

**American Rescue Plan/ESSER III**

**LEA Plan of Use Narrative**

**Portland Public Schools**

**Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:**

Our LEA has been consistently open and operating in-person learning since the start of the 2020-2021 school year. Prevention and mitigation strategies have been implemented including hand washing, building sanitization, mask wearing, testing, social distancing, quarantines, etc. The LEA will use funds, as necessary, to ensure proper PPE and other items are readily available in-order to maintain in-person instruction.

**Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:**

**Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.**

**Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Our LEA has a robust MTSS process that supports the individual needs of every student. This process is data driven and will support the identification of student needs, type of evidence based support/intervention, and the outcome for the students. Since this process is done for all students it includes all applicable subgroups that may have been disproportionately impacted by the pandemic.

Curriculum and instructional pacing will need to be realigned from pre-pandemic standards in-order to meet students where they are currently at and to accelerate them based on learning loss.

The LEA will use a combination of supports including, but not limited to, during the day small group instruction, after school / summer school programs, instructional technology programs, curricular resources, and mental health services.

Teachers and support staff will receive professional development and coaching that specializes in the academic, behavioral, and emotional support of students resulting from the pandemic.