

Tucson International Academy Inc.  
2021-2022 Safe Return to In-Person Instruction Plan

**Health and Safety Protocols**

- Frequent scheduled handwashing/disinfecting
- Modifications to accommodate physical distancing (purchasing, placement, spacing of desks, lunch tables)
- Limiting parents, volunteers, and visitors on campus is recommended for the safety of students and staff
- Posting of signs explaining guidelines, hygiene and best practices
- Teaching students hygiene and best cleaning practices
- Masks will be optional for all students and staff.

**Facility and Quarantine Procedures**

If a student or employee is reported/diagnosed/confirmed with COVID-19, the classroom and/or school will be immediately sanitized and disinfected. All students/staff of that class and any others having had direct close contact will be immediately contacted. Schools will work with health officials, and follow recommended health procedures outlined by Pima health Department.

**Continuity of Services**

TIA prides itself on the immediate response to the pandemic and creating alternative plans for teaching students on line and safety protocols for our students and teachers. Our schools have had a comprehensive safety plan in place since July of 2020. We have included conversations with stakeholders as well as administration and staff to ensure that we are always doing what is in the best interest of our students, staff, and stakeholders that rely on education continuing. We refer to the CDC, the Arizona Department of Health, and the Superintendent of Instruction to give us the information necessary to make informed choices for our school communities. We have guidelines on mask usage, classroom sanitizing, and personal hygiene instruction. These safety procedures will continue into next school year. While our leadership team has focused on the safety and sanitation of our facilities, our teachers have focused on the continuity of education for all students. Students returning on site next year will be 100% in person, with all safety protocols, in their classrooms with their teachers.

## **Increasing Learning Opportunities**

There are multiple opportunities for our schools to increase learning opportunities this year. We will focus on both students who show a loss of learning due to the pandemic and those who are at grade level and need to continue to grow academically. TIA, as a district, is focused on giving teachers resources for their classroom to provide students with their current year standards and additionally materials to scaffold for any gaps in learning due to the pandemic. In addition to their curriculum, administrators are providing training on the curriculum for all staff to ensure teachers are exposed to all materials for accelerated, on grade level and at-risk students. Sub group teachers are also trained on classroom materials to support students during interventions.

Loss of Learning will be addressed immediately and with a data-based plan. Our schools use multiple assessment systems to determine the greatest student need and the academic areas that are the most affected by the lack of continuous learning faced by some students. Our schools will first be providing summer school for all students through both teacher recommendation and parent request. This summer school will focus on standards taught during the prior school year. Once school begins, we will be offering tutoring and a before and/or afterschool learning program that is academically focused. Our schools use a standards-based scope and sequence plan with on grade level standards that will provide our students with the rigor necessary to grow at least one full grade level each year.

Our SEL focus will use the 5 competencies to support success in school, relationships, and the community. Teachers will give their class a weekly Peacebuilder lesson with an additional focus for our most vulnerable groups of students within our subgroups. Teachers are trained on these skills and the skills are incorporated in daily lessons to ensure that the social and emotional needs of our students are addressed and met in an open non-threatening manner.

### **5 competencies to support success:**

#### **Self-Awareness -**

Involves understanding one's emotions, personal identity, goals and values. This includes accurately assessing one's strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to understand the

links between one's personal and sociocultural identities and to recognize how thoughts, feelings, and actions are interconnected.

**Social Awareness -**

Requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through personal and group-level challenges in order to achieve personal and educational goals.

**Relationship Skills -**

Involves the ability to take the perspective of those with the same and different backgrounds and cultures and to empathize and feel compassion. It also involves understanding social norms for behavior in diverse settings and recognizing family, school, and community resources and supports.

**Self-Management -**

Includes the tools needed to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with differing social norms and demands. It involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed.

**Responsible Decision Making -**

Requires the knowledge, skills, and attitudes to make caring, constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to critically examine ethical standards, safety concerns, and behavioral norms for risky behavior; to make realistic evaluations of consequences of various interpersonal and institutional actions; and to take the health and well-being of self and others into consideration.

Interventions to Address Loss of Instructional Time,  
Social/Emotional/Mental Health Needs Interventions centered on our character program, Peacebuilder, that includes all five competencies ensuring growth and support success.

Our discretionary funds are being used to ensure the safety of our students through the improvement of classroom spaces, improving flooring and upgrading restrooms and furniture in common areas for our students during the

**day to allow for social distancing during learning and out of classroom time. In addition, our funds are being used to buy curriculum and training for our staff to provide resources to our teachers for use with our students.**

For our vulnerable populations we are increasing instructional staff and student support programming.

- We will have additional instructional time in the morning and after school.
- We will have additional staff to work with students in small groups or one on one.
- Systematic approach for identifying students' gaps of learning.
- Implementing system wide SEL program (Peacebuilders) with science-based interventions.

### **ESSER III Funds**

CDC Guidance for reopening schools to operate continuously and safely for in-person learning; evidence shows that many K-12 schools have been able to safely open for in-person and remain open with consistent use of prevention strategies, such as daily temperature checks.

Our discretionary funds are being used to ensure the safety of our students through classroom time. The largest majority of our funds are being used to upgrade some of our facilities to ensure a safe learning environment for our students. 20% of our required set-aside funds are being spent buying curriculum resources, training for our staff to provide instruction for our teachers to use with our students, and extra instructional time for students via free before and/or afterschool tutoring. Our targeted tutoring will focus on grade level standards for all students (especially vulnerable population) with a complete academic focus to address learning loss and gaps in learning. After school includes scheduled time for clubs, homework time, and a focus on reading and math as the primary outcomes. Additionally, we will offer free summer school. Summer school focuses on reading and math and is taught by

grade level teachers. Both interventions have an assessment as a pre and post evaluation to determine individual student growth.