

Tuscaloosa City Schools



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 Federal Programs Office at 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 on the free or reduced lunch program. Each district applies for these funds each year.

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

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 Title I 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, teacher qualification, achievement goals, and parental involvement. Each school makes this plan available to parents. We encourage you to review this document. Simply ask the school office to see the ACIP plan or view on your 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 Director of Federal Programs and School Turnaround. 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 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 State Department of Education.

Parents can submit comments to:

Sandra Knight, Ed. D
Director of Federal Programs & School
Turnaround
Tuscaloosa City Schools
205-759-3537
sknight@tusc.k12.al.us

What are other required components of Title I?

An annual meeting is held to provide parents information on:

- Title I participation, its services, and parents' rights
- An explanation of the school's curriculum and the state's content standards
- The continuous improvement plan
- The school Parental & Family Engagement Plan
- School-parent compacts
- Other important information

This meeting is usually held in conjunction with PTA Open House. 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 has a parental involvement plan. This plan details how the school will involve parents in a meaningful, ongoing way. A copy of the school's Parental Involvement Plan is included in this book.

You will also find a copy of the District Parental Involvement Plan in this handbook. Both the local and district plan is reviewed each year. The district committee is comprised of at least two 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.

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 document and other information are included in this handbook.

At the beginning of each school year, parents are asked to sign a parent compact. This 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.

Which schools are Title I schools in Tuscaloosa City?

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

Are Title I schools always elementary schools?

No. The district Title I 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 35% or higher.

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

Students in grades K-3 will be given the Aimsweb Early Learning Screener. Each year, elementary, middle, and high school students in grades 4 – 10 are given the Performance Series Express Assessments. Students are asked questions that align with the standards the state has outlined for each student to know. These standards are specific for each grade level. Beginning in Spring 2021, students in grade 2nd-8th will be given the Alabama Comprehensive Assessment Program (ACAP) Test. High school students in grade 11 will also be given ACT with Writing and grade 12 will be given ACT WorkKeys. Students identified as English Learners will be given the ACCESS for ELLs' 2.0 Assessment.

Scores are reported to the district by the state each year. Students with severe cognitive disabilities will be assessed with ACAP Alternate Assessment (AAA).

What is school improvement?

“Persistently Lowest-Achieving Schools” means, as determined by the State:

- (a) Any Title I school in improvement, corrective action, or restructuring that-
 - (i) Is among the lowest-achieving six percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
 - (ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years;and
- (b) Any secondary school that is eligible for, but does not receive, Title I funds that-
 - (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
 - (ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years.

Comprehensive Support and Improvement (CSI) Schools Identification

- Bottom 6% of Title I Schools
- Graduation rate more than 10 percentage points below state average
- Identified during the 2018-2019 school year

Targeted Support and Improvement (TSI) Schools Identification

- Any school with one or more consistently underperforming subgroups
- Identified during the 2019-2020 school year

Additional Targeted Support and Improvement (ATSI) Schools Identification

- Any school in which one or more subgroups of students is performing at or below the performance of “all students” in the lowest performing schools
- Notified districts 2018-2019 school year

Currently, TCS has eight schools that are identified as Additional Targeted Support Schools due to Special Education gap.

These schools include:

The Alberta School of Performing Arts
Paul W. Bryant High
Central Elementary
Eastwood Middle
Martin Luther King, Jr Elementary

Southview Elementary
Westlawn Middle
Woodland Forrest Elementary

Each school completes an ATSI plan to close the gap and include in their ACIP (Alabama Continuous Improvement Plan) that will be implemented during the 2020-2021 school year.

What other 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 in October of each year. This year Parent Visitation Days will be October 14th for elementary schools, October 15th for middle schools, and October 20th for high schools.

Parent surveys will be distributed 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.

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

_____ Date Signature

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 maestro de su hijo. Específicamente, puede solicitar lo siguiente:

- Si el maestro ha cumplido con los requisitos y criterios de certificación para los grados y materias en las que el maestro proporciona la instrucción.
- Si el maestro está enseñando bajo el estatus de emergente u otro estatus provisional mediante el cual los criterios de calificación y concesión de licencias del Estado se han omitido.
- La materia principal del título de bachillerato del maestro y cualquier otro certificado de graduación o título obtenido por el maestro, y el área de la disciplina de la certificación o título.
- Si el niño recibe servicios de parte de asistentes de maestros y de ser así, su capacidad profesional.

Si desea recibir esta información, por favor completar la parte superior del formulario que se adjunta, y devolverlo 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 del Condado de Tuscaloosa
Derecho de los Padres a Saber • Petición Información sobre la Capacidad
Profesional del Maestro

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

Estoy solicitando información sobre la capacidad profesional _____
de _____

Nombre Completo del Niño (letra de molde) _____ Escuela _____
Mi dirección postal es _____
quien educa a mi hijo, _____ en

Numero y Calle (letra de molde) Ciudad Código Postal

Mi número telefónico es _____.

Mi nombre completo es _____.
Nombre y Apellido (letra de molde)

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).

A Tuscaloosa City Schools representative group will collaboratively develop the Parent and Family Engagement 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))

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, PTO, etc...). Parents will be encouraged to be involved and support learners at home by "training" on state content standards and strategies.

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

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

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 HIPPPY program, and local daycares to include school visitations, distribution of enrollment information, and counseling related to academic expectations; participating in a *Parent Leadership Academy* 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 2020-2021 school year, we have 43 parents representing 20 schools, participating in PTLA. Additionally, parent participants in the *Parent Leadership Academy* will also have the opportunity to serve on the Superintendent's Parent Advisory Council (SPAC). 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 Title I program information updates received from the district.

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 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.

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 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, evidence-based strategies for improvement.

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 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 school. 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.

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.

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.

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 levels 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 *Parent Project* Training for parents who need assistance with helping their child academically and behaviorally
- 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 (HIPPY)

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 14, (Elementary Schools), October 15, (Middle Schools), October 20 (High Schools), 2020, 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 24, October 24, and December 3, 2020. The 2nd semester meeting dates are January 14 and February 11, 2021. These sessions will be from 4:45 to 5:15 p.m.
- 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
- 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

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 with that of 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

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 Black Board Communications, Transact, YouTube, PeachJar (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 a one page document entitled *School Improvement for Parents*. 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.

Describe how it will ensure provide 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.

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 will meet quarterly during the 2020-2021 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.

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

The Tuscaloosa 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.

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

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

Describe how the LEA 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.

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

The Tuscaloosa 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.

Describe how the LEA 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.

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

The Tuscaloosa 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.

Describe how the LEA 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)

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

The Tuscaloosa 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. Transact 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.

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: Federal Advisory Council Meeting and Superintendent's Parent Advisory Council. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2020.



PLAN APPROVED BY
Dr. Mike Daria
Superintendent

September 1, 2020
DATE OF APPROVAL

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

Family and Community Engagement 2020-2021 Timeline

August 2020

- Open House (Middle, & High)
- Meet the Teacher Night (Elementary)

September 2020

- Open House (Specialty Schools & Elementary)
- Title I Parent and Family Engagement Liaison Meeting (September 22)
- PTLA: Session 1 (September 24)
- SPAC: Session 1 (September 24, @ 4:45-5:15 p.m.)

October 2020

- Parent Visitation Days (Elementary School October 14, Middle Schools October 15, High School October 20)
- PTLA: Session 2 (October 22)
- SPAC: Session 2 (October 22, @ 4:45-5:15 p.m.)
- LIBROS/BOOKS: Session 1

November 2020

- Title I Parent and Family Engagement Liaison Meeting (November 9)

December 2020

- PTLA: Session 3 (December 3)
- SPAC: Session 3 (December 3)
- Holiday Concerts
- LIBROS/BOOKS: Session 2

January 2021

- PTLA: Session 4 (January 14)
- SPAC: Session 4 (January 14)
- TCTA Open House
- Title I Parent and Family Engagement Liaison Meeting (January 12)
- Superintendent's Art Show (January)
- LIBROS/BOOKS: Session 3

February 2021

- PTLA: Session 5 (February 11)
- SPAC: Session 5 (February 11)
- LIBROS/BOOKS: Session 4

March 2021

- PTLA: Session 6 (March 11)

- High School Open House
- Title I Parent and Family Engagement Liaison Meeting (March 9)

April 2021

- PTLA: Graduation
- Celebrate The Arts: (April)
- TCS Summer Fair April
- LIBROS/BOOKS: Session 5

May 2021

- Title I Parent and Family Engagement Liaison Meeting (May 11)
- High School Graduations
- TCS Reads Day

**Parent Involvement Handbook
2020-2021**

My signature below affirms that I have received this booklet concerning my child's school and the Title I program. If I have any questions, I can contact the school principal or the Federal Programs Office at 205-759-3537.

Child's Name

Parent Signature

Date