A, Section 1112(c) (6), *Every Student Succeeds Act of 2015*

I am requesting the professional qualifications of _____,

who teaches my child, _____ at _____
Child's Name (Please Print) School (Please Print)

My mailing address is _____
Street (Please Print) City Zip

My telephone number is _____.

My name is _____.
Name (Please Print)

This Section to be Completed by School/Central Office

Date Form Received: _____ Received by: _____

Teacher's Name: _____ Subject: _____

Has the teacher met state qualifications and licensing criteria for the grade levels and subject areas in which he/she teaches?
Yes _____ No _____

Is the teacher teaching under emergency or other provisional status?
Yes _____ No _____

Undergraduate Degree_____ (University/College)
Major Discipline _____

Graduate Degree _____ (University/College)
Major Discipline _____

Does a paraprofessional provide instructional services to the student?
Yes _____ No _____

If yes, what are the qualifications of the paraprofessional?

High School Graduate _____ (Year)

Undergraduate Degree _____ (University/College)
Major/Discipline _____

College/University Credit _____ (Hours)
Major/Discipline _____

_____ _____
Signature of Person Completing Form Date Returned to Parent

_____
Signature

_____
Date

Aviso a los Padres de familia

Estimados Padres:

Tenemos el placer de notificarle que, de conformidad con la ley “Every Student Succeeds Act” de 2015, usted tiene el derecho de solicitar información relativa a la capacidad profesional del docente de su hijo. Específicamente, puede solicitar lo siguiente:

- Si el docente ha cumplido con los requisitos y criterios de certificación para los grados y materias en las que el docente proporciona la instrucción.

- Si el docente está enseñando bajo el estado de emergencia u otro estado provisional mediante el cual los criterios de cualificación y concesión de licencias del Estado se han omitido.

- La disciplina principal del título universitario del docente y cualquier otro certificado de graduación o título obtenido por el docente, y el área de la disciplina de la certificación o título.

- Si el estudiante recibe servicios de parte de asistentes de docentes y, de ser así, su capacidad profesional.

Si desea recibir esta información, por favor complete la parte superior del formulario que se adjunta, y devuélvalo a la escuela de su hijo. Si tiene alguna pregunta, no dude en ponerse en contacto conmigo al 205-759-3537, y estaré encantado de ayudarle.

Atentamente,

_____

Director/a

Escuelas de la Ciudad de Tuscaloosa

Derecho de los padres a saber ● Solicitud de información sobre la capacidad profesional del docente

Título I, Parte A, Sección 1112(c) (6), *Ley Cada Estudiante Triunfa de 2015*

Solicito información sobre la capacidad profesional de quien educa a mi hijo/a, _____

_____, en _____
Nombre del estudiante (letra de imprenta) Escuela (en letra de imprenta)

Mi dirección postal es _____
Calle (en letra de imprenta) Ciudad Código postal

Mi número de teléfono es _____

Mi nombre es _____
Nombre (en letra de imprenta)

Esta sección debe completarla la escuela o la oficina central

Fecha de recibido el formulario: _____ Recibido por:_____

Nombre del docente: _____ Asignatura: _____

¿El docente ha cumplido con los requisitos estatales de capacidad profesional y licencia para los grados y materias en las que enseña?
Sí _____ No _____

¿El docente está enseñando bajo estado de emergencia u otro estado provisional?
Sí _____ No _____

Título universitario _____ (Universidad)
Disciplina principal _____

Título de posgrado _____ (Universidad)
Disciplina principal _____

¿Algún auxiliar brinda servicios educativos al estudiante?
Sí _____ No _____

Si la respuesta es afirmativa, ¿cuál es la capacidad profesional del auxiliar?

Graduado de la escuela secundaria _____ (Año de graduación)

Título universitario _____ (Universidad)
Disciplina principal _____

Crédito universitario _____ (Horas)
Disciplina principal _____

_____ _____
Firma de la persona que completa este formulario Fecha de devolución a los padres

_____
Firma

_____
Fecha

Parent and Family Engagement Written Policy (Sec. 1116 (2))
Sec. 1116(a)(2)(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 LEA Title I Parent Plan will be developed collaboratively by a representative group from Tuscaloosa City Schools. A draft plan will be shared with the Federal Programs Advisory group, parent and family liaisons from each Title I school, and local school teams for review by school and parent representatives. The planning group will review all feedback and suggestions, and comments received throughout the year will be documented for consideration during evaluation and annual revisions. The plan, which will be agreed on by family members, will be housed in the eGap 2.0 platform under the LEA Consolidated plan and distributed to all TCS family members within the first two months of the school year.

Sec. 1116(a)(2)(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.

Tuscaloosa City Schools will provide coordination, technical assistance, and support to all Title I schools to strengthen parent and family engagement efforts and improve student achievement. Each Title I school will identify a certified staff member as the Parent Liaison. Liaisons will participate in quarterly professional development sessions focused on family engagement. During these sessions, local employers, business leaders, philanthropic organizations, and/or individuals with expertise in effectively engaging families will be invited to present information and resources to the schools that they can utilize with their families.
Resources will be shared with each school to assist in developing engagement plans, and training will be offered for administrators, faculty, and parents on effective strategies for building strong school-family partnerships. The district will establish suggested timelines and provide clear outlines of required documentation to guide schools in planning, implementation, and monitoring of family engagement activities. Regular parent engagement activities will be held to promote collaboration and communication, while families will be equipped with training on state content standards and home-based learning strategies to support student success.
To build capacity at the school level, Tuscaloosa City Schools will allocate 90% of the 1% Title I, Part A parental involvement reservation to Title I schools. These funds will support the development and distribution of the district's written Parent and Family Engagement Policy, as well as engagement activities outlined in each school's policy and/or improvement plan. Through these coordinated efforts, the district ensures that schools have the resources, guidance, and support needed to engage families meaningfully and improve both student academic achievement and overall school performance

Sec. 1116(a)(2)(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.

Tuscaloosa City Schools will coordinate and integrate parent and family engagement strategies across programs to strengthen communication, transitions, and family involvement. Transition activities will include collaboration with pre-K programs, the Teachers as Parents Program, and local daycares to support school readiness through school visits, enrollment information, and counseling on academic expectations.
In partnership with the University of Alabama, a large number of TCS schools participate in the Parent Teacher Leadership Academy (PTLA) to build parent leadership capacity and enhance communication about curriculum, school improvement plans, expectations, procedures, and transition strategies. Parent participants of PTLA are also invited to serve on the Superintendent's Parent Advisory Council (SPAC), which provides direct input on Title I parent and family engagement programs at both the school and district levels. Through SPAC, parent leaders also receive and share Title I program updates, ensuring alignment and two-way communication between families and the district. For the 2025-2026 school year, TCS has established a new goal of having an active PTA at every school. The district administrator worked closely with the state PTA leaders to establish an implementation timeline that was shared with TCS leaders during summer 2025.

Sec. 1116(a)(2)(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)
(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers
(iii) strategies to support successful school and family interactions

A representative group from Tuscaloosa City Schools will engage parents and family members in an annual evaluation of the district's Title I Parent and Family Engagement Program. In the spring, parents and families will be surveyed to assess the effectiveness of engagement strategies, identify barriers to participation—including those faced by parents who are economically disadvantaged, have disabilities, are English learners, have limited literacy, or are from diverse racial or ethnic backgrounds—and determine the needs of families to support their children's learning and engagement with school personnel. Survey results will be disaggregated and analyzed as part of the district's comprehensive needs assessment, and findings will inform strategies to strengthen school-family interactions and guide the development of the district improvement plan. Feedback will also be shared with school leaders, parent liaisons, and advisory groups to ensure meaningful input is incorporated into annual revisions of the engagement policy.

Sec. 1116(a)(2)(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.

A representative group from Tuscaloosa City Schools will disaggregate and analyze the results of the spring parent and family survey to identify strengths, areas for improvement, and barriers to participation. These findings will be used to design evidence-based strategies that enhance parental involvement and support student learning, as well as to revise the district Parent and Family Engagement Policy as needed. Updates to the policy and engagement strategies will be shared with parents, school staff, and advisory groups to ensure meaningful input and continuous improvement in family-school partnerships.

Sec. 1116(a)(2)(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.
At least annually, a representative group of school and parent leaders will evaluate the parent and family engagement programs within each TCS school. This evaluation will include analysis of parent participation in school activities, conference logs, parent and faculty surveys, and PTA project accomplishments. Focus will be placed on communication, engagement, and the impact of these efforts on student achievement. Workshop evaluations related to parenting and parent involvement will be reviewed, particularly regarding alignment with each school's curriculum and goals. Where possible, connections between family engagement and student performance will be examined. Findings will guide planning for the upcoming school year, inform plan revisions, ensure equitable attention to all student subgroups (including students with disabilities, English learners, and students experiencing poverty), and address barriers to effective school-home partnerships. Tuscaloosa City Schools will also maintain a districtwide Superintendent's Parent Advisory Council (SPAC), composed of parent representatives from both Title I and non-Title I schools. The SPAC provides guidance on all matters related to parent and family engagement in Title I programs. Community leaders and business partners will be invited to participate, ensuring diverse perspectives and strengthening connections between families, schools, and the broader community.

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:
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.

Tuscaloosa City Schools, with support from its Title I, Part A schools, will provide parents with assistance in understanding key topics related to their child's education, such as:
● The State's academic content standards
● The State's student academic achievement standards
● State and local academic assessments, including alternate assessments
● Title I, Part A requirements
● How to monitor their child's academic progress
● How to work collaboratively with educators
● Opportunities to attend workshops for parents and family members
● Ensuring and maintaining two-way communication between home and school

These topics will be addressed through multiple strategies, including an annual Title I school-based meeting during the first month of the school year, informational packets, parent-teacher conferences, family engagement activities, principal SMORE newsletters, and the implementation of School-Parent Compacts. All materials and communications will be provided in a language and format accessible to parents with varying English proficiency levels, ensuring meaningful understanding and engagement.

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 be actively engaged in supporting their children's reading, writing, and overall academic development through materials and training provided by the district and schools throughout the year. These supports will include:
● Curriculum and family workshops offered throughout the school year
● Curriculum materials and grade-level expectations shared with families during Open House, Parent Visitation Day, conferences, and the Annual Title I meetings
● Translation services to ensure clear communication between parents and district personnel
● Access to tools and resources that enable school faculty to effectively engage parents in their children's learning
● Parent workshops focused on academic and behavioral support strategies for children
● Parent education focused on effective and appropriate use of technology, including education about the harms of copyright piracy
● Participation in the Home Instruction for Parents of Preschool Youngsters (Parents as Teachers Project)
Through these materials, training opportunities, and ongoing support, families are equipped to work collaboratively with educators, reinforce learning at home, and foster improved student achievement.

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.

Tuscaloosa City Schools, in partnership with parents, is dedicated to equipping teachers, specialized instructional support personnel, principals, and other school leaders with the skills to authentically engage families as equal partners in education. Professional development will highlight the value and utility of parent contributions while providing practical strategies to reach out, communicate effectively, and collaborate with families. Training will focus on sharing successful engagement practices across schools, supporting family-driven activities, and fostering a welcoming, inclusive culture that encourages active parent participation. Staff will also learn to design and coordinate parent programs that strengthen home-school connections and build lasting ties between parents and schools.
Key initiatives to support these goals include:
● **Parent Visitation Days**: October 8 (Elementary), October 9 (Middle), and October 16 (High Schools), 2025, providing structured opportunities for parents to engage in their child's education.
● **Superintendent's Parent Advisory Council (SPAC)**: Quarterly meetings to strengthen connections between parents and schools and provide input on engagement strategies.
● **Parent and Family Engagement Liaisons**: Bimonthly meetings to develop and refine partnerships with families.
● **Review of Policies**: Ensure district and school policies promote family-friendly environments that support strong school-family partnerships.
● **Welcoming Activities**: Meet and Greet events, Parent Visitation Days, Open Houses, Parent-Teacher Meetings, and workshops at both the school and district level.
● **Parent Teacher Leadership Academy (PTLA)**: Opportunities for parents to develop leadership skills and collaborate with school staff.
● **Extended Learning Experiences**: Provide additional opportunities for parents to support learning across all schools.
Through these professional development activities and structured engagement initiatives, Tuscaloosa City Schools ensures staff understand the value of parental contributions, build meaningful partnerships with families, and create a collaborative environment that fosters student success.

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.

Tuscaloosa City Schools will coordinate and integrate parent engagement programs with other Federal, State, and local initiatives to encourage and support parents in fully participating in their children's education. Strategies include:
● Facilitating connections between district schools and other agency programs to align services and resources
● Including staff from partnering agencies in workshops and training sessions for school faculty, where feasible
● Supporting the development of effective communication systems between schools, families, and community programs
● Integrating parent engagement activities with Pre-K programs to ensure continuity of support from early childhood through grade school
● Distributing educational resources to families to support Kindergarten readiness and early learning at home

● Utilizing TCS 21st Century Community Learning Centers as partners for family engagement activities beyond the school day

Through these coordinated efforts, the district ensures families have access to comprehensive resources, training, and support that enhance parent involvement and student success.

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 about district, school, and parent programs, meetings, and activities is accessible and understandable to all parents, each Title I school will distribute a district-wide calendar of events at the beginning of the school year. Parent notifications and resources will be provided in parents' native languages when applicable, and interpreters will be available at meetings and events as needed. The district will also communicate through multiple platforms, including SMORES, ParentSquare, YouTube, school websites, X, Facebook, Instagram, local news media, and other messaging systems, to ensure timely and broad access to information. Additionally, each school will include parent engagement in its Alabama Continuous School Improvement Plan (ACIP). This document informs parents and community members of the school's improvement goals, strategies, and action steps, while outlining ways parents and the community can actively support and contribute to achieving these goals.

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

Tuscaloosa City Schools will actively consider and respond to parental requests for additional support. Parents may submit requests verbally or in writing at both the school and district levels, and the district will take appropriate steps to provide reasonable assistance to facilitate meaningful parent involvement.

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 Superintendent's Parent Advisory Council (SPAC) will meet quarterly during the 2025–2026 school year to review and provide input on teacher training, professional development, and parent and family engagement initiatives. Council members will have opportunities to offer feedback, share perspectives, and make recommendations to inform the planning and improvement of future programs and activities. Additionally, survey data will be collected each spring to help identify areas of need.

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.

Tuscaloosa City Schools will use Title I, Part A funds to provide necessary literacy training to parents when all other reasonably available funding sources have been exhausted. This supplemental training may include workshops, instructional materials, and resources designed to help parents

support reading, writing, and overall literacy development at home. Training sessions will be tailored to meet the needs of parents and family members, including those of varying literacy levels or English proficiency, and may be offered in multiple formats such as in-person, virtual, or hybrid sessions. By leveraging these funds strategically, the district ensures that families receive the support they need to effectively assist their children in achieving literacy goals and improving academic outcomes.
TCS frequently collaborates with local agencies and organizations to provide free training and parent resources at no cost to schools or families.

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.

Tuscaloosa City Schools will collaborate with local schools to provide funding for parent and family engagement activities, including, when reasonable and necessary, transportation and childcare, to ensure all parents can actively participate in school-related meetings, workshops, and events. These resources help remove barriers to involvement and support meaningful engagement in their child's education.

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

Tuscaloosa City Schools will provide training to parents to empower them to enhance the involvement of other parents within their schools and communities. This training will include leadership development, strategies for effective communication and outreach, organizing and facilitating parent workshops, and mentoring or supporting new or less-engaged parents.
Parents who participate in programs such as the Parent Teacher Leadership Academy (PTLA), Superintendent's Parent Advisory Council (SPAC), and Parent-Teacher Association (PTA) will receive guidance on how to share knowledge and resources, model family engagement strategies, and encourage broader participation in school events, meetings, and programs. By equipping parents with these skills, the district fosters a network of parent leaders who can actively promote family engagement and strengthen school-community partnerships.

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.

Tuscaloosa City Schools will schedule school meetings and conferences at a variety of times to accommodate the diverse schedules of parents and maximize participation. In addition to traditional daytime and evening meetings, the district and schools may offer virtual or hybrid options and, when necessary, arrange in-home conferences between teachers or other educators and parents who are unable to attend meetings at school.
These flexible approaches ensure that all parents, including those with work or transportation challenges, have meaningful opportunities to engage in discussions about their child's academic progress, school programs, and strategies to support learning at home. By providing multiple

options for participation, the district fosters strong school-family partnerships and encourages active parental involvement in student success.

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

Tuscaloosa City Schools will adopt and implement evidence-based, model approaches to enhance parental involvement across all schools. The district will research and incorporate nationally recognized strategies and best practices, including those recommended by the U.S. Department of Education and organizations such as the National PTA, that have proven effective in increasing family engagement and student achievement.
Model approaches may include structured parent leadership programs, family literacy and STEM initiatives, workshops that build parents' capacity to support learning at home, and collaborative planning opportunities between parents and school staff. These strategies will be adapted to meet the unique needs of each school community, ensuring culturally responsive and inclusive practices. The district will monitor implementation, gather feedback from parents and staff, and continuously refine approaches to maximize their effectiveness and impact on student success.

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.

Tuscaloosa City Schools will establish a districtwide Superintendent's Parent Advisory Council (SPAC) to provide guidance on all matters related to parental involvement in Title I programs. The council will include parent representatives from each Title I school, ensuring diverse and equitable representation of the district's student population. Members will provide input on the development, implementation, and evaluation of parent and family engagement policies, programs, and activities.
SPAC will meet quarterly throughout the year to review district initiatives, offer recommendations, share best practices, and communicate updates to their school communities. Community leaders and business partners may also be invited to participate to enhance collaboration and support for parent engagement efforts. Through SPAC, the district ensures that parents have a meaningful voice in decision-making and that family engagement strategies are responsive to the needs of all students and families.

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

Tuscaloosa City Schools will actively involve community-based organizations and local businesses in parent involvement activities to strengthen school-family-community partnerships. The district will identify organizations and businesses whose expertise and resources align with student and family needs and will collaborate with them to develop meaningful roles in parent engagement initiatives. These roles may include co-hosting parent workshops, providing volunteers or mentors, offering space or materials for family events, supporting literacy or STEM programs, and participating in advisory meetings. By clearly defining responsibilities and leveraging community resources, the district ensures that external partners enhance parent engagement, provide additional learning opportunities, and help create a supportive environment for students and families.

Sec. 1116(f)
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.

Tuscaloosa City Schools provides multiple avenues to ensure the informed participation of parents and family members, including those with limited English proficiency. The district utilizes Parent Link to communicate verbally with parents in both English and Spanish, and offers Language Line services, which provides interpretation in over 200 languages. Student/parent handbooks and school compacts are distributed in English and Spanish, and Transact, funded by the Alabama State Department of Education, is used to translate school documents into multiple languages. Additionally, the district Bilingual Specialist is available to assist with translation and interpretation as needed. Through these strategies, the district ensures that all parents can access information, understand school reports, and actively participate in their child's education.

PLAN APPROVED BY:

Dr. Mike Daria, Superintendent

PLAN APPROVED ON:
10/21/2025