



**American Rescue Plan Elementary and  
Secondary School Emergency Relief Fund (ARP  
ESSER); OAR 581-022-0106 (State Operational  
Plan)**

**Safe Return to In-Person Instruction and Continuity of Services  
Plan**

**POSTED FOR PUBLIC COMMENT via Let's Talk Friday, January 28th - Friday Feb 18, 2022**

**ZERO PUBLIC COMMENT WAS RECEIVED FROM 1/28-2/18**

## District Information (Instructions)

**Institution ID:**

**Institution Name:**

OR-2180

Portland Public School District number 1

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# Safe Return to In-Person Instruction and Continuity of Services Plan

In order to best support students and families with the safest possible return to school for the 2021 school year, the Oregon Department of Education (ODE) has created an operational plan template to align guidance from the federal and state level in support of local decision-making and transparency of health and safety measures in the communities that school districts serve. The Safe Return to In-Person Instruction and Continuity of Services Plan serves the following purposes:

- 1) Replaces the Ready Schools, Safe Learners Operational Blueprint required under [Executive Order 21-06](#);
- and 2) Meets the requirements for:
  - a. An operational plan required under [OAR 581-022-0106\(4\)](#), while aligning the [CDC Guidance](#) on School Reopening with the [Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year](#) (RSSL Resiliency Framework);
  - b. [Section 2001\(i\)\(1\)](#) of the ARP ESSER and the US Department of Education's [Interim Final Requirements](#) for Safe Return/Continuity of Services Plan; and
  - c. Communicable Disease Plan and Isolation Plan under [OAR 581-022-2220](#) (Division 22 requirements).

As districts plan and implement the recommendations in ODE's RSSL Resiliency Framework, they will need to consider a continuum of risk levels when all recommendations cannot be fully implemented. For example, universal correct wearing of face coverings between people is one of the most effective preventive measures. However, there will be times when this is not possible based on a specific interaction or a physical space limitation, such as during meal times. It will be necessary to consider and balance the mitigation strategies described to best protect health and safety while ensuring full time in person learning.

ODE remains committed to the guiding principles introduced in spring of 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- **Ensure safety and wellness.** Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, and emotional health of students and staff.
- **Center health and well-being.** Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.
- **Cultivate connection and relationship.** Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.
- **Prioritize equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and homelessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- **Innovate.** Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

## Planning Mental Health Supports

<b>ARP ESSER &amp; OAR 581-022-0106 Component</b>	<b>Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services</b>	<b>How do the district's policies, protocols, and procedures center on equity?</b>
<p>Devote time for students and staff to connect and build relationships</p>	<p>How is PPS supporting relationships?</p> <ul style="list-style-type: none"> <li>● Integrating Social Emotional Learning and focus on Transformative Social Emotional Learning district-wide adoption</li> <li>● <a href="#">Community Meeting Month-at-a-Glance Resources</a></li> <li>● <a href="#">PPS 3 Signature Practices Menu (K-12)</a></li> <li>● <a href="#">CASEL 3 Signature Practices Overview</a></li> <li>● <a href="#">Community Meetings Extension (K-12)</a></li> <li>● Teacher Planning/PD days</li> <li>● Climate/PD day Jan 31</li> <li>● Regular investment in Professional Learning Communities (PLC's)</li> </ul>	<p>PPS, Oregon's largest school district, is preparing students to "lead change, and improve the world." With more than 47,000 students in 81 schools, PPS strives to ensure academic excellence and personal success for every student, especially our Black, Native American, students of color and/or with disabilities. Central to this goal is affirming and operationalizing our deeply held community value of racial equity, social justice and inclusion.</p> <p>Portland Public Schools has made every effort to center equity in our work throughout this pandemic. Our Vision, Strategic Plan and Theory of Action center the voices and needs of our Black and Indigenous students and families. Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work.</p> <p>Throughout the pandemic we have made many efforts to specifically connect with students and families of color. We have mobilized our Language Access teams to extend their scope to live help desks and remote translation and interpretation support for school events like parent-teacher conferences. We have hosted culturally specific focus groups and have conducted the successful school survey to all students, families and staff in order to adjust our services, resources and supports to</p>

		<p>meet the needs of our students and community.</p> <p>PPS partners with multiple culturally specific organizations to provide direct student support and programming.</p>
<p>Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences</p>	<p>All PPS schools have counselors and social workers onsite and most have access to contracted counseling partners.</p> <p>We will also be reviewing all IEP services for students, to include the learning acceleration needs required for the next school year. This will occur during the students' yearly IEP reviews.</p>	<p>Portland Public Schools has made every effort to center equity in our work throughout this pandemic. Our Vision, Strategic Plan and Theory of Action center the voices and needs of our Black and Indigenous students and families. Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work.</p>

<b>ARP ESSER &amp; OAR 581-022-0106 Component</b>	<b>Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services</b>	<b>How do the district's policies, protocols, and procedures center on equity</b>
<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>The department of Student Success &amp; Health will continue to invest in school-based <a href="#">Mental Health partnerships</a>. We partner with:</p> <ul style="list-style-type: none"> <li>● Morrison</li> <li>● Trillium</li> <li>● Cascadia</li> <li>● Multnomah County Mental Health</li> <li>● Life Stance</li> <li>● Horizon (culturally &amp; linguistically responsive Mental Health Therapy)</li> <li>● NARA (Native American Rehabilitation Association)</li> </ul> <p>Our Title IX department also supports students in the LGBTQIA community, students suffering from bullying, sexual incidents and threats.</p> <p>Additionally, we have continued to implement our Recovery, Education and Action for Healthy Living (REAHL) continuum of care for students struggling with substance use and mental health challenges. Our three (3) CADC specialists work with all students who need support, resources, transition support to/from treatment facilities, and regular check-ins. Our staff are racially and ethnically diverse and are also bilingual.</p> <p>PPS will continue to invest in <a href="#">RESJ Partnerships</a> with culturally specific and multiracial organizations to implement five services and support strategies proven to be</p>	<p>Portland Public Schools has made every effort to center equity in our work throughout this pandemic. Our Vision, Strategic Plan and Theory of Action center the voices and needs of our Black and Indigenous students and families. Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work.</p> <p>Additionally, we have increased supports for students struggling with suicide ideation, mental health and substance use challenges, as well as depression - specifically in our LGBTQIA community.</p> <p>Both SUN and RESJ Partnerships are managed and implemented through the RESJ team at PPS. Service partnerships and services are targeted to students and families of color. The strategies implemented are research driven and proven effective in closing opportunity gaps in education for students of color. These partnerships align with the district's vision, strategic plan and Theory of Action. In selecting schools for service partnerships, the district's RESJ Lens was utilized.</p>

effective to support students of color. These include:

1. Culturally Specific Family Engagement
2. Wrap Around Services
3. Mentoring/Leadership Development
4. Enrichment and Extended Learning
5. Positive Cultural Identity Development and Advocacy.

Through service contracts with 20 organizations implementing these strategies at over 50 schools in PPS, it is projected that over 6,000 students will be served receiving over 125,000 service hours.

PPS will also continue to support our partnership with Multnomah County and the City of Portland to implement the SUN Service system. Through five partner agencies connected to 46 schools, students and families receive a range of supports including: enrichment and extended learning, Early Kindergarten Transition, Food Pantries, service coordination and referral, student advocacy and case management, access to antipoverty supports (rent assistance, utility assistance, benefits eligibility and case management)

<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>PPS has focused on providing Social Emotional Learning and supports for students, staff and families throughout this pandemic. We have provided resiliency lessons for all staff, provide warm and welcoming spaces and continue to support a sense of belonging for all of our students, regardless of if they are in person or virtual.</p> <p>We have included student voice through our successful school surveys, listening sessions and group meetings. This has helped provide us with information in order to continue our work on building welcoming and safe places for our students to feel they belong and have a trusted adult in their lives.</p> <p>Enrichment programs from partners supported learning, social emotional skills, wellness, and leadership for early-age students</p>	<p>Portland Public Schools has made every effort to center equity in our work throughout this pandemic. Our Vision, Strategic Plan and Theory of Action center the voices and needs of our Black and Indigenous students and families. Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work.</p> <p>Learning was structured around identity, community, and place-based learning, incorporating culturally responsive curricular resources aligned with common core standards.</p>
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**Communicable Disease Management Plan -**

Please provide a link to the district’s **communicable disease management plan** that describes measures put in place to limit the spread of COVID-19 within school settings. (OAR 581-022-2220). The advised components of the plan and additional information are found in the Communicable Disease Management Plan section of the RSSL Resiliency Framework and meet the ESSER process requirements of “coordination with local public health authorities.”

Link: PPS has adopted the MESD communicable disease management plan (CDMP) linked [HERE](#)

ARP ESSER Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
<p>Coordination with local public health authority(ies) including Tribal health departments</p>	<p>PPS has aligned our communicable disease management plan with Multnomah Education Service District (MESD) and Multnomah County Health Department. PPS has contracted with MESD for a designated Nurse Consultant that will provide communicable disease control services.</p> <p>We are in continuous communication with our LPHA and have a Health Advisory Panel to monitor COVID-19 trends in our county and provide medical expertise and recommendations.</p> <p>PPS Communicable Disease Monitoring <a href="#">HERE</a></p> <p>Portland Public Schools supports and collaborates with NAYA Family Center but we do not have a Tribal Health Department within our district.</p>	<p>Portland Public Schools has made every effort to center equity in our work throughout this pandemic. Our Vision, Strategic Plan and Theory of Action center the voices and needs of our Black and Indigenous students and families. Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work.</p>

## Isolation Plan

Please provide a link to the district's plan to **maintain health care and space** that is appropriately supervised and adequately equipped for providing first aid, and **isolates** the sick or injured child. (OAR 581-022-2220). If planning for this space is in your communicable disease management plan for COVID-19, please provide the page number. Additional information about the Isolation Plan can be found in the Isolation & Quarantine Protocols section of the RSSL Resiliency Framework.

Link: Please see our Symptom Space Standard Operating Procedure (SOP) [HERE](#)

## [Health and Safety Strategies -](#)

School administrators are required to **exclude staff or students from school** whom they have reason to suspect have been exposed to COVID-19. (OAR 333-019-0010)

Please complete the table below to include the extent to which the district has adopted policies and the description of each policy for each health and safety strategy. In developing the response, please review and consider the CDC guidance and the RSSL Resiliency Framework for each health and safety strategy. Additional documents to support district and school planning are available on the ODE Ready Schools, Safe Learners website.

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p><a href="#">COVID-19 vaccinations</a> to educators, other staff, and students if eligible</p>	<p><b>PPS will continue to promote and create access to COVID-19 vaccinations</b> for families, students, staff, and partners..</p> <p>PPS requires all staff to be vaccinated against COVID-19.</p> <p><b>We will focus our efforts on increasing awareness and confidence</b> that individuals up to date with their vaccines are at low risk of symptomatic or severe infection from COVID-19.</p> <p>Since spring 2021, PPS has been actively working to ensure vaccination opportunities are available and accessible for staff, students and families.</p> <p>In April 2021 when vaccines first became available for our students 12 and up, we coordinated with health partners, communicated with families and offered transportation to the Oregon Convention Center.</p> <p>Last summer, we partnered with health entities, government partners and community organizations to host vaccine clinics at schools in or near zip codes with the lowest vaccine rates and shared information about other vaccine opportunities</p>	<p>We have prioritized hosting vaccine opportunities in or near neighborhoods with some of the county's lowest vaccine rates.</p> <p>We are prioritizing our TSI, CSI and Title I schools as we plan for mobile vaccine opportunities once our younger students become eligible.</p> <p>Portland Public Schools has made every effort to center equity in our work throughout this pandemic. Our Vision, Strategic Plan and Theory of Action center the voices and needs of our Black and Indigenous students and families. Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work. .</p>

with our families.

We offered vaccine clinics at each of our comprehensive high schools during their registration events just before the school year kicked off. Since that time, the vaccine for children ages 5-11 was approved. In November, PPS launched a partnership with Kaiser Permanente and Medical Teams International (MTI) to host vaccine clinics at eight of our schools serving families facing barriers to accessing vaccines. Since the initial roll-out of the pediatric vaccine, as part of the KP/MTI partnership, we have held 17 clinics at nine schools, with additional clinics on the calendar. We have also continued our partnership with Oregon Health & Science University (OHSU) to hold events at Harrison Park K-8 and Markham Elementary.

We also partnered with Costco Pharmacy to offer opportunities at Whitman School and BESC (for staff).

We continue to work with our partners to identify locations to offer additional vaccination opportunities.

On August 18, PPS and its labor unions agreed to require all staff to be vaccinated against COVID-19.

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p>Universal and correct wearing of <a href="#">face coverings</a></p>	<p><b>All PPS staff (and partner staff) and PreK-12 students will be required to wear masks</b> when indoors and around people, regardless of vaccination status.</p> <p><b>Masks remain required on school buses.</b></p> <ul style="list-style-type: none"> <li>• Please see our Face Mask Fit and Filtration Standard Operating Procedure (SOP) <a href="#">HERE</a></li> <li>• Please see our Personal Protective Equipment Standard Operating Procedure (SOP) <a href="#">HERE</a></li> <li>• 1.7 Million in stock including standard non-surgical/medical masks, child masks and adult KN95 masks</li> </ul>	<p>Portland Public Schools has made every effort to center equity in our work throughout this pandemic. Our Vision, Strategic Plan and Theory of Action center the voices and needs of our Black and Indigenous students and families. Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work.</p>

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?

<p><a href="#">Ventilation and air flow</a></p>	<p><b>Continuing to introduce fresh outside air into the system.</b></p> <p>Exhausting air from indoors to the outdoors.</p> <p>Cleaning the air that is recirculated indoors with <b>HEPA filters in every classroom and on school buses.</b></p> <p><b>Central air filters were changed to MERV 13</b> standards across our schools in the summer.</p> <p>Ventilation SOP <a href="#">HERE</a></p>	<p>Portland Public Schools has made every effort to center equity in our work throughout this pandemic. Our Vision, Strategic Plan and Theory of Action center the voices and needs of our Black and Indigenous students and families. Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work.</p>
<p><a href="#">Handwashing and respiratory etiquette</a></p>	<p><b>PPS will continue to provide ready access to soap, water and alcohol-based hand sanitizer</b> with at least 60% alcohol.</p> <p><b>Schools will prioritize hand washing with soap and water</b> after students, educators and partner staff use the restroom and throughout the day as appropriate.</p> <p>Hand Hygiene and Respiratory Etiquette SOP <a href="#">HERE</a></p>	<p>Portland Public Schools has made every effort to center equity in our work throughout this pandemic. Our Vision, Strategic Plan and Theory of Action center the voices and needs of our Black and Indigenous students and families. Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work.</p>

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
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<p><a href="#">Free, on-site COVID-19 diagnostic testing</a></p>	<p>Free COVID-19 diagnostic testing to all PPS students and staff. Diagnostic testing is for individuals <b>with symptoms or exposure to COVID-19</b>.</p> <ul style="list-style-type: none"> <li>• <a href="#">Staff COVID 19 Symptomatic &amp; Screening Testing SOP</a></li> <li>• <a href="#">Student COVID 19 Symptomatic &amp; Screening Testing SOP</a></li> </ul>	<p>Portland Public Schools has made every effort to center equity in our work throughout this pandemic. Our Vision, Strategic Plan and Theory of Action center the voices and needs of our Black and Indigenous students and families. Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work.</p>
<p><a href="#">COVID-19 screening testing</a></p>	<p>Free COVID-19 screen testing to all PPS students and staff. Screening testing is for individuals <b>without symptoms or exposure to COVID-19</b>.</p> <ul style="list-style-type: none"> <li>• <a href="#">Staff COVID 19 Symptomatic &amp; Screening Testing SOP</a></li> <li>• <a href="#">Student COVID 19 Symptomatic &amp; Screening Testing SOP</a></li> </ul>	<p>Portland Public Schools has made every effort to center equity in our work throughout this pandemic. Our Vision, Strategic Plan and Theory of Action center the voices and needs of our Black and Indigenous students and families. Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work.</p>

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
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<p><a href="#">Public health communication</a></p>	<p>Portland Public Schools provides regular communication with their students, families and staff through a variety of channels, including email, website, social media and news media. If information is time-sensitive or urgent, we also utilize text messages and robocalls to reach the community.</p> <p>We communicate with the community nearly daily (if not multiple times in a day) to provide information and updates. <a href="#">This chart</a> outlines the broader email messages we've sent since the beginning of August 2021. Additionally, all districtwide email messages are posted on the <a href="#">PPS homepage</a>.</p> <p>We have put together the <a href="#">Back to School 2021 website</a> for the community to find important information and resources, including the most current standard operating procedures (SOPs) and frequently asked questions (FAQs).</p> <p>We also have the <a href="#">PPS vaccination webpage</a> available for the community to stay informed of our latest vaccine clinic opportunities and other vaccine-related information.</p> <p>Schools operate in partnership with MESD staff in our buildings to ensure students, staff and families have access to critical public health guidance.</p>	<p>Portland Public Schools has made every effort to center equity in our work throughout this pandemic. Our Vision, Strategic Plan and Theory of Action center the voices and needs of our Black and Indigenous students and families. Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work.</p> <p>Portland Public Schools' materials and messages are made available to the community in all district-supported languages (English, Spanish, Vietnamese, Chinese, Russian, Somali).</p>
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Isolation:

Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are required by [OAR 581-022-2220](#).

**We will follow local public health guidance** and requirements regarding COVID-19 isolation and quarantine procedures.

If there is a case, we will follow **MESD and Multnomah County Health Department contact-tracing and quarantine procedures**.

Children who are **exhibiting COVID-19 primary symptoms must stay home** (and families should consult their primary care provider).

PPS has updated protocols and processes to address potential contagion.

Symptom Space SOP [HERE](#)

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<b>Health and Safety Strategy</b>	<b>Extent to which district has adopted policies, protocols, or procedures and description thereof</b>	<b>How do the district's policies, protocols, and procedures center on equity?</b>
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<p><b>Exclusion:</b> School administrators are required to exclude staff and students from school whom they have reason to suspect have been exposed to COVID-19. (<a href="#">OAR 333-019-0010</a>)</p>	<p>PPS has updated protocols and processes to address potential contagion.</p> <p>Each PPS school has identified a Symptom Space and students who exhibit COVID symptoms will be placed in this room until they can be picked up.</p> <p>The <a href="#">Communicable Disease &amp; Contract Tracing SOP</a> reflects the process in which the building administrator will follow to isolate and exclude students with excludable symptoms.</p>	<p>Portland Public Schools has made every effort to center equity in our work throughout this pandemic. Our Vision, Strategic Plan and Theory of Action center the voices and needs of our Black and Indigenous students and families. Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work.</p>
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## Accommodations for Children with Disabilities

Please describe the extent to which the district has adopted policies related to appropriate accommodation for children with disabilities with respect to health and safety protocols. Please describe any such policies.

Adaptation, accommodation, and/or modification of requirements will be considered by IEP and 504 plan teams based on an individual's unique needs and circumstances through existing [district processes](#) for team meetings. The teams will make reasonable accommodations and modifications to health and safety protocol requirements for students experiencing disabilities, which cannot be mitigated by other means.

## Updates to this Plan

To remain in compliance with ARP ESSER requirements, school districts 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 Safe Return to In Person Instruction and Continuity of Services Plan.

## Individualized COVID-19 Recovery Services

The [Individualized COVID Recovery Services](#) rule became permanent in December 2021. ESSER III requires at least 20% of funding to be spent on unfinished learning which can include recovery services to students experiencing disability (and prioritizes students in underserved or disproportionately impacted communities, including students who experience disability). Recovery services are special education services designed to meet the needs of eligible students in special education who were adversely impacted by the educational limitations caused by COVID 19. ODE has developed a guide for [Planning for Individualized COVID Recovery Services](#) to support school districts in understanding and developing a process to implement this rule.

OAR 581-015-2228 Requirement	For each of the below areas, describe the district's policies, protocols, or procedures that will be followed to ensure appropriate consideration of Individualized COVID-19 Recovery Services for each eligible student.	For each of the below areas, describe how the district's policies, protocols, and procedures center equity.
<p>The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.</p>	<p>Recovery Service Guidance -These two documents will guide you in understanding the special education departments response to recovery services and how to determine these services for students on your caseload.</p> <p><a href="#">PPS Recovery Service Guide</a></p> <p><a href="#">Recovery Services Decision Making Tree</a></p> <p><a href="#">PPS Recovery Services Overview Slide Deck</a></p> <p><a href="#">Sample Recovery Services Meeting Minutes</a></p> <p><a href="#">Screen Clippings of Electronic Meeting Minutes Form</a> to be completed if student has Recovery Service Minutes</p>	<p>The district policies, protocols and procedure center equity as it focused on the individual student and their progress prior, during and after comprehensive distance learning.</p> <p>Portland Public Schools has made every effort to center equity in our work throughout this pandemic. Our Vision, Strategic Plan and Theory of Action center the voices and needs of our Black and Indigenous students and families. Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work. .</p>

<p>Each school district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID- 19 Recovery Services.</p>	<p>Letter for Families  <a href="#">English</a>   <a href="#">Español</a>   <a href="#">Русский</a>   <a href="#">Somali</a>   <a href="#">Tiếng Việt</a>   <a href="#">中國人</a></p>	<p>Portland Public Schools’ materials and messages are made available to the community in all district-supported languages (English, Spanish, Vietnamese, Chinese, Russian, Somali).</p> <p>Portland Public Schools has made every effort to center equity in our work throughout this pandemic. Our Vision, Strategic Plan and Theory of Action center the voices and needs of our Black and Indigenous students and families. Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work. .</p>
<p>After each determination is made, the school district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services.</p>	<p>Team complete a Prior Written Notice that indicates the teams decision</p>	<p>Prior Written Notices are translated in the parents languages when feasible and/or translated with an interpreter</p> <p>Portland Public Schools has made every effort to center equity in our work throughout this pandemic. Our Vision, Strategic Plan and Theory of Action center the voices and needs of our Black and Indigenous students and families. Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work. .</p>

## Updates to this Plan

To remain in compliance with ARP ESSER requirements, school districts 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 Safe Return to In-Person Instruction and Continuity of Services Plan.

Date Last Updated: 4/25/22

***Date Last Updated: April 25, 2022***