

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



Entity ID	CTDS	LEA NAME
79397	130801000	Valley Academy for Career & Technology Education

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	VACTE has an optional mask wearing policy for staff and student. It was approved during the July 2021 and the Aug. 2022 board meeting with the return to safe leaning plan.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	Desk spread out as much as possible for social distancing.
Handwashing and respiratory etiquette	Y	Hand sanitizers in every classroom and bathroom. Poster on handwashing in every classroom.
Cleaning and maintaining healthy facilities, including improving ventilation	Y	Teacher spray down desk aster each class with commercial disinfectant Cleaning of facility was increased on a daily basis.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	We follow the county guidelines and CDC.
Diagnostic and screening testing	Y	As of June 8 th , 2021 this process was optional for each site.
Efforts to provide vaccinations to school communities	N	No policy has been adopted.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	Computer equipment supplied as needed to all students who requested it.
Coordination with State and local health officials	Y	We are guided by AZ Health Dept, CDC and Yavapai County Health. We attend all county health update meetings.

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?

We believe VACTE did a great job during the COVID storm and the past year and a half of post COVID with very few days on online learning used, very low number of days for school closures, and in person learning returned and continues compared to most school districts. We are confident in our reopening plan and have used the ESG, ESSER and EPU grants to ensure cleaning and safety procedures were in place for our students and staff. Prior to reopening, VACTE arranged for daily cleaning and disinfecting of all frequently touched surfaces in classroom and work areas, such as door handles, sink handles, desks, and learning tools. The hands-on skills training labs and any other shared items will be cleaned between uses. Staff and students will clean and disinfect workspaces when they arrive at work and just before leaving work. Extra set of uniforms will be purchased, and one to one textbook and laptop computer will be maintained so no sharing of these items. We will work with our satellite schools to ensure counseling is available for our students who need it. After school and weekend hands on skilled training days will be provided for the students to



work in smaller groups for safety and to gain the real life job situational experience they have missed due to COVID school mandated closures.

Students' Needs:

Academic Needs

VACTE Academic Remediation Plan for CTE Programs

English and Language Arts Remediation Plan for CTE Courses:

The VACTE Teachers will continue to use the ADE CTE Standards and Crosswalk to English/Language State standards as a guide when developing their lesson plans for each unit. The teachers will relate the state CTE program standards to the state English/Language standards. The Arizona Department of Education has created a cross walk document which has the related CTE standards with the academic standards. The teacher will then include in their lessons the academic standard relates to the CTE related skills they are being taught. The teachers will teach the English/Language standards as it related to job related document, they would be completing in the related career technical education program. This has been done for the past four years at VACTE. The extra weekend and evening practicums and hands on skills instruction time will have the same academic standards cross walked with the CTE instructional standards taught during this time. An example of this is the following:

Nursing Services: The Nursing teacher will use the English/Language standards for writing a technical paper when teaching students how to complete a chart for a resident they are supervising/caring for. This will include proper spelling, punctuation and required references need in the care plan and charting of events and vitals.

Nursing Services: The teacher will demonstrate and teach the students how to use complex and deep understanding of a text by supporting their inferences by citing specific and detailed examples of a nursing skills from the textbook and supplemental teaching resource materials.

Mathematics Remediation Plan for CTE Courses:

The VACTE Teachers will continue to use the ADE CTE Standards and Crosswalk to Mathematical State standards as a guide when developing their lesson plans for each unit. The teachers will relate the state CTE program standards to the state math standards. The Arizona Department of Education has created a cross walk document which has the related CTE standards with the academic standards. The teacher will then include in their lessons the academic standard relates to the CTE related skills they are being taught. The teachers will teach the math standards as it related to job related documents, they would be completing in the related career technical education program. This has been done for the past four years at VACTE. The extra weekend and evening practicums and hands on skills instruction time will have the same academic standards cross walked with the CTE instructional standards taught during this time. An example of this is the following:

Construction Technology: The Construction teacher will use the mathematical standards for using algebraic formulas to calculate the board feet need to create the frame for a 10-foot by 8-foot wall for a shed. The teacher will use the formulas and show how the algebraic formula related to the real hands-on application of the formula to help build a building and the related cost.

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	Emergency Medical Services: The EMS teacher will use units to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays, include when taking a patient's vital signs during an intake for the patient.
Social, Emotional and Mental Health Needs	VACTE will have the teacher and VACTE staff help with the social and emotional needs of students as they feel confident in and qualified to perform. If the situation is requiring, a qualified counselors will work with our 3 satellite school districts counselors or the students needing help. The other option is to work with Verde Valley Guidance Clinic (Spectrum)
Other Needs (which may include student health and food services)	N/A: CTED's do not provide food services or transportation for students.
Staff Needs:	
Social, Emotional and Mental Health Needs	We will be staffing extra support help with our hands on skill training instruction to help reduce the group sizes and for safety. This will also help speed up the learning curve with more trainer support on activities.
Other Needs	N/A

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**

Date of Revision	Aug. 9th, 2022
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Public Input

Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:	We surveyed our students on what technology issues they had which helped us prepare for the distance learning if needed. The VACTE Board held two meetings for input on our instructional model and our return to learn plan. The board room and agenda had room for public input on each of these plans. The meetings were held in June of 2021. On the July 5 th , 2022 meeting VACTE had time for public comment on the optional mask wear policy which they approved after the public comment participation.
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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 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