

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



Entity ID	CTDS	LEA NAME
81114	090836000	Northeast Arizona Technological Institute of Vocational Education CTED

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	NATIVE Governing Board Adopted policy requiring all staff, students and visitors to wear a correct fitting mask anytime they are on or in district property. The Navajo Nation continues its mask mandate. Teachers regularly instruct students on proper mask wearing and fitment.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	Policy requires that classrooms and school capacity will be determined based upon the physical distancing recommendations made by the CDC, the AZ Dept of Health, and the Navajo Nation Health Dept. Classroom seating shall accommodate 3 ft. spacing between students, and at least 6 ft. physical distancing when possible. Plexiglass partitions are installed to provide a physical barrier.
Handwashing and respiratory etiquette	Y	Signage in all classrooms, schools common areas of handwashing etiquette and respiratory etiquette. Hand sanitizers are placed at each classroom entrance, restroom entrance, hallways, school common areas and buses. Teachers regularly teach and instruct students of proper hand sanitizing and covering of cough and sneezes, spitting, and physical distancing.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	All district school buildings have been fitted with HVAC Ionizer units and HEPA filters. The units are designed to purify the air with technology in which ions capture particles creating a neutral airflow via the ventilation system. Purified air enters the areas in which employees and students are present. Each room and classroom also have equipped with standalone air purifiers units with HEPA/antimicrobial filters. The custodial employees sanitize and disinfect all school entrances and heavy traffic areas after employees and students have passed through each day. All classroom and office areas are disinfected daily. A checklist is developed and is used to document the efforts by custodial

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		employees to ensure a safe environment. Deep cleaning will occur once per week.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	<p>Policy is to practice contact tracing within our own school district any time there is a student or employee identified to be COVID-19 positive or exposed to a close contact. The district collaborates with the local health center for contact tracing.</p> <p>Contact tracing determines the extent of exposure as minimal or if the student or employee will quarantine or isolate for the necessary days.</p> <p>Isolation rooms are identified at each school for students. Parents are called and students are taken home to isolate and quarantine.</p> <p>Employees and students are allowed to return with health center release. If there is no medical release the contact tracer will reviewed case-by-case as needed.</p>
Diagnostic and screening testing	Y	<p>We partner with the Navajo Nation/Indian Health Department and AZ Dept of Health for diagnostic and testing.</p> <p>Rapid tests are used on employees and or students as necessary and requested.</p> <p>Temperature checks/screening are done on all students and employees beforeing entering buildings and classrooms everyday.</p>
Efforts to provide vaccinations to school communities	Y	<p>Through our partnership with Kayenta Health Center and Kayenta USD hosting several mass vaccination events on their campus for employees and students.</p> <p>The district allows time for employees to get vaccinated.</p>
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	<p>NATIVE continues to follow least restrictive environment policies for students with disabilities.</p> <p>The process follows established laws and regulation for ESS students. The team coordinates with parents for the amendment of IEPs.</p>
Coordination with State and local health officials	Y	<p>The district engages with the Kayenta Health Clinic and Kayenta USD. The district has a central point of contact in the health center that provides guidance, direction, and clarity as requested.</p> <p>Each week, the district administration participates in meetings with the Navajo Nation epidemiology team, the Navajo County Health Dept. and the Community of Practice group</p>

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meeting facilitated by regional medical personnel.

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?

NATIVE administration and governing board intend to provide in-person learning as priority. Governing Board Policy and resolutions support the administration's recommendation to provide the most effective mode of learning and teaching for all students in a safe and caring environment. The district offers Distance learning for those that choose that mode of learning and teaching.

## Students' Needs:

Academic Needs

Priority and continuity of services include:

- Use of data to identify the extent of learning loss followed by implementation of strategies to accelerate learning.
- Professional Learning Communities (PLC) for conversations among teachers and principals focuses on meeting students' needs with strategies that work and best practices; the process includes data analysis, research, revision, outcomes, learning and instruction
- Professional development on assessment, differentiated instruction, and curriculum development
- Assessments include screeners and diagnostics to identify the learning needs of students; benchmark assessment to determine the effectiveness of instruction based on value-added growth.
- Continuing development of curriculum frameworks to provide a guaranteed and viable curriculum; essential standards, unwrapping documents, curriculum calendar, pacing guides, identification of specific materials and resources to support the lesson and standard, ongoing development of a common formative assessment,
- Reteach and enrich learning opportunities are offered daily or during class time with the teacher
- Targeted support for students in the bottom quartile identified by assessment data.
- Distance learners are supported by issuing laptops, hotspots for access to the internet if needed
- Distance learners are receiving daily instruction by teachers trained in Google classroom, Zoom, iCEV, and other platforms or apps to enhance learning.

Social, Emotional and Mental Health Needs

Continuity of Services in SEL:

- All employees received initial training with "The Good Road of Life" by Native Hope
- Native Hope and VOICE provides seminars for students with high risk factors and high needs
- Continuing and enhancing the use of strategies learned in Capturing Kid's Heart program



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- (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 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; an
  - (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