



"LEARNING AT HOME"
THE TCS WAY



Mike Daria, Ed.D., Superintendent

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Tuscaloosa City Schools

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| Northridge Middle School | Ms. Lynda Ingram |
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| STARS Academy and Success Prep | Dr. Latonya Williams-Collins |
| Skyland Elementary School | Ms. Vertis Giles-Brown |
| Southview Elementary School | Ms. Ronika Amerson |
| Tuscaloosa Career & Technology Academy | Ms. Danielle Morton |
| Tuscaloosa Magnet Schools-Elementary | Ms. Preeti Nichani |
| Tuscaloosa Magnet Schools- Middle | Ms. Kristi Thomson |
| University Place Elementary School | Ms. Nakelya Mullins |
| Verner Elementary School | Ms. Beth Curtis |
| Westlawn Middle School | Dr. Tiffany Davis |
| Woodland Forrest Elementary School | Mr. Brian Rose |

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Superintendent's Message

TCS Family,

We submit this plan *Learning at Home: The TCS Way!* out of necessity due to the COVID-19 crisis we are facing.

We are appreciative of Governor Ivey and State Superintendent Dr. Mackey for closing our school buildings as we work to battle this virus as a community, state, and country. That said, we are immensely sad to not have our educators and students back with us during these spring months.

Learning at Home: The TCS Way! is a distance learning plan to continue our students' learning while they are at home. It relies on parents, students, and teachers working collaboratively to support learning at home.

While the 2019-2020 school year began with high expectations for what would be to come, no one could have imagined this. Never before has our system not graduated students in May. While a ceremony may no longer be a possibility in May, TCS remains committed to ensuring that our seniors graduate. **All current seniors in good standing will be considered graduates while others may use this time to meet the requirements.**

This plan provides blended learning experiences for students based on priority standards. TCS educators will use all of our virtual resources available to provide enhanced learning opportunities for our students while they learn from home. We know and recognize that there is no replacement for our students being in classrooms with the amazing TCS teachers, and this plan does not intend to be a replacement to the traditional experience. We will work together as a home, school, and student collaboration using our virtual tools to provide learning opportunities for our students. While our buildings are closed, schools are not as we work together so that learning continues for all of our students.

Learning at Home: The TCS Way! is powered by parents and teachers working together using a mix of virtual offerings and resources. The TCS teachers are outstanding and have done virtual PD and lesson planning to prepare for this in a short period of time. Our educators developed *Learning at Home: The TCS Way!* document to outline the pedagogy and practices teachers will use to support distance learning in a home environment. Our educators are carrying this responsibility while also caring for themselves and their loved ones during this crisis. Our system plan is careful to provide flexibility and support for these amazing educators who have worked tirelessly to support our students while they learn from home.

Learning at Home: The TCS Way! is built on the same core of equity that the TCS has and will always embrace. All families have options for checking out a laptop if the house does not have one. The system is committed to providing internet access for homes where there is none. We will continue to remove barriers as we embark on distance learning. This commitment from our Board of Education remains strong.

As we have learned recently, even the best-laid plans can be impacted. **That is why our plan has been developed for a fluid situation and is subject to change.** Nevertheless, we are proud of the incredible educators of the TCS for accepting this challenge with enthusiasm in making sure our students continue to learn even though we are not in schools.

Mike Daria, Ed.D.
Superintendent

Overarching Plan for Students

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| <p>Pre-K – 8th Grade</p> | <p>Pre-K will continue to use GOLD Objectives and Alabama Developmental Standards. Pre-K teachers will use Google Classroom or SeeSaw.</p> <p>Grades K-8 teachers will use Google Classroom (those using Canvas, carry on) Grades (K-8) will utilize Priority Standards</p> <p>Teachers will cross-reference priority standards identified by the ALSDE with our TCS Curriculum Guides located in Google Drive. These priority standards must be taught by May 21, 2020. If they have already been taught, teachers will review these priority standards and document the standards taught in weekly lesson plans. Teachers will reference the TCS Learning at Home document when planning and implementing instruction.</p> <p>Student work will not be graded in grades K-8 during the 4th 9 Weeks. There will be no 4th nine weeks grade posted for 2019-2020 for grades K-8. Teachers will document and provide specific feedback to parents and students regarding task completion and student progress. End of Year grades will be the average of the first three grading periods. Students who are currently in the “failing” status for the 3rd nine week grading period will have the opportunity to continue to work on content mastery during the weeks of April 6-April 17 and improve the 3rd nine week score. All grades must be submitted by 3 PM on April 17 for the 3rd nine week’s report card grade.</p> <p>Grades and progress of students not participating in “Learning at Home” - the TCS Way will be evaluated by the classroom teacher, principal, and deputy superintendent.</p> |
| <p>9th – 11th Grade</p> | <p>Teachers will reference the TCS Learning at Home document when planning and implementing instruction.</p> <p>The process for instructional planning for grades 9-11 is outlined below.</p> <ul style="list-style-type: none"> • Counselors will determine academic status for meeting graduation requirements. • Underclassmen that have met the graduation requirements will be considered complete with no further action. • Underclassmen who have not met the minimum requirement for graduation will continue to work on content mastery through a virtual platform. • Underclassmen who need credit recovery/initial credit will be given opportunity through Edgenuity/ACCESS (Adherence to compliance with NCAA requirements). • Grades will be assigned through Edgenuity/ACCESS for accountability. • Counselors will have one-on-one meetings (virtually or by phone) for registration process including post-secondary. • Grades recorded should only be an expression of mastery of an academic standard. |

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| | <ul style="list-style-type: none"> • Students who have met 85% of course standards in any subject and are satisfied with their GPA may choose to take their 3rd nine weeks grade as their final grade and will be transcribed accordingly. • Students who have not met 85% of course standards must complete the minimum mastery requirement of 85%, with a grade no lower than a “C” being earned. *These guidelines applied to all credit-bearing courses regardless of the grade level. <p>Grades and progress of students not participating in “Learning at Home”- the TCS Way will be evaluated by the classroom teacher, principal, and deputy superintendent.</p> |
| <p>Class of 2020</p> | <p>Teachers will reference the TCS Learning at Home document when planning and implementing instruction.</p> <p>The instructional plan for the class of 2020 is outlined below.</p> <ul style="list-style-type: none"> • Counselors will determine senior status for meeting graduation requirements. • Seniors that have met the graduation requirements will be considered complete with no further action. • Seniors who have not met the minimum requirement for graduation will continue to work on content mastery through a virtual platform. • Seniors who need credit recovery/initial credit will be given opportunity through Edgenuity/ACCESS (depending on athletic status). • Grades will be assigned through a virtual platform for accountability. • Grades recorded should be an expression of mastery of an academic standard. • Counselors will communicate with seniors regarding FAFSA, scholarship applications, applications for post-secondary opportunities, and other appropriate next steps. • Seniors who have met the graduation requirements and are currently in elective classes and are satisfied with their GPA may choose to take their 3rd nine weeks grade as their final grade which will be transcribed accordingly. • Seniors who are currently taking coursework required for graduation and have mastered 85% of the standards and are satisfied with their GPA may take their current grade which will be transcribed as their final grade. • Seniors who have not mastered 85% of course standards must complete with a grade no lower than a “C” being earned. |

Technical Capacities

Connectivity

TCS is using a phone survey conducted by schools to identify connectivity needs. At the same time, the City of Tuscaloosa is expanding free Wi-Fi, and local internet providers are offering free and/or low cost service. We are making that information available to families. We are working with vendors to secure Children’s Internet Protection Act (CIPA)-compliant hot spots to check out to students. Checkouts will be documented in Destiny, our existing resource management database. We will prioritize seniors, high school students, middle school students, and elementary students in that order. Teachers must include non-digital learning options for their students.

Targeted Device Distribution

TCS is using a phone survey conducted by schools to identify device needs. We will use cart-based chromebooks from schools in an effort to meet these needs. Our goal is to ensure one device per family. At this time, we believe we have enough devices to meet the need. Devices will be checked out to students in a way that is compliant with state and federal health guidelines. Device checkout will include a device, a charging cable, and an expectations document. Checkouts will be documented in Destiny, our existing resource management database. We will prioritize seniors, high school students, middle school students, and elementary students in that order. Teachers must include non-digital learning options for their students. Please review the [Device Distribution Plan](#).

Internet Violations

TCS will continue with existing processes for addressing violations of the Responsible Use Policy. School administrators are notified of issues, which they investigate as they do any discipline issue. Through the discipline process administrators have the option of restricting student internet access to either no access or limited access using existing processes.

Help Desk

The TCS Help Desk portal is available to employees at <https://helpdesk.tusc.k12.al.us> and is linked in ClassLink. Employees will continue to submit tech support requests in this portal. Teachers will continue to submit tech support requests for students with technology issues. The technical staff will provide support as the circumstances and safe health practices allow.



Teacher Duties and Responsibilities

Please reference the [TCS Learning at Home](#) document for teachers duties and responsibilities.

Lesson Planning and Instructional Tights

- Lesson plans must be uploaded to the Canvas Classroom created for each school. The directions for uploading lesson plans to Canvas are found [here](#).
- Teachers will continue to use the same digital lesson plan format that they've used all year.
- Teachers are expected to virtually plan in grade-level teams (elementary and middle) or job/content-alike teams (secondary).
- Principals are expected to meet with teachers virtually to discuss the plans and/or plan with the teachers during their PLCs.
- Supports will be provided to ensure these analog lessons are an equivalently high-quality opportunity to learn.
- Each teacher must also have a non-digital component included in each lesson plan.
- Each lesson plan must have the required [components](#).

Synchronous Learning

In order to assist parents who may have children in multiple grade bands, teachers at each grade level are encouraged to schedule any live, or synchronous, activities during the times listed below. Other activities, particularly those that are asynchronous in nature, may occur at any time during the regular school day. Please be mindful that teachers should meet virtually with students at least twice per week, but should not exceed the 2.5 hours time limit for synchronous learning each day.

| Designated Synchronous Learning Times | |
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| Elementary Schools | 8:00-10:30 |
| Middle Schools | 10:30-1:00 |
| High Schools | 1:00-3:30 |

Teacher Office Hours

Teachers are expected to establish daily office hours. This is the time that teachers are available to students and parents as opposed to scheduled, structured activities of any kind. This should be a 60-90 minute block of time reserved for communications with parents and students. Please note: Google Meet or Canvas Conferences are the only secure, district-provided platforms to be used for video calls with students.

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| <p style="text-align: center;">K-8 Teachers</p> | <p>K-8 teachers are responsible for teaching the critical content/priority standards to students. The priority standards document is linked below. Each grade level’s curriculum is located in this document. Priority Standards</p> <p>K-8 teachers will:</p> <ul style="list-style-type: none"> -focus on student mastery of standards, experiences, skills, and goals. -plan tasks that are student-centered, engaging, collaborative, and relevant. -provide efficient and effective feedback and communication with students and families. -continue to develop positive, supportive relationships among students and teachers. -include these things in each week’s learning experiences: <ul style="list-style-type: none"> • structure and orientation to new routines, schedules, deadlines, etc. • integration of resources that support mastery of the learning targets • daily tasks aligned with the learning targets • formative assessment and specific feedback • opportunities for student interaction/dialogue around their learning • at least twice a week video and/or audio interactions with students (reference recommended e-learning times) • documented differentiation that meets student needs • documented interventions for students with learning plans (SPED, EL, 504, etc.) • non-digital options for students that are not able to participate online <p>Respond to Students</p> <ul style="list-style-type: none"> • Student work will not be graded for the 4th 9 Weeks. • There will not be a 4th 9 Week Grade this school year for grades K-8. • Document and provide specific feedback about progress towards mastery. • Document task completion. • Make and implement plans to support students who are not making progress. • Communicate each student’s progress to parents/guardians weekly. <p>Use TCS Learning Resources</p> <ul style="list-style-type: none"> • ClassLink Collection • District Adopted Textbook Materials (including Pearson, STEMScopes, Studies Weekly, etc.) |
| <p style="text-align: center;">Secondary ELA</p> | <p>For grades 9-12, ELA teachers are responsible for teaching the critical content/priority standards to students. The curriculum for each grade level is linked below.</p> <p style="text-align: center;">English 9 English 10 English 11 English 12</p> <p>Please reference the TCS Learning at Home document.</p> <p>Responding to Students</p> <ul style="list-style-type: none"> • Grades will be assigned through a virtual platform for accountability. • Grades recorded should be an expression of mastery of an academic standard. • Document and provide specific feedback about progress towards mastery. • Document task completion. • Make and implement plans to support students who are not making progress. • Communicate each student’s progress to parents/guardians weekly. |

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| <p>Secondary Math</p> | <p>For grades 9-12, math teachers are responsible for teaching the critical content/priority standards to students. The curriculum for each content is linked below.</p> <p style="text-align: center;">Algebra 1 Geometry Algebra 2 Precalculus</p> <p>Please reference the TCS Learning at Home document.</p> <p>Responding to Students</p> <ul style="list-style-type: none"> • Grades will be assigned through a virtual platform for accountability. • Grades recorded should be an expression of mastery of an academic standard. • Document and provide specific feedback about progress towards mastery. • Document task completion. • Make and implement plans to support students who are not making progress. • Communicate each student’s progress to parents/guardians weekly. |
| <p>Secondary Science</p> | <p>For grades 9-12, science teachers are responsible for teaching the critical content/priority standards to students. The curriculum for each content is linked below.</p> <p style="text-align: center;">Science Curriculum Maps Anatomy Chemistry Earth & Space Environmental Physics</p> <p>Please reference the TCS Learning at Home document.</p> <p>Responding to Students</p> <ul style="list-style-type: none"> • Grades will be assigned through a virtual platform for accountability. • Grades recorded should only be an expression of mastery of an academic standard. • Document and provide specific feedback about progress towards mastery. • Document task completion. • Make and implement plans to support students who are not making progress. • Communicate each student’s progress to parents/guardians weekly. |
| <p>Secondary Social Studies</p> | <p>For grades 9-12, social studies teachers are responsible for teaching the critical content/priority standards to students. The curriculum for each grade level is linked below.</p> <p style="text-align: center;">9th Grade 10th Grade 11th Grade 12th Grade</p> <p>Please reference the TCS Learning at Home document.</p> <p>Responding to Students</p> <ul style="list-style-type: none"> • Grades will be assigned through a virtual platform for accountability. • Grades recorded should only be an expression of mastery of an academic standard. • Document and provide specific feedback about progress towards mastery. • Document task completion. • Make and implement plans to support students who are not making progress. • Communicate each student’s progress to parents/guardians weekly. |
| <p>Physical Education</p> | <p>Physical education teachers will collaborate with classroom teachers and provide a description of the weekly activities they want their students to focus on each week.</p> <p>Classroom teachers will:</p> <ul style="list-style-type: none"> • provide the students with a skill-based standard to focus on each week. • provide the students with a fitness-based standard to focus on each week. |

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| Electives | <p><u>Fine Arts:</u> Educators will collaborate to provide resources for students to maintain knowledge and skills through practice, and; engage and enrich the particular arts discipline through meaningful activities or virtual experiences.</p> <p><u>K-5 Art and Music</u> Music teachers will collaborate with classroom teachers for these tasks.</p> <ul style="list-style-type: none"> • Learning includes student choice of internet-based and non-internet based applications of standards-based knowledge and skills • Art and music learning documents are shared through grade level teachers' classroom portals at each elementary school. • Student work will not be graded • Student feedback provided via scheduled virtual office hours, flipgrid, or teacher email <p><u>6-12 Visual and Performing Arts and Career and Technology Courses</u></p> <ul style="list-style-type: none"> • Learning includes student choice of internet-based and non-internet based applications of standards-based skills • Teachers will utilize Google Classroom or Canvas LMS • Student work will not be graded • Teachers may document task completion • Student feedback provided via scheduled office hours, Canvas conversations, flipgrid, or other internet based solutions such as Google Classroom, Meet, Artsonia, or SmartMusic, etc. <p><u>World Languages and Other Electives</u> Teachers will follow the lesson planning and instructional tights listed above.</p> |
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Revised Expectations and Roles

All employees will continue to meet established norms including etiquette, ethics, and standards of professionalism as described in state and district policy. Expectations for specific roles are defined below.

Central Support Team

The central support team will continue with their assigned district-level responsibilities to support schools, administrators, and teachers. Such support includes joining virtual meetings and classes, reviewing teacher planning materials, curating resources, and troubleshooting emerging issues. CST members assigned to specific schools will work closely with those schools to provide supports as needed. CST school assignments are based on the [TCS Learning at Home CST Assignments](#).

Principals and Assistant Principals

Principals and assistant principals will continue their roles as instructional leaders among their faculty. This role includes facilitating resolution of issues and questions, reviewing teacher planning materials and collaborating with them on growth in their planning and instruction, continuing the PLC process, and seeking and connecting faculty and students with resources. School leaders will establish communication routines and schedule weekly virtual meetings. School leaders will continue their other responsibilities including student issues, facilities, planning for next year, human resources, state and district reporting and deadlines, etc. The teacher and/or school leaders are responsible for getting academic packets to the nearest meal site for parent/student pick-up. The academic packet communication to the parents and students is the responsibility of the teacher/school leader(s).

Classroom Teachers

The expectations for classroom teachers are listed in this document on page 6. Please also reference the [TCS Learning at Home](#) document and [priority standards](#). Please note that teachers are expected to establish daily office hours. This should be a 60-90 minute block of time reserved for communications with parents and students. Please note: Google Meet or Canvas Conferences are the only secure, district-provided platforms to be used for video calls with students.

Intervention Teachers

Intervention teachers should collaborate with classroom teachers during grade level or job/content-alike PLCs each week to plan supports for students who are currently on a tier III plan and/or are not meeting mastery.

Special Education Teachers

Special education teachers should collaborate with classroom teachers during grade level or job/content-alike PLCs each week to plan supports for students who currently have an IEP and/or 504 plan.

Paraprofessionals

Paraprofessionals will work with Dr. Cameron's office to assist with grab-and-go meals at various sites. Further information will be shared by Dr. Cameron. Collaboration between paraprofessionals and classroom teachers is expected.

Dean of Students

Dean of students will be the point-person for digital truancy at the high school level. Dr. Sherrod will provide further clarification.

Literacy Coaches

Literacy coaches will continue with their assigned responsibilities and support teachers. Such support includes joining virtual meetings and classes, reviewing teacher planning materials, curating resources, troubleshooting emerging issues, continuing to support PLCs, and being present for teachers. They will establish and publish office hours. CST curriculum specialists will continue to provide communications, support, and academic resources to school literacy coaches.

Technology Coaches

Instructional technology coaches have established "office" hours to support requests and will be working with teachers collaboratively as they plan. They will also work with school leaders to review teacher lesson plans and provide support as needed. Please reference the [TCS Instructional Technology Coaching](#) document for additional information.

Librarians

Librarians will be assigned to work together as a unit to manage and lead the following:

- expanding and maintaining digital collections
- communicating frequently and clearly with community regarding the availability of these resources
- distributing new books to students via a variety of means compliant with health regulations
- organizing and disseminating reading engagement activities - such as read-alouds - fully compliant with copyright and fair use policies
- leading community-wide reading engagement initiatives and activities

Counselors

Counselors will continue their assigned responsibilities.

- On Friday, March 27, the senior counselors identified senior graduation needs. These were entered into a shared Google form and are being resolved.
- Counselors will continue with the registration process. Students will be contacted by either phone (not personal), email, or a virtual platform to ensure all students have had a one-on-one advising session. Counselors will continue to put student course requests in iNow.
- Watch the ASCA [video](#) related to Ethical Considerations for Virtual Counseling.
- Set and publish to families your contact information and specific office hours when they may contact you for immediate response. All other calls or emails are to be returned within 24 hours. Publish to your families contact information for after-hours and 24/7 services that they may access.
- Conduct a needs assessment through methods such as Google Forms to determine needs of students for virtual guidance lessons, small group counseling and individual counseling.
- Use platforms provided by TCS to provide direct services to students for guidance lessons, small group counseling and individual counseling.
- Review the following articles on talking to students about Coronavirus: <https://childmind.org/article/talking-to-kids-about-the-coronavirus/>
- Send a biweekly check-in for families, similar to your needs assessment, to maintain contact with students and families.
- Continue posting needs to Neighborhood Bridges.
- Coordinate with school administrators to ensure delivery of Neighborhood Bridges donations and Secret Meals.
- Develop and publish a calendar for April and May, continue to maintain a call log, and continue to complete a Monthly Report for each month.
- Communicate with your school principal to determine school level expectations.

Nurses (Health Services)

Nurses will continue to be the health leaders of their schools.

This includes:

- responding to calls from parents and faculty
- contacting families of those with specific medical needs to check on the health of students during this absence and assist with referrals as indicated
- making home visits as needed and in compliance with state and federal safety guidelines
- documenting pertinent data related to calls or visits
- working on End of Year items for the ALSDE and ABN

RN's will continue to receive calls, text, and emails from their work phones. Communication updates between the RNs and LPNs will continue weekly or bi weekly.

Nurses will return medications and medical supplies to families per TCS medication procedures; returning urgent items now while maintaining social distancing and later as coordinated by health services. Nurses will continue to monitor any new updates as posted by WHO, CDC, ADPH, ABN, ALSDE as related to COVID-19 and will provide guidance accordingly, as needed.

Social Workers

Social workers will continue to meet the needs of their students. This includes responding to calls from families seeking assistance, making referrals to resources in the community, calling and connecting with families on their caseloads, responding to referrals from teachers, principals, and counselors, and making home visits as a last resort when all other documented options have been exhausted to contact the family. Such visits will be in compliance with state and federal safety guidelines. Social workers will meet bi-monthly using Google Meet. They will continue to prepare monthly reports.

More information will be shared with all other job types not listed in this plan.

Professional Learning

Planning Professional Learning

Beginning March 23, TCS teachers, literacy coaches, and instructional technology coaches are providing professional learning opportunities via video call. These are being recorded and made available for review for those who were unable to attend. Over time we will continually evaluate professional learning needs and provide sustained support to meet those needs. Those supports will likely include coaching, planning and instruction, video calls, resource curation, and digitizing existing badging systems.

Leading Virtual Team Meetings (Principals)

We will continually evaluate the professional learning needs of our school leaders and provide sustained support to meet those needs.



Student Services

Tuscaloosa City Schools will continue to meet the needs of all of our students. This section details the specialized supports we will provide for students.

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| <p>EL Services</p> | <p>The ESL coordinator and specialists will continue to work on their assigned responsibilities. In working with ESL students, schools and teachers should remember the following items:</p> <p>Communicate with families in a language they understand - we will continue to use the same tools/resources we have used in TCS (Language Line, TransAct, district translators, SayHi, Class Dojo, TalkingPoints App, Google Translate or Microsoft Translator for education).</p> <p>Ensure lessons/activities are accommodated to the student’s proficiency level.- Teachers have digital access to I-ELPs via the Ellevation portal.</p> <p>Ellevation Education - EL data portal for teachers to review I-ELPs and monitor ELs. Teachers should click on Unable to Login/Forgot Password for assistance with logging into the portal or contact the ESL Specialist.</p> <p>Imagine Learning - Students who have IL licenses should continue to work from home where possible. Teachers are welcome to use content from IL when addressing EL needs or needs of struggling learners. Contact ESL Specialists for login information.</p> <p>ESL Team Contact Information</p> <p>Spanish Translators Please continue to contact Kristi Garcia, Samantha Shuler, Kara Bernal and Elisa Lopez as needed.</p> <p>Teachers should use the following links for resources to support ELs and their families: WIDA - Teaching Multilingual Learners Online ESL At Home, 4 Weeks Tech Free Supporting English Learners ESL Remote Instructional Tools and Resources</p> |
| <p>Federal Programs</p> | <p>Federal Programs employees will continue work on their assigned responsibilities. These include:</p> <ul style="list-style-type: none"> • continue to process all federal purchase orders, invoices, and timesheets biweekly • continue to send all Title I School Monthly Expenditures electronically to each principal and 21st CCLC Director • collaborate and provide technical assistance through virtual meetings and emails to all schools/teachers applying for 21st CCLC Grants due June 15, 2020. <p>Please review the Guidance for 21st Century Community Learning Centers Afterschool Programs document.</p> |
| <p>Homeless</p> | <p>The Federal Programs specialist responsible for supporting homeless students will continue work on assigned responsibilities. This work is detailed in a separate document.</p> |

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| <p style="text-align: center;">Speech Language Pathologists (SLP)</p> | <p>Speech Language Pathologists (SLPs) will contact parents to get permission to communicate via email. If permission is granted, SLPs will provide updated information to parents on how to practice skills with their child.</p> <p>SLPs will provide activities and information for students/parents to practice speech and language skills on the TCS SLP website (a paper document will be available as well upon request).</p> <p>Website includes:</p> <ul style="list-style-type: none"> ○ LANGUAGE Activities ○ ARTICULATION Activities ○ FLUENCY Activities ○ SOCIAL SKILLS Activities ○ LITERACY BASED Activities ○ Video links to demonstrate speech/language skills <p>Optional*- Students can submit written or video evidence of completing assignments for SLPs to provide feedback.</p> <p>SLPs will have “office hours” each week to provide support to parents and teachers.</p> <ul style="list-style-type: none"> • Parents and teachers will be notified if/when office hours change. • Daily office hours will last 60-90 minutes • Contract SLPs have office hours based on their contact hours <p>SLPs will schedule additional time to draft copies of IEPs</p> <ul style="list-style-type: none"> • SLPs will contact parents to determine if they would like to proceed with scheduled IEP meetings via conference call/ video chat in April or wait until August to meet in person. |
| <p style="text-align: center;">Special Education</p> | <p>Special education employees will continue work on their assigned responsibilities. Meeting those responsibilities includes the following items:</p> <ul style="list-style-type: none"> • Virtual meetings will be conducted with special education instructional/grade level teams, Speech Language Pathologists, Gifted Specialists, Psychometric team and related service providers to build instructional platforms for special education services using the Individualized Education Plan as the guide for delivery of services. • Separate detailed guidance for highly specialized programs including Crossing Points, Gifted, Transition, and Brewer Porch. • Elementary special education teachers will collaborate and consult with grade level instructional teachers to create materials and lesson plans with appropriate instructional accommodations directly related to the Individualized Education Plan. • Middle school special education teachers will collaborate and consult with grade level instructional teachers to create materials and lesson plans with appropriate instructional accommodations directly related to the Individualized Education Plan. • High school special education teachers will collaborate and consult with core content teachers to create materials and lesson plans with appropriate instructional accommodations directly related to the Individualized Education Plan in addition to achieving credits associated with core and elective courses. • Speech language pathologists will provide resource materials directly related to speech sounds and language practice and provide home guidance with expressive and receptive language practice. The activities will provide the students with fluency practice and encourage smooth speech. • The special education case managers will review current caseload, write draft 2020-2021 IEPs, contact parents, establish possible IEP meeting schedules utilizing a virtual meeting platform if requested by the parent. Parents will have |

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| | <p>the ability to request a face-to-face IEP meeting upon returning to the school setting in August 2020 to develop an Individualized Education Plan for the 2020-2021 school year.</p> <ul style="list-style-type: none"> • The pre-k special education teachers will consult with parents weekly to provide resources, activities and ideas to assist with meeting current IEP goals. The special education teachers are collaborating with related service providers including speech, occupational and physical therapy. The LEA is communicating with community daycare programs, Headstart, RISE, AIDB KinderPrep Program and University of Alabama Speech and Hearing Center to provide guidance and resources for three and four year old students receiving special education services. |
| 504 | <p>The Office of Student Services will continue to support schools with implementation of 504 and Homebound Plans. This includes the following:</p> <ul style="list-style-type: none"> • continue to view plans and make sure accommodations are followed for each student at the designated school • monitor the frequency of student participation to ensure they stay on target • work with schools and teachers to ensure plans are being followed |
| Virtual Attendance | <p>It is imperative that students have a daily schedule for “Learning at Home.” This process will ensure that students stay on target and have academic success. These guidelines can support academic success for all students.</p> <p>Teachers are to utilize the Digital Truancy/Student Engagement Agreement during the 1st virtual session.</p> <p>Digital Truancy Reporting Process</p> <p>Schools will continue to use existing procedures for enrolling and withdrawing students. Tuscaloosa City Schools Virtual Enrollment/Withdrawal Plan</p> |

Communication

Pre-K Registration

Parents that were selected in the lottery will be contacted by e-mail and asked to register their child in Info-Snap as a new student for the 2020-2021 school year. Parents will have until Friday, May 1 to secure their spot.

Kindergarten Registration

Kindergarten registration has been postponed. Please check TCS [website](#) for continued updates.

TCS Parents

The first line of communication for parents is the classroom teacher and the school leader(s). A separate newsletter will be sent to parents giving them the overview of “Learning at Home” - The TCS Way.

Appendix

(The hyperlinked documents will be placed in the appendix, at a later date.)