



**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

District Information

Institution ID: 1970 Institution Name: Crook County School District

District Continuity of Services Plan/RSSL Contact Name and Title: Joel Hoff – Assistant Superintendent

Contact Phone: 541-416-9967 Contact Email: joel.hoff@crookcounty.k12.or.us

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 houselessness. 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.

Continued on next page.

Planning Mental Health Supports

ARP ESSER & OAR 581-022-0106 Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
<p>Devote time for students and staff to connect and build relationships</p>	<p>The Crook County School District will follow the requirements listed in the most recent version of the ODE's Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this ESSER & OAR 581-022-0106 Component.</p> <p>In addition, CCSD will...</p> <ul style="list-style-type: none"> • Devote several days of time and space at the beginning of the school year, and ample opportunities throughout the year for students and staff to connect and build relationships in and out of the classroom. • Provide ample class time at the beginning of the school year, as well as ongoing time, space, and creative opportunities and outlets (art, music, movement/dance, creative writing, clubs and interest groups etc.) for students and staff to make sense of their experiences, and to process personal and professional stresses, emotions, trauma, and grief. • Prioritize linking students and families with culturally responsive mental health services and supports. • • Foster peer/student led initiatives on social-emotional well-being and mental health. 	<p>CCSD policies, protocols, and procedures center on equity through abiding to the principles listed in the Oregon Department of Education's COVID-19 Resiliency Framework...</p> <ul style="list-style-type: none"> • “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.

		<ul style="list-style-type: none"> • 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.” <p style="text-align: right;">Oregon COVID 19 Resiliency Framework</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>The Crook County School District will follow the requirements listed in the most recent version of the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this ESSER & OAR 581-022-0106 Component.</p> <p>In addition, CCSD will...</p> <ul style="list-style-type: none"> • Devote several days of time and space at the beginning of the school year, and ample opportunities throughout the year for students and staff to connect and build relationships in and out of the classroom. • Provide ample class time at the beginning of the school year, as well as ongoing time, space, and creative opportunities and outlets (art, music, movement/dance, creative writing, clubs and interest groups etc.) for students and staff to make sense of their experiences, and to process personal and professional stresses, emotions, trauma, and grief. • Prioritize linking students and families with culturally responsive mental health services and supports. • Foster peer/student led initiatives on social-emotional well-being and mental health. 	<p>CCSD policies, protocols, and procedures center on equity through abiding to the principles listed in the Oregon Department of Education’s COVID-19 Resiliency Framework...</p> <ul style="list-style-type: none"> • “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.

		<ul style="list-style-type: none">• 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.” <p>Oregon COVID 19 Resiliency Framework</p>
--	--	---

ARP ESSER & OAR 581-022-0106 Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>The Crook County School District will follow the requirements listed in the most recent version of the ODE's Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this ESSER & OAR 581-022-0106 Component.</p> <p>In addition, CCSD will...</p> <ul style="list-style-type: none"> • Create welcoming schools, recognizing that students, families and staff of color may not feel safe in school settings at this time. • Recognize that the current culture of polarization may increase incidents of bullying, harassment, racism, victimization, and violence within schools. 	<p>CCSD policies, protocols, and procedures center on equity through abiding to the principles listed in the Oregon Department of Education's COVID-19 Resiliency Framework...</p> <ul style="list-style-type: none"> • “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

		<p>environments, and investing in creative approaches to address unfinished learning.”</p> <p>Oregon COVID 19 Resiliency Framework</p>
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>The Crook County School District will follow the requirements listed in the most recent version of the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this ESSER & OAR 581-022-0106 Component.</p> <p>In addition, CCSD will...</p> <ul style="list-style-type: none"> • Prioritize linking students and families with culturally responsive mental health services and supports. • Foster peer/student led initiatives on social-emotional well-being and mental health. • Ensure school community members have full information regarding available local services including contact information. • Develop strong relationships, partnerships and contracts (as applicable) with local/county systems of care, coordinated care organizations (CCOs), SBHCs community-based mental health providers, community health workers and others to ensure access to a comprehensive array of culturally-responsive services for students and families. 	<p>CCSD policies, protocols, and procedures center on equity through abiding to the principles listed in the Oregon Department of Education’s COVID-19 Resiliency Framework...</p> <ul style="list-style-type: none"> • “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

		<p>instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.”</p> <p>Oregon COVID 19 Resiliency Framework</p>
--	--	--

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: [CCSD Communicable Disease Management Plan](#)

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>The Crook County School District will follow the requirements listed in the most recent version of the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this ESSER & OAR 581-022-0106 Component.</p> <p>In addition, CCSD will...</p> <ul style="list-style-type: none"> • Strengthen communication throughout communities and school networks via newsletters, district website, social media, etc. • Ensure school community members have full information regarding available local services including contact information. • Develop strong relationships, partnerships and contracts (as applicable) with local/county systems of care, coordinated care organizations (CCOs), SBHCs community-based mental health providers, community health workers and others to ensure access to a comprehensive array of culturally-responsive services for students and families. 	<p>CCSD policies, protocols, and procedures center on equity through abiding to the principles listed in the Oregon Department of Education’s COVID-19 Resiliency Framework...</p> <ul style="list-style-type: none"> • “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

		<p>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 houselessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.</p> <ul style="list-style-type: none">• 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.” <p>Oregon COVID 19 Resiliency Framework</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: [CCSD Communicable Disease Management Plan](#) (Isolation Measures on Pg. 5) _____

Continued on next page.

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>COVID-19 vaccinations to educators, other staff, and students if eligible</p>	<p>The Crook County School District will follow the requirements listed in the most recent version of the ODE's Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this ESSER & OAR 581-022-0106 Component.</p> <p>In addition, CCSD will follow all rules and laws regarding vaccination for K-12 employees.</p>	<p>CCSD policies, protocols, and procedures center on equity through abiding to the principles listed in the Oregon Department of Education's COVID-19 Resiliency Framework...</p> <ul style="list-style-type: none"> • “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

		<p>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 houselessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.</p> <ul style="list-style-type: none">• 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.” <p>Oregon COVID 19 Resiliency Framework</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>Universal and correct wearing of face coverings</p>	<p>The Crook County School District will follow the requirements listed in the most recent version of the ODE's Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this ESSER & OAR 581-022-0106 Component.</p> <p>In addition, CCSD will ensure that employees, contractors and volunteers comply with this rule within the indoor space; must post signs at every entrance to the space that face coverings are required; and must make a reasonable effort to ensure that customers, guests, visitors and other individuals comply with this rule within the indoor space.</p>	<p>CCSD policies, protocols, and procedures center on equity through abiding to the principles listed in the Oregon Department of Education's COVID-19 Resiliency Framework...</p> <ul style="list-style-type: none"> • “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

		<p>to address unfinished learning.”</p> <p>Oregon COVID 19 Resiliency Framework</p>
<p>Physical distancing and cohorting</p>	<p>The Crook County School District will follow the requirements listed in the most recent version of the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this ESSER & OAR 581-022-0106 Component.</p> <p>In addition, CCSD will...</p> <ul style="list-style-type: none"> • Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible. Maintaining physical distancing should not preclude return to full-time, in-person instruction for all students. • When it is not possible to maintain a physical distance of at least 3 feet, it is especially important to layer multiple other prevention strategies, such as wearing face coverings. • Consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow and encourage at least 3 feet of physical distance. • Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. 	<p>CCSD policies, protocols, and procedures center on equity through abiding to the principles listed in the Oregon Department of Education’s COVID-19 Resiliency Framework...</p> <ul style="list-style-type: none"> • “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

		<p>environments, and investing in creative approaches to address unfinished learning.”</p> <p>Oregon COVID 19 Resiliency Framework</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>Ventilation and air flow</p>	<p>The Crook County School District will follow the requirements listed in the most recent version of the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this ESSER & OAR 581-022-0106 Component.</p> <p>In addition, CCSD will...</p> <ul style="list-style-type: none"> • Increase outdoor ventilation of clean air into indoor spaces. Open windows and doors unless doing so creates a health or safety risk. Consider conducting some activities, meals, and classes outside when reasonable. • Continue to make upgrades to building ventilation systems as feasible. 	<p>CCSD policies, protocols, and procedures center on equity through abiding to the principles listed in the Oregon Department of Education’s COVID-19 Resiliency Framework...</p> <ul style="list-style-type: none"> • “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

		<p>to address unfinished learning.”</p> <p>Oregon COVID 19 Resiliency Framework</p>
<p>Handwashing and respiratory etiquette</p>	<p>The Crook County School District will follow the requirements listed in the most recent version of the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this ESSER & OAR 581-022-0106 Component.</p> <p>In addition, CCSD will...</p> <ul style="list-style-type: none"> • Ensure that students and staff have access to soap, water and alcohol-based hand sanitizer with 60-96% alcohol and are encouraged and reminded to use these items. • All people on campus will be advised and encouraged to frequently wash their hands or use hand sanitizer. Remind students with signage and regular verbal reminders from staff of the critical nature of hand hygiene. • Remind students (with signage and regular verbal reminders from staff) of the importance of respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. 	<p>CCSD policies, protocols, and procedures center on equity through abiding to the principles listed in the Oregon Department of Education’s COVID-19 Resiliency Framework...</p> <ul style="list-style-type: none"> • “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

		<p>environments, and investing in creative approaches to address unfinished learning.”</p> <p>Oregon COVID 19 Resiliency Framework</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>Free, on-site COVID-19 diagnostic testing</p>	<p>The Crook County School District will follow the requirements listed in the most recent version of the ODE's Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this ESSER & OAR 581-022-0106 Component.</p> <p>CCSD provides free access to both diagnostic and screening testing to staff and students with parent permission.</p>	<p>CCSD policies, protocols, and procedures center on equity through abiding to the principles listed in the Oregon Department of Education's COVID-19 Resiliency Framework...</p> <ul style="list-style-type: none"> • “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

		<p>to address unfinished learning.”</p> <p>Oregon COVID 19 Resiliency Framework</p>
<p>COVID-19 screening testing</p>	<p>The Crook County School District will follow the requirements listed in the most recent version of the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this ESSER & OAR 581-022-0106 Component.</p> <p>CCSD provides free access to both diagnostic and screening testing to staff and students with parent permission.</p>	<p>CCSD policies, protocols, and procedures center on equity through abiding to the principles listed in the Oregon Department of Education’s COVID-19 Resiliency Framework...</p> <ul style="list-style-type: none"> • “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

		<p>instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.”</p> <p>Oregon COVID 19 Resiliency Framework</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>Public health communication</p>	<p>The Crook County School District will follow the requirements listed in the most recent version of the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this ESSER & OAR 581-022-0106 Component.</p> <p>CCSD will implement the ODE-developed communications toolkit to equip school and district leaders with tools they can use to initiate conversations and communication with staff, students, families, the media and the broader school community.</p>	<p>CCSD policies, protocols, and procedures center on equity through abiding to the principles listed in the Oregon Department of Education’s COVID-19 Resiliency Framework...</p> <ul style="list-style-type: none"> • “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

		<p>to address unfinished learning.”</p> <p>Oregon COVID 19 Resiliency Framework</p>
<p><u>Isolation:</u></p> <p>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.</p>	<p>The Crook County School District will follow the requirements listed in the most recent version of the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this ESSER & OAR 581-022-0106 Component & OAR 581-022-2220.</p> <p>In addition, CCSD will adhere to...</p> <ul style="list-style-type: none"> • Exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide. • Offer free, on-site COVID-19 testing to students and staff with COVID-19 symptoms or exposure via OHA’s K-12 school testing program. • Protocols for safely transporting anyone who is sick to their home or to a healthcare facility. • Adherence to school exclusion processes as laid out in Communicable Disease Guidance for Schools. • Involvement of school nurses, School Based Health Centers, or staff with related experience (occupational or physical therapists) in development of protocols and assessment of symptoms (where staffing exists). • Recording and monitoring the students and staff being isolated or sent home for the LPHA review. <p>CCSD Communicable Disease Management Plan (Isolation Measures on Pg. 5)</p>	<p>CCSD policies, protocols, and procedures center on equity through abiding to the principles listed in the Oregon Department of Education’s COVID-19 Resiliency Framework...</p> <ul style="list-style-type: none"> • “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

		<p>instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.”</p> <p>Oregon COVID 19 Resiliency Framework</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>Exclusion: School administrators are required to exclude staff and students from school whom they have reason to suspect have been exposed to COVID-19. (OAR 333-019-0010)</p>	<p>The Crook County School District will follow the requirements listed in the most recent version of the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this ESSER & OAR 581-022-0106 Component.</p> <p>In addition, CCSD will adhere to...</p> <ul style="list-style-type: none"> • Exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide. • Offer free, on-site COVID-19 testing to students and staff with COVID-19 symptoms or exposure via OHA’s K-12 school testing program. • Protocols for safely transporting anyone who is sick to their home or to a healthcare facility. • Adherence to school exclusion processes as laid out in Communicable Disease Guidance for Schools. • Involvement of school nurses, School Based Health Centers, or staff with related experience (occupational or physical therapists) in development of protocols and assessment of symptoms (where staffing exists). • Recording and monitoring the students and staff being isolated or sent home for the LPHA review. <p>CCSD Communicable Disease Management Plan (Isolation Measures on Pg. 5)</p>	<p>CCSD policies, protocols, and procedures center on equity through abiding to the principles listed in the Oregon Department of Education’s COVID-19 Resiliency Framework...</p> <ul style="list-style-type: none"> • “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.”
--	--	----------------------------------

		Oregon COVID 19 Resiliency Framework
--	--	--

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.

The Crook County School District will follow the advisory guidance listed in the ODE's most recent [*Considering Reasonable Accommodation of Face Covering Requirements 2021-22 School Year.*](#)

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: 8/20/21