

## Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)



Entity ID	CTDS	LEA NAME
79979	108714000	Tucson International Academy Inc.

How the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the Centers for Disease Control and Prevention (CDC)

CDC Safety Recommendations	Has the LEA Adopted a Policy? (Y/N)	Describe LEA Policy:
Universal and correct wearing of masks	Y	Masks will be optional for all students and staff.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	Modifications to accommodate physical distancing (purchasing, placement, spacing of desks, lunch tables).
Handwashing and respiratory etiquette	Y	There will be allotted time in the daily schedule that allows for frequent handwashing/disinfecting.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	Day porters have been hired at all campuses to clean throughout the day, Limiting parents, volunteers, and visitors on campus.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	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.
Diagnostic and screening testing	N	
Efforts to provide vaccinations to school communities	N	
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	For our vulnerable populations we are increasing instructional staff and student support programming. Our teachers are continuing to focus on the continuity of education for all students. Our distance learning plan was created with input from all stakeholders and enabled our teachers to address learners who had limited resources. We have additional instructional time in the morning and after school, we have additional staff to work with students in small groups or one on one and systemic approach for identifying students' gaps in learning.
Coordination with State and local health officials	Y	We rely on 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.

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How the LEA will ensure **continuity of services**, including but not limited to services to address **students' academic needs and students' and staff social, emotional, mental health, and other needs**, which may include **student health and food services**

### How the LEA will Ensure Continuity of Services?

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 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 will be 100% in person, with the option of Distance Learning as needed. All safety protocols will be followed, in their classrooms with their teachers.

### Students' Needs:

Academic Needs	Loss of Learning will be addressed immediately and with a data-driven 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 after school 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 and close gaps in their learning. 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.
Social, Emotional and Mental Health Needs	<p>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.</p> <p>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.</p>
Other Needs (which may include student health and food services)	We will work with the students and parents to remain informed on adjustments and changes that may be needed in the area of health



and/or food services. We work with our food catering vendor to ensure food accommodations are met, if needed.

**Staff Needs:**

Social, Emotional and Mental Health Needs

The following skill sets are centered on our character program, Peacebuilders, that includes all five competencies ensuring growth and staff support success.

**5 Competencies to Support Staff 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 career 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

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	institutional actions; and to take the health and well-being of self and others into consideration.
Other Needs	We will work with the staff to remain informed on adjustments and changes that may be needed in the area of health and/or food services. We work with our food catering vendor to ensure food accommodations are met, if needed.

The LEA must **regularly, but no less frequently than every six months** (taking into consideration the timing of significant changes to CDC guidance on reopening schools), **review and, as appropriate, revise its plan** for the safe return to in-person instruction and continuity of services **through September 30, 2023**

<b>Date of Revision</b>	<b>July 27, 2023</b>
<b>Public Input</b>	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:	District wide surveys to parents and staff, weekly meetings with site-level administrators, who collaborated with site teams, newsletters, emails and phone calls.

## U.S. Department of Education Interim Final Rule (IFR)

### (1) LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

- (a) An LEA must describe in its plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services—
- (i) how it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:
    - (A) Universal and correct wearing of masks.
    - (B) Modifying facilities to allow for physical distancing (*e.g.*, use of cohorts/podding)
    - (C) Handwashing and respiratory etiquette.
    - (D) Cleaning and maintaining healthy facilities, including improving ventilation.
    - (E) Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.
    - (F) Diagnostic and screening testing.
    - (G) Efforts to provide vaccinations to school communities.
    - (H) Appropriate accommodations for children with disabilities with respect to health and safety policies.
    - (I) Coordination with State and local health officials.
  - (ii) how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.
- (b)(i) During the period of the ARP ESSER award established in section Start Printed Page 212022001(a) of the ARP Act, an LEA must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review and, as appropriate, revise its plan for the safe return to in-person instruction and continuity of services.
- (ii) In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account
  - (iii) If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations.
- (c) If an LEA developed a plan prior to enactment of the ARP Act that meets the statutory requirements of section 2001(i)(1) and (2) of the ARP Act but does not address all the requirements in paragraph (a), the LEA

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must, pursuant to paragraph (b), revise and post its plan no later than six months after receiving its ARP ESSER funds to meet the requirements in paragraph (a).

- (d) An LEA's plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services must be—
  - (i) In an understandable and uniform format;
  - (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and
  - (iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent