

Entity ID	CTDS	LEA NAME
88317	07-85-16-000	Prescott Valley Charter School

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	<p>Use:</p> <ul style="list-style-type: none"> Masks are optional at PVS. PVS encourages all stakeholders on campus to feel safe to utilize face coverings according to their need. <p>Training:</p> <ul style="list-style-type: none"> PVS will provide information to staff and students on current mask policy.
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	<p>Physical distancing in classrooms:</p> <ul style="list-style-type: none"> Desks facing forward when space allows Students will have assigned seating. Breakfast and snacks will be eaten in the classroom and eating surfaces are cleaned after every meal. <p>Physical distancing in common areas:</p> <ul style="list-style-type: none"> PVS will adhere to staggered recess schedules. Lunch will be with assigned sections in gym
Handwashing and respiratory etiquette	Y	<p>Training & Communication:</p> <ul style="list-style-type: none"> Teach and reinforce handwashing with soap and water for at least 20 seconds, and increase monitoring to ensure adherence among students and staff. Staff of PVS has been trained in handwashing prior to the start of school. Staff is required to follow the handwashing policies. Students are trained within the first three days of school on hand washing. <p>Use of other mitigation approaches:</p> <ul style="list-style-type: none"> Optional hand sanitizer will be available in hallways and the cafeteria for student and staff use Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash.
Cleaning and maintaining healthy	Y	<p>Air systems:</p> <ul style="list-style-type: none"> Change air filters on a regular schedule.

facilities, including improving ventilation		<ul style="list-style-type: none"> All HVAC systems are regularly cleaned. <p>Cleaning & Maintenance:</p> <ul style="list-style-type: none"> Facilities are cleaned and sanitized daily. Daily cleaning regiment with approved supplies. Daily cleaning/sanitizing of student desks. Classrooms and offices will be provided with cleaning supplies to disinfect learning and high touch surfaces.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Y	<p>When we are notified of a positive case, our staff immediately identifies those who were in direct contact with that individual.</p> <p>If a member of the school tests positive for COVID-19 the following will happen:</p> <ul style="list-style-type: none"> PVS follows guidance from Yavapai County should anyone on campus test positive PVS will notify parents if a member within their child's class has tested positive. If PVS were to experience an outbreak on campus, we would follow Yavapai County Health guidance. <p>Parents/guardians are notified about a COVID case if:</p> <ul style="list-style-type: none"> Their child has had direct contact
Diagnostic and screening testing	Y	PVS will refer parents to Yavapai County Health for diagnostic and screening testing as needed
Efforts to provide vaccinations to school communities	Y	<p>Amplifying Community Efforts:</p> <ul style="list-style-type: none"> PVS uses its communication channels to share all local vaccination drives/opportunities.
Appropriate accommodations for children with disabilities with respect to health and safety policies	Y	<ul style="list-style-type: none"> For the 21-22 School Year Specific to COVID-19: If your child has a known Chronic Non-Infectious Condition (per County Health): Isolation is not necessary if your symptoms are caused by a known chronic non-infectious condition (e.g., allergies, asthma). A doctor should provide a note confirming this.
Coordination with State and local health officials	Y	<ul style="list-style-type: none"> PVS will implement and update guidance from state and local health officials as updated information is provided. PVS continually works with state and local health officials to ensure compliance in all areas. PVS will also contact required state and local officials regarding any positive cases on campus.

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?

The following plan describes how PVS will implement the necessary and appropriate activities, supports and programs for students and staff to ensure the continuity of academic, social, emotional and other wrap-around services. This is in addition to PVS' commitment to continuing to implement its standards-aligned, rigorous curriculum and instruction for all students.

Specific to its instructional program, PVS has partnered with external agencies and developed new programs to begin to address lost instructional time including:

- Academic and Professional Learning Consultant
- Two full time acceleration teacher positions have been created
- Additional learning platforms have been purchased
- Added a WIN (What I Need) block to every grade level of 30-45 minutes daily

Specific to its social, emotional and mental well-being and health supports for students and staff, PVS has also hired the following additional positions:

- Behavioral Health and Wellness Coordinator
- School Counselor

These positions' activities are described in more detail below.

Students' Needs:

Academic Needs

PVS's overall philosophy to addressing lost instructional time is to accelerate learning by providing opportunities for students to learn at grade level rather than through remediation. Remediation methods have proven to narrow educational opportunities for students and might lead them to become disengaged. Acceleration builds on what students already know at grade level versus remediation often reduces the rigor and deep thinking.

PVS is using three questions to provide interventions for acceleration:

- Where is each student in their mastery of critical skills and concepts?
- What interventions are most effective?
- When will acceleration learning take place?

In School Acceleration:

- PVS will use high-quality assessments, both diagnostic and formative to provide timely information for each student.
- PVS will support students in tracking their own progress towards closing identified achievement gaps and in their own social-emotional growth.
- Acceleration times are built into daily schedules for all students' grades K-8.
- Every student will have access to computer device in order to access digital software identified to accelerate learning and provide support in developing social-emotional support, increased student engagement.

Readiness:

- PVS provides newsletter communication with free resources to help parents
- Summer School:
 - PVS provided targeted support for academics
 - PVS focused on offering free programs to students.

	<p>Enrichment/After School Programs:</p> <ul style="list-style-type: none"> • PVS provides programs to any student until 5:30 p.m., and is DHS licensed • PVS is in the process of applying for DES supports • PVS staff develop research based and engaging activities to promote acceleration for reading and math. • PVS staff provide homework support. <p>Curriculum: & Assessments:</p> <ul style="list-style-type: none"> • PVS curriculum specialists and teachers have identified the critical content on which to focus for ELA and mathematics as well as have created clear performance scales and success criteria for teacher and student use. • Updated 3-5 English Language Arts curriculum for foundational reading, comprehension, writing, and language for English Learners. • Updated the 6-8 English Language Arts curriculum to build in higher interest, more culturally relevant and inclusive reading, and multi-tiered system of supports for all learners. • Enhanced assessment to determine students’ strengths and areas for improvement aligned to the new curriculum for K-5. <p>Teacher Training:</p> <ul style="list-style-type: none"> • PVS will provide research based professional development to learn new instructional strategies for acceleration, universal design learning strategies and multi-tiered support. • PVS will provide time within the contracted school day for teachers to collaborate, and supporting educators in using approaches to acceleration that prioritizes engaging students.
Social, Emotional and Mental Health Needs	<p>Student Supports:</p> <ul style="list-style-type: none"> • PVS administers surveys and analyzes results to measure social and emotional well-being of students to improve or revise current practices. • All students have built in time during the school day to provide regular check-ins for students and set aside time to reflect and discuss any needs or areas of concern going on for students. • PVS implements Leader In Me, a social-emotional curriculum, in grades kindergarten through eighth grade on a daily basis. • A daily block, Leadership, is set aside for students in grades 6-8 for a focus on current and relevant social/emotional issues and lessons. • The PVS counselor is available daily to support student mental health needs • PVS implements an MTSS, school-wide system to promote and develop positive behaviors and reduce discipline incidents <p>Family Supports:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family and student nights will be hosted to provide support <input type="checkbox"/> Confidentiality is honored for students reporting concerns for student well-being. <input type="checkbox"/> Bullying training for students and parents, along with access to reporting forms for any stakeholder.

	<ul style="list-style-type: none"> <input type="checkbox"/> Resources and referrals are available along with support from our staff to connect our students with the assistance needed. <p>Safe & Conducive Learning Environment:</p> <ul style="list-style-type: none"> • PVS will continue to provide a safe, welcoming, and inclusive learning environment. <p>Locating Absent Students:</p> <ul style="list-style-type: none"> • Attendance Team will make every effort to locate families through utilizing emergency contacts in student management system, conducting home visits and through relatives and friends attending the school. <p>Teacher Training:</p> <ul style="list-style-type: none"> • PVS provides professional development to staff to effectively implement the new supports for the students and families. • Bullying training for staff, along with access to reporting forms for any stakeholder. • PVS will provide professional development to help educators and students build more equitable and inclusive approaches to school climate.
Other Needs (which may include student health and food services)	<p>Food Services:</p> <ul style="list-style-type: none"> • Free breakfast and lunch will be available for all PVS students for the 21/22 school year. • Students participating in afterschool programs will have access to meals and snacks. • PVS is partnering with community organizations to provide additional resources for our families. • All information and promotion about PVS meal programs is done in English and Spanish. <p>Resources & Support:</p> <ul style="list-style-type: none"> • School supplies are not required, and any students who are in need will receive materials needed by PVS. The school works with local community partners for supply drives and donations. • PVS provides hygiene packs for students who need them in order to have their basic needs met. • PVS has a McKinney Veto coordinator, please refer to the policy PVS has in place to meet the needs of our families who qualify as homeless. Support is provided such as transportation, food and supplies.
Staff Needs:	
Social, Emotional and Mental Health Needs	<ul style="list-style-type: none"> <input type="checkbox"/> PVS will provide reasonable accommodations for employees who have COVID related concerns. <input type="checkbox"/> Beginning in the 2021-22 year, ACA is hiring the following additional positions to support the social, emotional and mental wellness of our students and staff: <ul style="list-style-type: none"> <input type="checkbox"/> Behavioral Health and Wellness Coordinator <input type="checkbox"/> School Counselor
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	7/23/2021
Public Input	
Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:	<p>PVS seeks public input and takes it in account in the revisions of this plan.</p> <p>Initial input/baseline data:</p> <ul style="list-style-type: none"> • PVS conducted initial online surveys of parents and staff in April 2021 • The parent survey was distributed in English and Spanish using existing parent contact information via the student information system. • The surveys collected data on existing practices, future programming and support as well as open-ended request for additional ideas and suggestions for future consideration. • PVS presented this plan and survey results during a public Governing Board meeting on July 28 2021. During this meeting, the community were given an opportunity through public comment to address the Board and provide input or feedback. <p>Future surveys:</p> <ul style="list-style-type: none"> • PVS intends on collecting parent and staff feedback via its survey no less than once per year. • Survey data will be compared to baseline, in terms of feedback on effectiveness, communication, awareness, etc. to monitor progress and growth. • Open-ended survey responses will be analyzed and shared with the leadership team to determine revisions needed for the plan. • Recommendations for revisions with be approved by leadership and the Governing Board, as needed.

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

- **LEA Plan for Safe Return to In-Person Instruction and Continuity of Services**
 - 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—
 - 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:
 - Universal and correct wearing of masks.
 - Modifying facilities to allow for physical distancing (*e.g.*, use of cohorts/podding)

- Handwashing and respiratory etiquette.
- Cleaning and maintaining healthy facilities, including improving ventilation.
- Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.
- Diagnostic and screening testing.
- Efforts to provide vaccinations to school communities.
- Appropriate accommodations for children with disabilities with respect to health and safety policies.
- Coordination with State and local health officials.
- 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.

- In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account
- 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.
- 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).
- 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—
 - In an understandable and uniform format;
 - 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
 - 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