

March 2022 Update



**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 & Powell Butte Charter School

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

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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 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 has established protocols and procedures to comply with 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>The district will follow the required procedures and protocols described in the ODE's Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this component necessary to allow for in-person instruction.</p>	<p>CCSD policies, protocols, and procedures follow the required 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

		<p>improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.”</p> <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 has established protocols and procedures to comply with 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>The district will follow the required procedures and protocols described in the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this component necessary to allow for in-person instruction.</p>	<p>CCSD policies, protocols, and procedures follow the required 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>
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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 has established protocols and procedures to comply with 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>The district will follow the required procedures and protocols described in the ODE's Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this component necessary to allow for in-person instruction.</p>	<p>CCSD policies, protocols, and procedures follow the required 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>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>The Crook County School District has established protocols and procedures to comply with 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>The district will follow the required procedures and protocols described in the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this component necessary to allow for in-person instruction.</p>	<p>CCSD policies, protocols, and procedures follow the required 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>
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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: <https://drive.google.com/file/d/1v82RZuR7loqkQsb7yIH6TnLkEZWFBJOe/view?usp=sharing>

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 has established protocols and procedures to comply with 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>The district will follow the required procedures and protocols described in the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this component necessary to allow for in-person instruction.</p>	<p>CCSD policies, protocols, and procedures follow the required 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

		<p>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>
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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: <https://drive.google.com/file/d/1v82RZuR7loqkQsb7yIH6TnLkEZWFBJOe/view?usp=sharing> (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 has established protocols and procedures to comply with 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>The district will follow the required procedures and protocols described in the ODE's Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this component necessary to allow for in-person instruction.</p> <p>In addition, CCSD will follow all rules and laws regarding vaccination for K-12 employees.</p>	<p>CCSD policies, protocols, and procedures follow the required 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>
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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 has established protocols and procedures to comply with 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>The district will follow the required procedures and protocols described in the ODE's Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this component necessary to allow for in-person instruction.</p>	<p>CCSD policies, protocols, and procedures follow the required 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

		<p>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 style="text-align: right;">Oregon COVID 19 Resiliency Framework</p>
<p>Physical distancing and cohorting</p>	<p>The Crook County School District has established protocols and procedures to comply with 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>The district will follow the required procedures and protocols described in the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this component necessary to allow for in-person instruction.</p>	<p>CCSD policies, protocols, and procedures follow the required 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

		<p>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>
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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 has established protocols and procedures to comply with 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>The district will follow the required procedures and protocols described in the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this component necessary to allow for in-person instruction.</p>	<p>CCSD policies, protocols, and procedures follow the required 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
Handwashing and respiratory etiquette	<p>The Crook County School District has established protocols and procedures to comply with 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>The district will follow the required procedures and protocols described in the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this component necessary to allow for in-person instruction.</p>	<p>CCSD policies, protocols, and procedures follow the required 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

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[Oregon COVID 19 Resiliency Framework](#)

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 has established protocols and procedures to comply with 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>The district will follow the required procedures and protocols described in the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this component necessary to allow for in-person instruction.</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 follow the required 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
COVID-19 screening testing	<p>The Crook County School District has established protocols and procedures to comply with 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>The district will follow the required procedures and protocols described in the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this component necessary to allow for in-person instruction.</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 follow the required 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

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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 has established protocols and procedures to comply with 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>The district will follow the required procedures and protocols described in the ODE's Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this component necessary to allow for in-person instruction.</p>	<p>CCSD policies, protocols, and procedures follow the required 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
<p><u>Isolation:</u> 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 has established protocols and procedures to comply with 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>The district will follow the required procedures and protocols described in the ODE’s Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this component necessary to allow for in-person instruction.</p>	<p>CCSD policies, protocols, and procedures follow the required 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>
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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><u>Exclusion</u>: 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 has established protocols and procedures to comply with 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>The district will follow the required procedures and protocols described in the ODE's Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year for this component necessary to allow for in-person instruction.</p>	<p>CCSD policies, protocols, and procedures follow the required 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.”

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.***](#)

The Crook County School District has established protocols and procedures to comply with 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.

The district will follow the required procedures and protocols described in the ODE's [Ready School Safe Learners Resiliency Framework for the 2021-2022 School Year](#) for this component necessary to allow for in-person instruction.

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.
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.	CCSD will follow all requirements listed in the Planning for Individualized COVID Recovery Services and the Individualized COVID Recovery Services rule to support IEP Students for as long as they are required by the ODE.	CCSD policies, protocols, and procedures follow the required Oregon Department of Education's COVID-19 Resiliency Framework equity requirements.
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.	CCSD will follow all requirements listed in the Planning for Individualized COVID Recovery Services and the Individualized COVID Recovery Services rule to support IEP Students for as long as they are required by the ODE.	CCSD policies, protocols, and procedures follow the required Oregon Department of Education's COVID-19 Resiliency Framework equity requirements.
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.	CCSD will follow all requirements listed in the Planning for Individualized COVID Recovery Services and the Individualized COVID Recovery Services rule to support IEP Students for as long as they are required by the ODE.	CCSD policies, protocols, and procedures follow the required Oregon Department of Education's COVID-19 Resiliency Framework equity requirements.

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: 3/8/22

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Date Last Updated: 3/8/22