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## **Community Roots Charter School 2020-2021 Re-Opening Plan**

### **Overview**

Enclosed is Community Roots Charter School's plan for continuity of learning in the 2020-2021 school year. This plan adheres to the guidelines set forth by the Department of Health (DOH), the New York State Education Department (NYSED) and the New York City Department of Education (NYCDOE) . Additionally this plan has and will continue to take into account the voices and needs of all three stakeholders in our community, including staff and faculty, students and families.

Our community is built on the foundation of being an integrated and inclusive community, focused on equity work through our anti-bias/anti-racist curricular lens and community building. We are deeply concerned and focused on the events occurring around our country. The sanctioned killing of Black people by the police is horrendously familiar, as is the racism that permeates all levels of our society. Similarly, the COVID19 pandemic is disproportionately affecting communities of color and those living in poverty. We are experiencing many different things at this moment, dependent on our identities and where we find ourselves. This makes our work ever more important as a school community founded on serving a diverse group of students, families and faculty.

We are committed to the following in our continuity of learning plan:

- + The health and welfare of students, families and staff
- + High quality instruction that is accessible to all students
- + A continued commitment to anti-racism and social action
- + Centering equity in our new context

Students will be in pods, numbers determined by the capacity of students that can be in any one classroom at a given time - 9 at the Elementary School and 12 at the Middle School. This configuration will ensure that we are able to prioritize a fully remote education for students, while also providing an extension of "home" for students within the school building who are at greater risk of accessing remote learning.

We will continue to prioritize high quality instruction and specifically students' access to instruction and learning. Many students struggle in the remote learning context and we will use information gathered from

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faculty and families about remote learning in the Spring of 2020 to support students' academic, social and emotional growth and learning. We are preferencing students in following categories:

- a. Children of NYC Frontline and Essential Workers\*/faculty children on days they are in building
- b. Children with IEPs calling for Integrated Co-Teaching (ICT) and MLL/ELL students
- c. Children with limited access to the internet
- d. Children recommended for in school support based on Spring Remote Learning participation

**Note:** Related services as mandated on IEPs may be delivered on school sites or virtually.

\*CRCS is using the categories outlined by the DOE Recreation Centers to define Frontline and Essential Workers: first responders and health care workers; transit workers; sanitation workers. And adding the following categories from Governor Cuomo and The State Comptroller's Office: Grocery, Drug Store and Convenience Store Workers, Childcare, Homeless, Food and Family Services, Postal Workers and those who work in Jails and Prisons.

**Note:**

- K-2 and 6th Grade students may be given priority in the first 2 categories
- All families including those prioritized for in school learning can elect fully remote.

We will also encourage families to support learning and community outside of school through our pod structure by organizing a new Committee of our Community Council to build structures and supports for learning pods outside of the school building.

We also believe that the health and welfare of staff, students and families partially rests on the right to choose whether or not to be in the school building. We have surveyed staff and families about their needs, while also communicating our plan for in school and remote learning or the “hybrid” model. The model further set forth below is for the term September 14-October 23rd, 2020.

Communities are interdependent. We take our role in this work seriously, understand our limitations and are focused on being creative and solution oriented. We also know it is critical that we continue to adapt to the changing safety and health needs of our school community and the larger communities of which we are a part. We have a responsibility through the decisions we make as school to take care of the health, safety and welfare of our immediate school community, and also recognize that our decisions have an impact on the greater community. Given what we believe to be both our role and responsibilities, we will adopt the following plan for Phase 1 of reopening. We believe that our approach has the potential to allow us to adapt and pivot quickly when and if necessary in what has proved thus far to be a consistently changing and evolving context.

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### Definitions:

- Hybrid: Students participate in **both** in-person and remote instruction
- Live: Students are interacting with a teacher and classmates synchronously in real-time. Live classes happen both in-person and remotely.
- In-person: Physically in the building, on-campus working with a teacher and a set cohort of classmates
- Remote-Only: Students are **only** learning from home, remotely. Remote classes are a mix of live classes, where students work with a teacher and classmates in real-time, and independent, asynchronous work using online platforms and other learning materials.
- Asynchronous: Coursework and assignments are not live or in real-time. Students complete independently.
- Synchronous: Students are “in class” (virtually or in the classroom) with a teacher live in real time. Students can be in different places accessing the same instruction.

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## Health and Safety

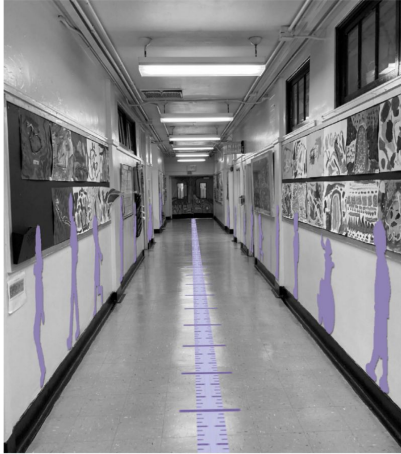
In each of these categories, schools should note those recommendations that are essential as they represent the minimum standards. Additional considerations are based on best practice or recommendations from the Centers for Disease Control and Prevention (CDC) and the New York State Department of Health (NYSDOH) and should also be reviewed and included as feasible in reopening plans. Schools and districts must continually monitor the CDC and DOH websites to keep current with the latest COVID information and guidance.

### Social Distancing

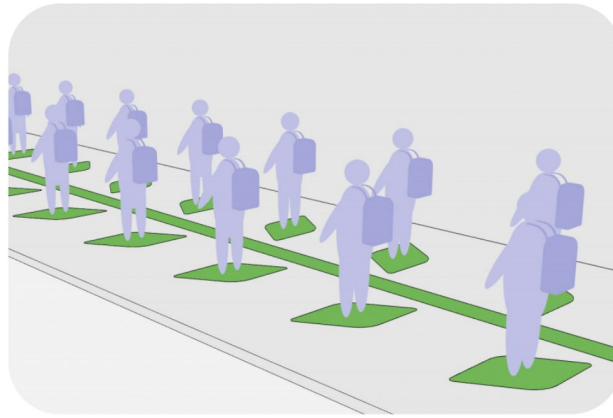
Architects from Lubrano Ciaverra have assessed, and re-envisioned our classroom space, and building flow with social distancing and facilities requirements. These plans also highlight essential components that build on the culture of our school by factoring in physically accessible and accommodating spaces for kids with multiple learning needs and encouraging safety while also being student friendly and creating a joyful space (using such things as decals to mark floor space).

Additionally the following guidelines will be adhered to in the school:

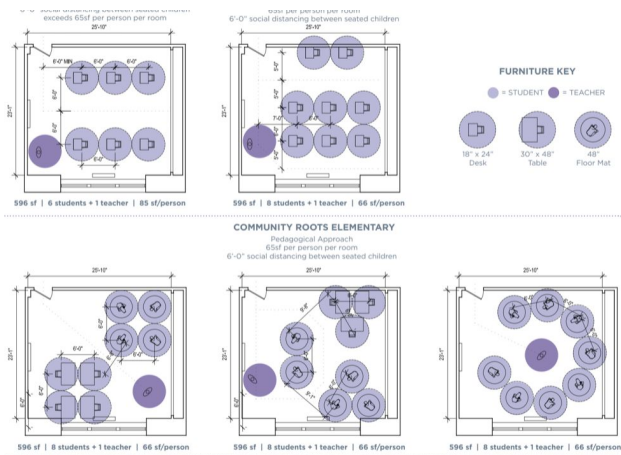
- + Flow of students into school and in hallways will be greatly reduced.
- + Hallways will have visual support for social distancing and directionality.
- + Movement will be limited between classrooms as much as possible for students and staff. This includes lunch time (ie. students stay in the classroom for lunch, go to the garden, the park etc.)
- + Classroom furniture will be limited to allow for maximum space between people.
- + The pod model allows for small groups of students to be together at all times and to mix with one other pod when outside in large open spaces.
- + The number of students and number of pods with which teachers come into contact will be minimized.
- + Food sharing prohibited
- + Students will have Individual materials



EXISTING CORRIDOR WITH WALL & FLOOR DECALS



**GROUND DECAL DESIGN**  
6'-0" social distancing between children waiting in line



## PPE and Face Coverings

- Students and staff must wear face coverings or masks at all times, with exceptions only for those students or staff for whom it is not safe to do so due to age, medical conditions, or other considerations according to [CDC Guidelines](#).
- Students will be allowed to remove their face coverings when eating or drinking.
- Schools will allow students to remove their face coverings for a brief period of time. These “mask breaks” can be offered throughout the day, at a school’s discretion. The frequency of mask breaks may vary by grade level within a school.
  - Mask breaks will not last for more than five minutes.
  - Mask breaks can only occur when:
    - Students are outdoors or well-ventilated areas.

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- Students can remain at least six feet apart.
  - In cases in which face coverings or masks are not possible, social distancing of 6 feet is required. CRCS will also adhere to social distancing of 6 feet throughout the entire school day.
  - Parents will be responsible for providing students with face coverings or masks.
    - CRCS will have backup disposable masks available for students and staff who need them.
    - Staff may choose to wear their own mask or one provided by the CRCS.
    - CRCS will comply with OSHA Guidelines for PPE and face coverings particularly for those staff that must have close contact with students due to the nature of their work and those that are in the isolation room.
  - All students are required to wear face coverings on the school bus, except if approved for a medical exemption. If a student does not have a face covering, the bus driver will distribute one.
  - Students with a medical exemption will not be required to wear a face covering on the bus, but must maintain at least six feet of physical distance from the driver or other passengers on the bus.
  - Students without a medical exemption but who need support because they struggle with wearing a face covering due to a documented medical, social-emotional, or developmental impairment:
    - Will be reminded to wear the face covering,
    - Will be permitted to have mask breaks, as defined above,
    - Must remain physically distant from the other passengers.

### **Medical exemptions from wearing face covering**

School will adhere to DoE policy for parent requests for medical exemption from face coverings

- Parents must submit documentation from a doctor or other health care provider specifically documenting the medical condition and why the student's condition makes the student unable to wear or tolerate a face covering.
- The school administration will forward the request to the Office of School Health who will review the request and supporting documentation and may approve the exemption based on such documentation.
- Students must be permitted to attend school while requests are reviewed. During the review, the school should provide additional adherence support and additional breaks, explore the use of alternative PPE, and ensure other risk mitigation strategies such as handwashing and physical distancing are adhered to.
- The school will advise the parent of the outcome of the review.
- Students with face covering exemptions must continue to adhere to other health and safety requirements, including hand hygiene and physical distancing requirements. Staff working with students with a face covering exemption will be provided with additional PPE.



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## **Supports for Students with Disabilities**

- For a student with a significant disability that limits their tolerance for wearing a face covering, schools will provide support as described below. This support will be provided based on the school's experience with the child, knowledge of the child's needs (for example, if the child's disability as documented on the child's Individualized Education Program (IEP) is the cause for the child's inability to tolerate a face covering), and considering any additional documentation or information shared by the parent:
  - Inform the parent that the expectation is for students to wear face coverings throughout the school day as much as possible, and that their child will receive training/instruction on increasing face covering-wearing tolerance and will be provided with mask breaks.
  - Provide a face covering upon entry to the bus or school and instruct the student on how to wear it. If the student removes the face covering, the student should be reminded to wear the face covering. If the student is unable to keep the face covering on after 3 attempts, the student should be given a mask break, which may take place indoors, in a well-ventilated area, while ensuring that other students maintain at least six feet of distance. The mask break can last longer than five minutes at the discretion of the teacher/provider, as appropriate for the student's needs.
  - Additional training and guidance have been developed to support schools in working with students who struggle with face covering-wearing for long periods of time.

## **Guidance on Supporting Students Who Are Non-Compliant with Wearing Face Coverings in Grades K-12**

- Parent or student disagreement with the face covering requirement is not an acceptable basis for relaxation of the face covering requirement. Students who do not comply with the face covering requirement for reasons not based on a documented medical, social-emotional, or developmental impairment, and notwithstanding the school's provision of a face covering and support towards compliance, will be required to participate in remote-only instruction in accordance with the requirements and procedures set forth below. This does not apply to those students documented social-emotional or developmental impairments who can only minimally tolerate wearing a face covering.
  - Schools may make a request for a student to be temporarily excluded from in-person learning in cases only after three documented instances of refusal to wear a face-covering in five or fewer in-person days and the school has taken the following steps:
  - An informal, restorative pedagogical school staff conversation with student to address the behavior and its impact, with an emphasis on the role of face coverings in keeping the school community safe
  - Attempts to provide age appropriate supports including education materials on complying with health and safety protocols and

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- Directing the student to a school counselor and/or social worker to discuss concerns.
  - Holding a remote conference with the student's guardian.
  - The student can only return to school after a meeting is held with parent and student about the need for the student to adhere to wearing a face covering and an agreement is reached that the student will comply with face covering protocols going forward. These removals are not considered disciplinary.

## Hygiene, Cleaning and Disinfecting

### Frequent hand washing and hand sanitizing

- All students and staff will engage in frequent hand washing, including upon arrival, before and after meals, after bathroom use, after coughing or sneezing, and before dismissal.
- Hand sanitizer will be placed at all entrances used by staff and students, in the hallways and within all rooms. Students and staff are encouraged to sanitize often during the day.
- Protocols will be established for effective hand washing in accordance with [NY Dept of Health Guidelines](#). If hand washing is not available, hand sanitizer with at least 75 percent alcohol content will be used.
- [Signage](#) will be placed throughout the school for effective hand washing and sanitizing.

### Regular cleaning, sanitizing, disinfecting, and disposal protocols

- CRCS will undertake new routines and proper [signage](#) to ensure that facilities and surfaces are regularly cleaned, sanitized, and disinfected in accordance with [NY Dept of Health Guidelines](#) (DoH) throughout the CRCS day and rooms are deep cleaned by custodial staff at least once per week.
- Custodial staff will follow all cleaning protocols set forth by [NYC Division of School Facilities](#)
- Paper products will be made readily available to all to ensure respiratory hygiene (sneezing/coughing).
- No touch trash cans with lids will be placed in every room for disposal of used paper products.

## Monitoring

### Screening

- CRCS will require staff to complete daily remote required self screenings prior to arrival at school and require parents/guardians to screen their child for [symptoms](#) before sending them to school as well as per the following DoH screening guiding questions: Has the staff/guardian/child...
  - knowingly been in close or proximate contact (within 6 feet for at least 10 minutes) in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19
  - tested positive through a diagnostic test for COVID-19 in the past 10 days

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- has experienced any symptoms of COVID-19 in the past 10 days:
    - Temperature of greater than 100.0°F
    - A new cough, new loss of taste or smell or shortness of breath
  - traveled internationally or from a state with widespread community transmission of COVID-19 per the [New York State Travel Advisory](#) in the past 14 days.
  - Any persons with a “Yes” response to any of the above screening questions will not be allowed to enter the school
  - Students and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours.
  - Screening of students and staff must include a daily temperature check.
  - All visitors and vendors will be temperature checked at point of entry and will be required to remain masked for the duration of their visit
  - Temperature checks will also be performed at entry points by CRCS staff upon arrival in the morning for students.
    - Persons who have a fever of 100.0 degrees or above or other signs of illness will not be admitted to the CRCS building. If a minor under the age of 13 is unaccompanied they will be placed in the isolation room and await a parent/guardian to pick them up.
    - All persons entering the building must use hand sanitizer provided at entry points.
  - CRCS will follow screening safety guidelines set forth by the [CDC](#).
  - CRCS will strongly recommend the same parent or designated person should drop off and pick up the child every day. If possible, older people such as grandparents or those with serious underlying medical conditions should not pick up children, because they are more at risk.
  - Staff will observe other staff/students for following [symptoms](#) throughout the day.
    - Students and staff exhibiting these signs with no other explanation for them will be sent for an assessment by the school nurse.
      - Fever of 100.0°F or higher or chills
      - Cough, shortness of breath or difficulty breathing, not allergy related
      - Fatigue
      - Muscle or body aches
      - Headache
      - Loss of taste or smell
      - Sore throat, congestion or runny nose
      - Nausea or vomiting,
      - Diarrhea

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## Staffing

**District/school plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.**

- All families will be able to choose fully remote and continue to access all live instruction and a full range of academic and social emotional support.
- Staff has all been surveyed using the CDC guidelines for increased risk as well as risk factors for those they live with.
- Staff will be provided with a form to request accommodations in writing.
- All accommodation requests will be reviewed and categories for which accommodations will be provided will be articulated to staff.
- Accommodations will be offered to all staff members who fall in the determined categories and reviewed by the school attorney
- Staff requesting accommodations will be asked to engage in an interactive process with leadership to determine what accommodation would work best for them and will then be reviewed with the school lawyer to determine reasonableness.
- Accommodation requests will be granted (or denied) in writing and will first be vetted by the school's attorney.

**District/school plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons.**

- In the context of regularly scheduled Building Council Meetings we will address the scheduling of all safety drills with modifications to ensure social distancing.

## Testing Protocols

CRCS will follow all DoE Guidelines including the following recommendations:

- All school-based staff get tested at least seven days before the start of in-person instruction and get tested on a regular basis, at least once a month in NYC prioritized testing locations.
- Once in-person learning has begun, we will follow the NYCDOE and DoH will help guidance for a rolling pattern of testing for all school-based staff.
- If a symptomatic student is sent home but has had no known contact with a positive case, the student can only return to school when all the following are met.
  - Presents clearance from a health care provider evaluation AND
  - The student has been symptom free for 24 hours without the use of medication.
  - Additionally, the student should participate in remote learning, if feeling well enough.
- If DoH or Test + Trace determine the student is considered a close contact of a positive case, the student can only return to school when all the following are met:

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- The student has completed a 14-day quarantine regardless of symptoms or test results since their last exposure to that case AND
    - Presents clearance from a health care provider evaluation AND
    - The student has been symptom free for 24 hours without the use of medication.
    - Additionally, the student should participate in remote learning, if feeling well enough.
  - If the student does not get tested, then the student cannot return to school until:
    - 10 days have passed since the first symptom AND
    - The student has been symptom free for 24 hours without the use of medication.
  - If a school-based staff member shows symptoms of COVID-19 while at school:
    - School-based staff members showing symptoms at COVID-19 will be directed to leave the building.
    - The school will strongly encourage the staff member to visit a doctor and get tested for COVID-19.
  - If the staff member has had no known contact with a positive case, the staff member can only return to work when all the following are met:
    - Presents a negative COVID-19 test result AND
    - Presents clearance from a health care provider evaluation AND
    - The staff member has been symptom free for 24 hours without the use of medication.
  - If DoH or Test + Trace determine the staff member is considered a close contact of a positive case, the staff member can only return to work when all the following have been met:
    - The staff member has completed a 14-day quarantine regardless of symptoms or test results since their last exposure to that case AND
    - Presents clearance from a health care provider evaluation AND
    - The staff member has been symptom free for 24 hours without the use of medication.
  - If the staff member does not get tested, then the staff member cannot return to school until:
    - 10 days have passed since the first symptom AND
    - The staff member has been symptom free for 24 hours without the use of medication.

## Testing Responsibility

Identification of who in the community is responsible for referring, sourcing, and administering testing (e.g., local health department testing site, physician offices, hospital system), particularly in the event that large-scale testing at the school is needed

- CRCS will recommend use of [NYC run sites](#) for testing for school based staff
- DoH school nurse on site will be the responsible party for recommendations/referrals for testing for symptomatic persons
- DoH school nurse will provide testing resources for families/staff as needed if testing is not available through their own physician's office

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- CRCS Coordinators will assist the DoH nurse in communicating with families and staff regarding any testing resources related inquiries
  - In the event large-scale testing at the school is required, we will follow all guidance from NYC DoH and DoE

## Early Warning Signs

CRCS will follow DoE guidance on Early Warning Signs:

- In order for schools to reopen and stay open, the percentage of positive tests in New York City must be less than 3% using a 7-day rolling average.
- Schools will need to close if the percentage of positive tests in New York City are equal to or more than 3% using a 7-day rolling average.

School administrators will consider closing school if early warning indicators such as increased absenteeism or increased illness in the school rise beyond an acceptable level and will impact the ability of the school to operate safely even if the overall case rates across New York City were to remain low.

## Containment

### School Health Office

DoH school nurse is responsible for triage of all symptomatic persons.

CRCS staff will immediately send any student or adult with indications set forth by the NYC DoH during the school day to the school nurse for determination if they must be sent home.

All reports by the school nurse should be made in compliance with HIPAA, FERPA, and Education Law 2-d.

CRCS will assist the school nurse as needed with:

- Student supervision
- Telephone calls, text, or emails to parents/guardians
- Provide assistance with completing any required paperwork other than nursing documentation.

## Isolation

Any student showing symptoms of COVID-19, including those listed below, will be escorted to the Isolation Room by a designated BRT (Building Response Team) member wearing appropriate PPE:

- Fever of 100.0°F or higher or chills
- New cough
- New loss of taste or smell, and/or
- New shortness of breath.

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The ill student will be supervised at all times while in the Isolation Room by a BRT member and the school nurse will be contacted to come to the Isolation Room to assess the student.

- Should the nurse/health professional be unavailable at that moment to examine the student, the student must wait in the building's Isolation Room until assessment is complete.
- The student cannot be released to the guardian until the health assessment is completed.

Upon arrival of the student's guardian:

- The BRT member escorts the student to the school entrance for pick-up by the guardian
- Reviews the NYCDOE's "Sent Home With Symptoms" letter with the guardian
- Recommends the guardian take the student to get tested for COVID-19
- Provides the guardian with information of the closest [testing site](#).
- The BRT member confirms with the Command Post staff that the student and guardian have exited the building and all guidance has been provided.

When the ill student has been picked up and the Isolation Room is empty:

- The Isolation Room must be closed and the secondary Isolation Room location must be used
- The Secondary Isolation Room will be shared with all schools (3) in the building.
- A deep cleaning of the used Isolation Room must be performed at the end of the day.

The principal, and/or BRT Leader will ensure that the incident involving the ill student is:

- Reported to the Situation Room
- Reported to the Emergency Information Center (EIC)
- The Situation Room will provide the principal with a letter to be disseminated to the school community regarding a student exhibiting COVID-like symptoms during the school day.
- The school may use any communication platform available to disseminate the letter.
- The principal and/or designee shares any test results or updates with The Situation Room and in EIC.

## Infected Individuals

- The DoH school nurse will take lead on determination and triage of symptomatic students.
- Infected staff will be sent home, infected students under the age of 13 will be placed in a staffed isolation room until they can be picked up. If a student over 13 is sent home this will only happen after communication with a parent/guardian has occurred.
- CRCS will follow DoH recommendation for 10 days in isolation for a positive test or probable case based on symptoms.
- The class pod will close and all students move to remote learning until further guidance is received from the DoH Testing and Tracing team.
- Documentation from a healthcare provider evaluation indicating symptom resolution, or if COVID-19 positive, release from isolation, indicated by these [CDC guidelines](#) will be required to return to hybrid learning for students.
- Infected staff will be allowed to return to work according to the [Interim Guidance for Public and Private Employees Returning to Work Following COVID 19 Infection or Exposure](#).

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## Exposed Individuals

- Exposed individuals must remain home for 14 days and transition to remote learning.
- Exposure consideration is if persons were within 6 ft for 10 minutes or more of infected persons.
- Negative COVID tests will not allow them to return before the 14 day exposure quarantine period.
- We will follow the DoE recommendation that we quarantine the whole pod of students after one positive or suspected case of student or staff infection for 14 days after exposure and move to remote.
- 10 days in isolation is required for a positive test or probable case based on symptoms. 14 days is required for exposure to an infected person.
- After the 10 day in isolations for positive cases and 14 days in isolation for exposure, documentation from a healthcare provider indicating symptom resolution indicated by these [CDC guidelines](#) will be required to return to in person learning for students.
- Exposed staff will be allowed to return to work according to the [Interim Guidance for Public and Private Employees Returning to Work Following COVID 19 Infection or Exposure](#).

## Hygiene, Cleaning and Disinfection

- CRCS will close off areas used by a sick person and not use these areas until after cleaning and disinfection has occurred by custodial staff or an outside provider per [CDC and DoH guidelines](#) and using proper [disinfectant materials](#). As per the guidelines CRCS will be:
  - Opening outside doors and windows to increase air circulation in the area.
  - Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible
  - Cleaning and disinfecting all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
  - Once the area has been appropriately deep cleaned and disinfected it will be reopened for use.
  - Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.

## Contact Tracing

- DoH will notify the school of any cases that affect the school identified by the NYC Contact Tracing Corps.
  - School leaders will call the DOHMH Situation Room if they receive notice from a staff member, student, or parent/family member of a positive COVID-19 test or if a student or staff member is isolating or sent home with symptoms
  - If a positive case is reported the pod will close and all students will move to remote learning until further instructions received from DoH
  - The DOH then conducts contact tracing and will request all necessary information from the



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- school
  - The DOH then advises the school on next steps
  - If there are two or more positive tests in the building then the building will be closed while the DOH conducts contact tracing
  - CRCS will not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health.
  - CRCS will cooperate with state and local health department contact tracing by knowing who may have had contact at school with a confirmed case by:
    - Keeping accurate attendance records of students and staff members.
    - Ensuring student schedules are up to date.
    - Keeping a log of any visitors which includes date, time and where in the school they visited.
    - Assisting local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the [New York State Contact Tracing Program](#).

## Communication

- CRCS will provide regular updates about health and safety, scheduling, and all other information families should be aware of in a variety of accessible forms including:
  - Central Google Drive document cloud folder
  - Electronic notifications via Bloomz and email listserv
  - Text messaging via Remind
- CRCS will use templates provided by DoH to communicate with families related to instances of COVID exposure or positive cases found in school.
- Student confidentiality will be maintained at all times according to [HIPPA](#), [FERPA](#) and [Education Law 2-d](#).
- CRCS Coordinators to be the main contact upon the identification of positive COVID-19 cases and to be responsible for subsequent communication are:
  - Sandy Lee - Grade K-5 - [slee@communityroots.org](mailto:slee@communityroots.org)
  - Ksenia Parris - Grades 6-8 - [kparris@communityroots.org](mailto:kparris@communityroots.org)

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## Closure

CRCS will follow DoE and NYSED guidance to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in the school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

In order for schools to reopen and stay open, the percentage of positive tests in New York City must be less than 3% using a 7-day rolling average. Schools will need to close if the percentage of positive tests in New York City are equal to or more than 3% using a 7-day rolling average.

It is important to note that the above threshold is just one trigger for closing schools but may not be the only trigger. For example, a decision to close schools would be made where there were recurrent, uncontrolled outbreaks of COVID-19 in schools, even if the overall case rates across New York City were to remain low.

**Update October 07, 2020: [NY State Covid Cluster Action Initiative](#)**

**NYSED/DoH guidance on school closure will supersede all other prior parameters. If school is in a red or orange zone, school will be required to shift to remote only instruction as advised by DoH.**

### Closure Triggers

We will follow the [DoE](#) and DoH guidelines as outlined below:

Conclusion of Investigation	During Investigation	Post Investigation
1 confirmed case	Close Classroom, transition to remote learning	Classroom remains closed for 14 days; students and staff in close contact with positive case self-quarantine for 14 days.
At least 2 cases linked together in school, <b>same</b> classroom	Close Classroom, transition to remote learning	Classroom remains closed for 14 days; students and staff in close contact with positive cases self-quarantine for 14 days
At least 2 cases linked together in school, <b>different</b> classrooms	Close school building, transition to remote learning	Classrooms of each case remain closed and quarantined for 14 days. Additional school members are quarantined based on where the exposure was in the school (e.g., the locker room)
At least 2 cases linked together by circumstances outside of school (i.e., acquired infection by different setting and source)	Close school building, transition to remote learning	School opens post investigation, classrooms remain closed for 14 days

At least 2 cases not linked but exposure confirmed for each outside of school setting	Close school building, transition to remote learning	School opens post investigation, classrooms remain closed for 14 days
Link unable to be determined	Close school building, transition to remote learning	Close school for 14 days

- CRCS administrators will consider closing school if absentee rates impact the ability of the school to operate safely.
  - CRCS may choose to modify operations prior to closing to help mitigate a rise in cases.
  - CRCS will consult with local DoH when making such decisions.

## Operations

- Operations team and coordinators will:
  - Ensure all families have supplies needed to switch to fully remote.
  - Ensure all families have technology necessary to switch to fully remote
  - Switch all attendance tracking to remote protocols.
  - Notify school nurse, DoH, DoE School Foods and OPT of school closure.
  - Notify the custodial team of school closure and request deep cleaning of all rooms.

## Facilities

**School districts will follow health guidance related to social distancing and other safety measures that must be put in place to slow the spread of COVID-19. To meet the requirements of that guidance, school districts or other applicable schools may need to rearrange or re-purpose physical space within their buildings, expand buildings' or districts' footprints or alter existing spaces through construction or changes in programming or operation. Several of these alternatives have implications for fire code compliance and may require code review by the New York State Education Department's (NYSED's) Office of Facilities Planning.**

Community Roots Charter School secured the professional services of the Lubrano Ciavarra Architect firm to provide guidance on meeting the social distancing needs and other safety measures related to school facilities. The LCA firm created the attached educational design plan for reopening at both our elementary (PS. 67) and middle school (PS. 287) sites. The elementary plan can be found [here](#). The middle school plan can be found [here](#).

Details regarding additional social distancing and safety measures regarding our facilities are referenced in the preceding Health and Safety section.

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## Child Nutrition

As school food service operations transition from serving meals during unanticipated school closures and summer meals to serving school meals, School Food Authorities (SFAs) will need to consider national, state, and local health and safety guidelines. It is important that SFAs engage school food service directors in district or system wide discussions regarding plans for reopening schools to ensure that students participating in all learning models have access to healthy meals.

CRCS uses the services of DoE School Foods for all our student meals.

### In school learning students

- All students in school will take all meals provided by DoE Office of School Foods within their classrooms
- Coordinators will ensure all school meals are bagged for pick up from the cafeteria
- Operations staff will pick up and deliver bagged meals directly to classrooms
- All eating surfaces will be disinfected/sanitized prior to and after meals
- All students will wash and sanitize their hands prior to and after eating
- All students will 6 ft social distance while they are eating and unmasked
- CRCS remains a nut-free school and ensure nut-free meals are provided by School Foods for all students

### Remote learning students

For families remaining in remote learning CRCS will continue to share updated information from [DoE Office of School Foods](#) regarding grab and go meal locations as well as [food bank and SNAP assistance](#) locations to ensure all families have access to nutritional meals.

## Transportation

Pupil transportation also presents certain unique challenges, especially with regard

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**to the transportation of homeless students, students in foster care, students in nonpublic and charter schools, and students with disabilities. So, it is critical that schools and school districts must be sure to include Transportation Department staff in all school re-opening planning.**

CRCS uses the school busing services of NYC Office of Pupil Transportation

CRCS is awaiting information from the NYC Office of Pupil Transportation if school busing will be made available and this section will be updated as soon as guidelines are received.

- If school busing is not available for general education students, OPT has confirmed that metrocards will be provided for all students.
- CRCS will communicate all matters regarding transportation with families.

## **Socio-Emotional Well-Being**

**Ensure that a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools Questions related to this guidance may be directed to reopening [guidance@nysed.gov](mailto:guidance@nysed.gov) updated to meet current needs.**

Below is a detailed description of the Community Roots Charter School school counseling program plan, which has been updated to meet current needs regarding the Covid 19 public health emergency.

## **Mental Health and Trauma-Responsive Practices**

### Staff

- Professional Development sessions for staff on:
  - Trauma-informed practices,
  - Self-care, and
  - How to support students during a public health crisis
- Creating spaces for staff reflection: all-staff meetings, adult crew, team meetings, co-director teacher check-ins, and surveys
- Survey staff regularly to assess needs
- Opportunities for staff to connect (e.g. lunches, game nights, workshops)
- Opportunities for staff to have 1:1 check-ins with a clinical social worker on staff or with co-directors during Office Hours

### Students

- Advisor or Teacher and student social emotional check-in weekly
- 1:1 additional academic intervention as needed (by support teacher)
- Individual and group counseling services (push-in/pull-out)
- Use of Responsive Classroom technique in classrooms
- Morning Meeting and Crew structures

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- Intentional, thoughtful, and on-going community building among classes or pods
  - Intentional, thoughtful, and on-going relationship building between staff and students and staff and families

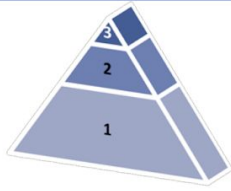
#### Families

- Staff and family social emotional check-ins as needed
- Social Work newsletters
- Collaborative family meetings
- Family Psychoeducational Workshops
- Regularly distributed surveys to assess family needs
- Opportunities for families to check-in with a social worker
- Designated Social Work email address for families to write to with questions, to be checked regularly by SW Team

### **Multi-Tiered Systems of Support (MTSS)**

We are an inclusive program that strives to provide all of our students, to the maximum extent possible, access to the general education co-taught classroom, peers and curriculum. All classrooms are co-taught environments making use of high impact co-teaching models. In addition we recognize that some students need more targeted, direct instruction and interventions to access specific parts of our curriculum and we will structure these supports so that they can remain fluid and responsive. If highly individualized instruction is needed to target a student's goals, we aim to design this instruction in a way that values both academic and social emotional growth and leverages peer relationships and a sense of belonging. The description below outlines how we have realized MTSS and addressed students' social emotional needs at Community Roots Charter School.

## APPENDIX A: EXAMPLE OF MULTI-TIERED SYSTEM OF SUPPORTS



**Tier 3: Tertiary Interventions** - Specialized, individualized, serves high-risk students (1 -5% of total population)

**Tier 2: Secondary Interventions** - Specialized, serves groups with at-risk behaviors (5-15% of total population)

**Tier 1: Universal Interventions** - School-wide or classroom-wide, serves all students (Effective for approximately 80% of total population)

	SEL	Mental Health Support	Behavioral Supports & Interventions	Restorative Practices	Academic Supports & Interventions/RTI
Tier 3	<ul style="list-style-type: none"> <li>Individual instruction in SEL competencies strategies and skills</li> <li>Practice and coaching</li> </ul>	<ul style="list-style-type: none"> <li>Crisis intervention</li> <li>Individual counseling/support plan</li> <li>Family Collaborations</li> <li>Referral to services</li> </ul>	<ul style="list-style-type: none"> <li>Wraparound services</li> <li>Functional Behavioral Assessments (FBAs), Behavioral Intervention Plans (BIPs)</li> <li>Faculty/staff mentor</li> <li>Academic and/or behavioral coach</li> </ul>	<ul style="list-style-type: none"> <li>Family Conferences/ Collaborations</li> <li>Formal Restorative Conference(s)</li> </ul>	<ul style="list-style-type: none"> <li>Intensive instruction (1-2 students)</li> <li>After school tutoring</li> <li>Computer-assisted programs</li> <li>Specially-designed instruction (SDI)</li> </ul>
Tier 2	<ul style="list-style-type: none"> <li>Targeted explicit instruction in SEL competencies, strategies, and skills</li> <li>Practice and coaching with feedback</li> <li>Peer-to-peer SEL workshops</li> <li>SEL focused community building circles</li> </ul>	<ul style="list-style-type: none"> <li>Individual/small group counseling</li> <li>Support groups (e.g. anger management, etc.)</li> <li>Family Engagement</li> <li>Substance abuse prevention counseling</li> <li>Referral to services</li> </ul>	<ul style="list-style-type: none"> <li>Faculty/staff mentor</li> <li>Daily Check In/Check Out</li> <li>Daily Progress Reports (DPR)</li> <li>Social and Academic Instructional Groups (Small Group)</li> <li>Individual Behavior Contract</li> <li>Academic and/or behavioral coach</li> <li>Targeted afterschool support program(s)</li> </ul>	<ul style="list-style-type: none"> <li>Peer Mediation</li> <li>Restorative Problem-Solving Circles</li> <li>Formal Restorative Conference</li> <li>Community service</li> </ul>	<ul style="list-style-type: none"> <li>Peer Tutoring and Paired Reading</li> <li>Small group supplemental instruction</li> <li>Guided instruction</li> <li>Visual/auditory aids/cues and manipulatives</li> </ul>
Tier 1	<ul style="list-style-type: none"> <li>Explicit instruction in SEL Competencies</li> <li>Integration of SEL within the content areas</li> <li>General teaching practices that model and support SEL</li> <li>School climate surveys (student, staff, families)</li> <li>SEL Plan based on survey and other student data</li> <li>Family engagement</li> </ul>	<ul style="list-style-type: none"> <li>Mental health education</li> <li>Mental health screening</li> <li>Prevention/ Intervention supports (e.g. stress management, wellness, drug/substance abuse/ suicide prevention, etc.)</li> <li>Trauma-Informed/ trauma-sensitive approach</li> <li>Peer education</li> </ul>	<ul style="list-style-type: none"> <li>Schoolwide Behavioral Expectations</li> <li>Evidence-based classroom management</li> <li>Guidance conference(s)</li> <li>Training of peer educators</li> <li>Student leadership opportunities</li> <li>Bullying prevention (i.e., DASA)</li> <li>Culturally responsive practices</li> <li>Student government, extracurriculars</li> <li>Afterschool and summer programs</li> <li>Community schools</li> <li>Community service opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Community Building Circles</li> <li>Negotiation Skills Training</li> <li>Peer Mediation</li> <li>Restorative Circles</li> <li>Community service</li> <li>Student circle keeper training</li> <li>Family Engagement</li> <li>Responsive discipline policies</li> </ul>	<ul style="list-style-type: none"> <li>Standards-aligned, differentiated, data informed, cross-curricular, culturally responsive instruction</li> <li>Goal-setting for learning</li> <li>Student self/peer assessments</li> <li>Project based learning/ assessments</li> <li>Family engagement</li> <li>Universal Design for Learning</li> <li>Health Education Coordination</li> </ul>

Adapted from Illinois SS/HS State Group and Erie 2 BOCES

### Pupil Personnel Services (PPS) Roles within MTSS:

- **Restorative practice team:** facilitate restorative circles and formal restorative conferences, engage with families and prepare them to participate in circles, analyze data around interventions, and recommend best practices for discipline
- **Attendance Committee and office staff:** support students and families who are absent or have difficulties with attendance by tracking attendance data and deciding on appropriate interventions to meet student/family needs and encourage increased attendance and being on time to school, monthly attendance letters sent to students who miss more than 80% of the school days within a month
- **Crew Leaders:** Explicit instruction in SEL, community building circles, service learning projects, family engagement
- **Co-directors:** support all staff with curriculum, instruction, specific student needs, family needs, and respond to ever-changing needs of the school with keeping all stakeholders as a priority
- **Crisis team (ES):** team of staff support students who need more targeted emotional support, all are trained in Nonviolent Crisis Intervention, meet twice-monthly to debrief, reflect on progress, and areas of growth
- **Learning Specialists:** additional teaching interventions in small groups or individually, guided instruction
- **Director of Student Supports:** oversee special education services, IEP implementation, family engagement around IEPs and at-risk related services



- **High School Guidance Coordinator:** Social/Emotional support surrounding transition for students and their families to High School
- **MS Dean:** Supports with implementing behavioral expectations, peer mediation, attendance compliance and restorative circles
- **Community Programming Department:** Leadership opportunities for students, family engagement and programs, relationships with schools in community, recruitment, and community council committees
- **Social Workers:** Individual and group counseling, restorative circles and peer meditation, support groups (ie. socialization), family engagement through newsletter communication and facilitating workshops, mental health education/self-care/stress-management training for staff, crisis intervention, family support- case management services, liaison between school and outside providers, and provide whole-class SEL learning as needed

### Social Emotional Learning (SEL) and Transformative SEL

- 2nd grade Zones of Regulation 18 lesson curriculum on emotional regulation
- Core Value work: weekly lessons within the classroom/Crew about core values
- Community building and emotional check-ins and direct instruction with class during daily Morning Meeting at the ES and Crew at the MS
- Teachers, social workers, and co-directors having targeted problem-solving conversations with students as conflicts or challenges arise among peers or with individual students
- Community Builder (CB) Programs
  - CB Mentors 5th and 6th grade: students have the opportunity to be peer mentors to younger students and help at lunch, recess, and Morning Meeting
  - CB Ambassadors (8th grade): students have the opportunity to help with school tours and other public events
- Embedded in academic curriculums across grades
- Crew: our middle school advisory program where students engage each morning with the same cohort to participate in community building, advisor/student academic advising, their assigned crew leader/advisor acts as a liaison between family/school with frequent communication
- Direct outreach to families to support with transitions (from ES to MS, MS to HS, and new families to CRCS)

### Restorative Practices

- Facilitate Restorative circles (peer conflict, harm done within community)
- Facilitate Restorative formal conferences with all stakeholders (including family)
- Facilitate Classroom circles
- Share best practices seven times a year through Restorative Practices vertical team meetings
- Provide support to students through crisis response teams
- Engage students in leadership opportunities and programs such as Community Builders
- Professional Development for staff several times per year around facilitating circles, building community using circles, and examining teacher practice using a restorative lens
- Restorative Practices Team Meetings (entire team trained in RP) once every three weeks
- Embed SEL and trauma-responsive practices in restorative discipline policies



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## Planning and Capacity Building

- Weekly Social Worker and Director meetings to discuss needs of students and families
  - Create action plans for students that are determined to be high-risk (potential for 1:1 adult support and check-ins)
  - Look at and analyze data from surveys of staff/families/students
- Twice-monthly meetings with co-director, classroom teachers, and social worker to discuss student social and emotional needs, design behavioral interventions, and support teachers in meeting their student's needs

## Adult SEL & Well-Being

- Staff accountability buddies with scheduled check-ins
- Professional Development:
  - Sessions to increase awareness about student's social and emotional needs and to build staff capacity to identify these needs
  - Create space prior to the re-entry of students for staff to talk about differences, losses, and newness of preparation for teaching and learning in a remote or partially remote world
  - Sessions may include trauma-informed practices, self-care, and how to support students during a public health crisis
- Regularly distributed surveys to assess staff and family needs
- Opportunities for staff to connect (e.g. lunches, game nights, workshops)
- Opportunities for staff to have 1:1 check-ins with a clinical social worker on staff or with co-directors during Office Hours
- New staff check-ins with social workers
- Twice-monthly teacher or co-teacher meetings with co-director (staff and supervisor meetings)
- Ease of access to mental health counseling through school-provided insurance (list of providers who take school insurance, how to use Psych Today, and how to use insurance website to find a mental health provider)
- Ongoing opportunities for adults to develop and strengthen their own social and emotional competencies

## Student SEL and Well-Being

### Tier I

- Crew (MS): our middle school advisory program
- Academic conferencing at the MS
- Community Crew: school-wide meeting at the MS
- Community programs: Leadership opportunities, social interactions across grade-levels, etc.
- MS Student groups: PRISM (gender sexuality alliance), Girl Power Club, Boys Club, Big Sibling program
- Morning Meeting (ES) as a daily emotional check-in between students and teachers, helps foster increased resiliency for students to help prepare them for the possibility of additional transitions between in-person and remote learning

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- Prioritizing opportunities for students to engage in socially distanced activities together when they are in the school building
  - Offer opportunities for movement and physical activity to the extent possible
  - Scheduled community building activities to create safe, supportive, engaging learning environments that nurture students' social and emotional learning
  - Teacher-student social and emotional check-ins to nurture the staff and student relationship and to help students establish a trusted adult at school that they can check-in with regardless of the mode of instruction
  - Provide students with access to additional mental health and trauma supports

#### Tier II

- At-risk and mandated individual and group counseling services
- Grade-specific socialization groups
- Social worker-led groups: Banana Splits, Social Skills groups, Worries group
- In-school counseling referral system allowing students and families who need social emotional support to receive it

#### Tier III

- At-risk and mandated individual and group counseling services
- Crisis intervention
- Individualized behavior modification plans

### Using Data for Continuous Improvement

- JumpRope: to track family communication, staff/student communication, academic support, discipline incidents, and circle participation
- IEPs: report on goals three times per year, in coordination with CRCS reporting cycle
- Staff/student/family surveys: sent regularly and use the data to determine supports and action steps
- Academic data tracking: inform academic supports that specific students need

**Establish an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.**

Community Roots Co-Directors meet with the k-8 Social Work team weekly. We will use our K-8 SW Director meeting to continue to inform our comprehensive developmental school counseling program plan and then consider ways to involve other stakeholders.

**Address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.**

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At Community Roots, we have 2 social workers designated at each site. This social work team will lead the work to provide resources and referrals to address mental health, behavioral, and emotional support services and programs in the following ways:

- The use of 3 different surveys designed as screening tools for families, students, and staff to assess needs. These will be administered as needed given that we anticipate that there will be shifts and changes connected to the public health emergency.
- A designated Social Work email address for families to write to with questions, to be checked regularly by SW Team
- Counseling referral list compiled by Social Work Team
- Share resources and tools with families (newsletter, page on Google Classroom, or add to CRCS website)
- Family Workshops run by CRCS Social Work Team
- Sharing resources of workshops run by other organizations (Child Mind Institute, Child Study Center, etc.)
- Weekly family check-ins with designated staff member and/or advisor
- Continue to build outside partnerships
  - Food services, counseling services, attorneys, housing support
  - Some ideas: St. Vincent's Heart Share, CAMBA, Horizons, NYU

**Address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.**

Community Roots will:

- Provide summer and ongoing professional development session for staff on trauma-informed practices, self-care, and how to support students during a public health crisis, led
- Insure the continuation of staff reflection spaces related to the CoVid-19 public health emergency: all-staff meetings, adult crew, team meetings, co-director teacher check-ins, and surveys
- Anti-Bias Collective & Inclusive Practices Group professional development for staff
- Sharing of outside professional development opportunities and resources with staff

In addition, our Morning Meeting structure at the Elementary School and our Crew and Academic Advisory at the Middle School are existing school structures that provide a space for students to develop coping and resilience skills.

## **Budget and Fiscal**

Community Roots Board of Trustees has approved a FY2021 budget that includes several cost savings in response to the reduced per pupil allocation. Additionally, the school has developed a secondary budget that assumes further reductions, up to 13% in per pupil allocation funding and our cost base by eliminating other non-essential spending items for FY2021. As of July 1, 2020 we continue to maintain a fiscal reserve put in

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place to address any significant budget shortfalls that may result from further austerity measures from the State and ensure that we can meet the fundamental fiscal needs in the near term.

## Attendance and Chronic Absenteeism

### Attendance for Instructional Purposes

**Schools are responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.**

In order to provide continuity of instruction during remote or hybrid learning, student attendance is essential. CRCS must ensure students are connected to school and accessing remote learning material(s). CRCS has established successful procedures to monitor and record student “attendance” during remote learning during the past Spring semester when we went fully remote with an average attendance of 96%. CRCS will continue to follow these attendance protocols for students who remain in remote learning in the Fall semester.

Students who are remote are required to answer a Morning Message provided by teachers (ES) and crew leaders (MS) every morning and/or attend live morning meetings. If students respond to the daily message, or are in attendance at the morning meeting, they are marked present. If student attendance meets the minimal expectation, no actions will be required. If students do not meet attendance expectations, the actions outlined below will be taken.

*Students are marked in attendance by 9 am everyday (time will be adjusted for any staggered arrival schedules). Attendance is taken by classroom teachers. Attendance includes in person attendance at the building. Students are marked late or early dismissal when students are not in attendance for instruction. In addition, period attendance is taken at the middle school.*

Families are expected to let teachers know when their child is out of school/not in attendance.

*If a student does not log in by 9:00:*

- ES -MS - Our dean and/or advisor contacts the family/student to understand why absence and/or lateness has occurred. Contact is made through email, phone call or text. Comments are logged in JumpRope.

*If a student does not login for two consecutive days during the week:*

- ES & MS - Teachers/Advisors/Dean put a comment in JumpRope, copying the Social Worker who contacts family/student to understand why consecutive absences have occurred. Contact is made through phone call or text. Phone calls are preferred. Comments are logged in JumpRope.

*3 days absent during the week:*

- Teachers/Advisors/Dean put a comment in JumpRope and Co-Director contacts family/student to understand why consecutive absences have occurred. Contact is made through phone call or text. Phone calls are preferred. Comments are logged in JumpRope.

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### Monthly responses if failure to meet attendance expectations

- If cumulative attendance falls below 80% for the month, families are emailed a letter from the Co-Director detailing the attendance rate.
- Co-Director contact is site specific.
- Plans will be developed to support individual students with chronic absenteeism (such as but not limited to individualized schedules, support in problem solving with a social worker).

Attendance for students in school is taken daily through JumpRope and uploaded into ATS. Absenteeism for in school students is tracked as follows:

- *2 days absent during the week:*
  - Operations staff contacts families to understand why consecutive absences have occurred.
  - Contact is made through a phone call or text. Phone calls are preferred.
  - Comments are logged in JumpRope for follow up by Co-Directors as needed.

### **Attendance for Reporting Purposes**

**Attendance of any school-age student of compulsory age, who resides in the district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school district, BOCES, approved private in-State or out-of-State school, and State supported school) must be reported in SIRS. To date, the reporting of daily attendance of Pre-kindergarten students is not required;**

### **Attendance must be reported by any reporting entity that is required to take attendance**

CRCS reports all daily attendance through the NYC Department of Education's student information system, ATS.

- CRCS will report attendance in ATS daily for all students both in remote and in class learning
- All reporting of attendance is automatically uploaded to SED through ATS and BOSCES Level 0 platform.
- All suspension reports are uploaded by CRCS to SED through BOSCES Level 0 platform
- Boscес uploads all attendance records to SIRS

## **Technology and Connectivity**

**School and District Reopening Plans must include information on how the school will have knowledge of the level of access to devices and high speed broadband all students and teachers have in their places of residence. School and District Reopening Plans must include information on how the school will to the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.**

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CRCS conducted a schoolwide Remote Learning Survey for family and staff in March, prior to school closure, to collect information about level of access to technology and connectivity needs. CRCS will conduct another survey for family and staff in August to collect access needs information and will supply families/staff with the following technology and assistance as needed:

- School laptops
- MiFi's
- Continue to provide information to families on internet service providers who may still be offering free internet access
- Continue to provide information to families on obtaining laptops/iPads from DoE for siblings who are not enrolled at CRCS
- Provide instruction on using technology and Google Classrooms for students and families through live Zoom meetings and the videos will be uploaded to the K-8 Family Resources folder.
- Assign operations staff to provide IT support to families, students and staff
- Provide professional development for teachers and leaders on designing effective online/remote learning experiences.
- CRCS will ensure student data privacy and security will be maintained and that we are in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.

**School and District Reopening Plans must include information on how the school will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.**

CRCS will ensure that 100% of our students have the wifi and technology they need to participate in learning and demonstrate mastery of learning. In part, this will be insured through the Hybrid plan for re-opening, during which students who do not have sufficient access to high speed internet will be prioritized for in-person instruction.

Additionally, since we will be in a hybrid model to open school materials can be accessed from the school building. Staff members will be mobilized (like in the Spring) to deliver needed materials to families who are not able to come to the building. This is inclusive of but not limited to replacing technology that malfunctions, classroom materials to support specific assignments or projects as well as materials to make learning more accessible.

Please refer to the Teaching and Learning section and our description of both our Inclusive instructional model and our use of Universal Design by Learning (UDL) for more information regarding how we remove barriers to access for our students.

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## Teaching and Learning

**All schools must ensure that they have a continuity of learning plan for the 2020-2021 school year. Such plans must prepare for in-person, remote, and hybrid models of instruction.**

### Phase 1: Remote Learning: Staff/Students in Building or At Home

Proposed model of first 6 weeks: September 14- October 23, 2020

In this model the primary mode of instruction is live and synchronous, with instruction delivered by classroom teachers. Some students will be in the building, serving as an extension of “home” where learning will be made more accessible and addressing some of the barriers that exist in this context. Students will be prioritized for learning in school, to which families can choose to opt in to, in the following categories:

- a. Children of NYC Frontline and Essential Workers\*/faculty children on days they are in building
- b. Children with IEPs calling for Integrated Co-Teaching (ICT) and MLL/ELL students
- c. Children with limited access to the internet
- d. Children recommended for in school support based on Spring Remote Learning participation

Note: Related services as mandated on IEPs may be delivered on school site or virtually.

\*Note: CRCS is using the categories outlined by the DOE Recreation Centers to define Frontline and essential Workers: first responders and health care workers; transit workers; sanitation workers. And adding the following categories from Governor Cuomo and The State Comptroller's Office: Grocery, Drug Store and Convenience Store Workers, Childcare, Homeless, Food and Family Services, Postal Workers and those who work in Jails and Prisons.

For all students there will be mostly live instruction and a predictable schedule that mirrors a more traditional school day schedule.

In-school pods will be organized around grade level, or across two grade levels (ie. k/1) and prioritize siblings when possible. Pods will be no more than 9 students at the Elementary School and 12 students at the Middle School to adhere to social distancing requirements and the capacity of our classrooms. Adults in school will help facilitate in school learning, helping with engagement, connectedness, and learning while removing barriers that some of our students faced at home in the Spring.

Co-Teachers will co-plan and use the high impact models of co-teaching to meet the needs of the students in their class. In-school facilitators will be an additional adult working with students to ensure that they have access to all of the virtual instruction.

Classroom schedules will be built to mirror an in school schedule for all students. Students will have academic instruction 4 days a week and all of their enrichment classes on the 5th day. This will allow for a weekly planning and professional development day necessary to run a hybrid model that meets the needs of all students in the classroom. Additionally, time for community building and social emotional learning based on our Core values will be built into our regular school day structures, these are structures that are part of our regular practices such as Morning Meetings, Crew Meetings and dedicated time for Core Value experience and learning.

Outdoor learning and planned breaks will also be incorporated into the school day for students in school and students at home. Outdoor spaces such as the garden and recess yard at the Elementary School as well as Commodore Barry Park and Fort Greene Park will be utilized.

We believe that a benefit of a model is that it allows us to pivot easily to 100% Remote Learning, should that be required by closure of school buildings.

Scheduling options for Hybrid Model #1 are below. Decisions on which schedule will be used will be dependent on the numbers of students and staff who will be learning/working in the school building.

#### Scheduling Option 1: 2 Pod Model

Hybrid Model #1 Option 1	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Pod A Hybrid</b>	In School	In School	Remote Enrichment	In School	In School
<b>Pod B Full Remote</b>	Remote	Remote	Remote Enrichment	Remote	Remote

Hybrid Model #1 Option 2	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Pod A Hybrid</b>	In School	In School	Remote Enrichment	In School	Remote
<b>Pod B Full Remote</b>	Remote	Remote	Remote Enrichment	Remote	Remote



### Schedule Option 3: 3 Pod Model

Hybrid Model #1 Option 3	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Pod A Hybrid</b>	In School	In School	Remote Enrichment	Remote	Remote
<b>Pod B Hybrid</b>	Remote	Remote	Remote Enrichment	In School	In School
<b>Pod B Full Remote</b>	Remote	Remote	Remote Enrichment	Remote	Remote

We plan to open the school year with our Phase 1 Hybrid Model. We will make a decision whether or not to transition to our Phase 2 Hybrid Model (described below) during Phase 1 based on health and safety information, as well as family and staff feedback.

### Phase 2: Hybrid Model

This model is contingent on having a high percentage of our staff available to work in the building. Students whose families choose to have their students in school will attend school 2 days a week in a pod of either 9 (at the ES) or 12 (at the MS) students. A third group of students will be fully remote. Classroom teachers will follow their pod between in person and remote instruction. Siblings being in the building at the same time will be prioritized along with staff children being in the building at the same time as their parents/guardians. There will be a weekly planning day for teaching staff which will also allow for the school to be deep cleaned. On these days, students will participate in their enrichment classes, and may receive related services, academic intervention as well as outdoor community building activities.

### Schedule Option 1

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Pod A Hybrid</b>	In School	Remote	Remote Enrichment	In School	Remote
<b>Pod B Hybrid</b>	Remote	In School	Remote Enrichment	Remote	In School
<b>Pod C Full Remote</b>	Remote	Remote	Remote Enrichment	Remote	Remote

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## Schedule Option 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Pod A Hybrid	In School	In School	Remote Enrichment	Remote	Remote
Pod B Hybrid	Remote	Remote	Remote Enrichment	In School	In School
Pod C Full Remote	Remote	Remote	Remote Enrichment	Remote	Remote

In each model we will maintain our curriculum and instructional approach, provide as much consistency as possible for students and teachers; and prioritize accessible, engaging and rigorous standards aligned curriculum, clear systems, routines and structures, and a predictable schedule; and community building. Therefore our instructional priorities are to:

- ensure equity of access to high quality instruction (i.e. leveraging technology)
- address learning gaps and academic needs
- address social-emotional needs
- create space and time for community building
- maintain Core Value informed learning and instruction
- provide small group instruction
- provide individualized support and feedback
- be responsive to current events
- continue to identify best practices for both hybrid and fully remote models and make adjustments accordingly
- use live instruction where possible

## Sample Middle School schedule

MONDAY & THURSDAY (TUESDAY & FRIDAY - substitute "B" sections for "A" sections)					
6th Grade		7th Grade		8th Grade	
6A-1	6A-2	7A-1	7A-2	8A-1	8A-2
Morning Check-In (TBD: This could be a virtual Crew where you join from where you are OR a Pod Check In)					
<u>Performing Arts (1)</u> 1 group live & 1 group remote		<u>Spanish (1)</u> 1 group live & 1 group remote		<u>Visual Arts (1)</u> 1 group live & 1 group remote	
Break (outside in designated areas) *PE would rotate using this block for live instruction with kids on 3 or 6 week schedule)					
Humanities	STEM	Humanities	STEM	Humanities	STEM
Break (outside in designated areas) *PE could rotate using this block for live instruction with kids on 3 or 6 week schedule					
Lunch/Recess					
STEM	Humanities	STEM	Humanities	STEM	Humanities

### Instruction must be aligned with the outcomes in the New York State Learning Standards.

In our continuity of learning plan, we have highlighted that our objective regarding instruction is to maintain our curriculum and our instructional approach; provide as much consistency as possible for students and teachers; and prioritize accessible and engaging curriculum, clear systems, routines and structures, a predictable schedule and community building. Additionally, we will maintain the integrity of our school model which includes: co-teaching, including shared planning, instruction and assessment; community building; and building relationships and clear communication with students and families. Grade teams (at the Elementary School) and teaching teams (at the Middle School) will be responsible for grade level curriculum and planning. Community building will be prioritized and given time within classrooms and pods (remotely and in person). Classes at the ES will stay intact, meaning children who were together in a classroom in the 19-20 school year will stay in that configuration with their new grade level teachers. At the MS, Crews remain together over the course of 6th - 8th grade, and students have the same academic advisor for those three years as well. We will adhere to the following fundamental aspects of Community Roots instructional model through the coming year:

- A hallmark of CRCS' program is our Integrated Studies approach (called "Humanities" in middle

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school). Our Integrated Studies units are project-based and engage students in social studies content while incorporating literacy, arts, and math, and science experiences (where appropriate), in a context that is rich and meaningful. In middle school, social studies and English language arts are integrated into one class called Humanities. The Humanities structure creates opportunities for authentic connections between skills and content traditionally taught separately in the ELA and Social Studies classroom. We believe this leads to deeper understanding for students in both skills and content and is one of the primary drivers of CRCS students' achievement in ELA.

- The elementary Integrated Studies units are designed using the Bank Street College of Education method whereby students study themselves first, then explore outward increasingly: from self, to family, neighborhood, city, country, and world. Each unit integrates a combination of reading, writing, listening and speaking, art, music, math and/or science in a context that is rich and meaningful. The Integrated Studies curriculum is a key method in which CRCS upholds our mission, because the emphasis on social studies provides an entry-point to spur connections between self, school and the world.
- In addition to the Integrated Studies units, students receive direct instruction in content areas. CRCS has always utilized a method of instruction for all content areas that encourages student talk, close reading of authentic texts, and small group activities.
- CRCS uses a complementary collection of resources to support our curriculum. We draw substantially from resources aligned to the NYSLs and use supplemental materials from research-backed programs. When data indicates a need, we adjust our resources accordingly.

**Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities must be aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.**

In our continuity of learning plan, we have highlighted that our objective regarding instruction is to maintain our curriculum and our instructional approach; provide as much consistency as possible for students and teachers; and prioritize accessible and engaging curriculum, clear systems, routines and structures, a predictable schedule and community building. We will also emphasize alignment at the ES across grades. Being a diverse by design school it is essential that in addition to ensuring learning is meaningful and purposeful we will prioritize equity in our planning. Equity does not mean everyone gets the same thing, it means that everyone gets what they need to have access to the same rigorous learning and community building. This model reflects the varying needs of our community, while also recognizing that we are working towards a more just system by addressing the barriers that exist for students. Given that, we will adhere to the following fundamental aspects of Community Roots instructional model through the coming year:

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- CRCS is an inclusive environment where all educators share the responsibility of accepting and supporting all learners. Learner variability is acknowledged, valued, and supported and there is an expectation for all students to do their individual best. Students benefit from support to become aware of the ways in which they learn, understand, and advocate for their needs, feel empowered to make choices, and develop independence. Since our school's founding, we have implemented an integrated co-teaching (ICT) structure. This approach is one of the most effective strategies we use to serve a variety of learners. To allow for maximum flexibility in supporting students with and without disabilities in the general education classroom, all classrooms at CRCS have an ICT model. In this arrangement, one teacher certified in special education and one general education teacher share responsibility for assessing, planning, implementing lessons, and engaging in a reflective process to meet the needs of the students in their classroom.
  - UDL is a set of principles designed to guide learning environments that are accessible and effective for all learners. The principles were developed based on what brain science research has shown about the three main neural networks associated with learning. Learners differ in the ways that they perceive and comprehend information, the ways in which they can be engaged or motivated to learn, and ways that they can navigate a learning environment and express what they know. To ensure that these varying learning styles are met within CRCS classrooms, teachers participate in professional development to learn how the principles of UDL can be paired with our ICT model to provide learning experiences that are designed to make learning accessible for all students. The use of UDL paired with our ICT model is an important strategy that CRCS will continue to use through a hybrid or remote model of instruction in the coming school year to provide an equitable and accessible learning experience for all of our students.
  - CRCS applies an anti-bias approach throughout our program to create and sustain an environment where a diverse student population can thrive. The anti-bias approach prioritizes issues of identity, discrimination, and social justice in our curriculum and our professional development. CRCS strives to be a space where all staff, students, and families feel supported, empowered and fully engaged. Our Anti-Bias Committee (ABC) provides a structure for addressing the aforementioned issues. In addition, in 2019-20, we introduced the position of Coordinator of Equity Practices and Anti-Bias Education to expand our capacity to implement our anti-bias approach. This position works as part of the leadership team to assess and address differences in sub group performance (including race, IEP status, MLL, gender, and socioeconomic demographic), participate in audits of CRCS equity response, and help maintain a link between equity work and inclusive best practices by providing professional development for CRCS staff.

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**Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).**

### **Guiding Principles for Ensuring Continuity of Teaching & Learning Systems**

- Teacher Responsibility. Teacher's primary responsibility is to ensure that teaching and learning is prioritized for students, and that we have sufficient flexibility in our instructional practices to ensure that our students continue to learn and grow in the event of a school closure.
- Designing for Different Age Groups. Instructional design and plans for support must be aligned with the skill level of age groups.
  - For example, those serving the K-2 might have to consider creating instructional materials for both students and parents, while our older students are more likely able to successfully maintain independent learning.
- Supporting System Training. Training is necessary for faculty, staff, students, and parents on the use of continuity of learning systems to ensure fidelity and accessibility. (Google Classroom, Peardeck, Flipgrid, etc.)
- Ensuring Accessibility. Not all students have access to the Internet, phone lines, TV or radio reliably, or at all, during a prolonged school closure or student absence. Additionally, within a diverse-by-design culture, socioeconomics may be a barrier to access. We must also account for students with special learning needs as much as possible.

### **Teaching and Learning Remote Learning Framework**

- Accessibility is a core planning principle.
- We will use Google Classroom (as we did in the Spring) unless we find a platform that is more robust and suitable to our needs. Research on platforms will be conducted in the beginning of August.
- Most instruction will be live, and to closely resemble a school day.
- Asynchronous learning will be used as a tool in instruction to help students access the curriculum but not as the default.
- Live instruction will include mini-lessons, but also prioritize small group instruction and individualized instruction, much like instruction in the physical classroom.
- Effective Continuity of Teaching and Learning requires a clear flow of communication and meeting structures

### **Office Hours and Student Conferencing**

At the MS, we will continue to hold Office hours as it is a core structure of our school. Office hours are a time for students to ask questions about assignments and to receive extra help. Students sign up for or are assigned to office hours. During our Hybrid Models, office hours will happen remotely or in-person.

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ES Classroom Teachers/MS Crew Leaders: Additional phone conferences and/or virtual conferences should be scheduled with students (and the families of students) who are not making adequate progress, are struggling to meet the demands of remote learning or the hybrid model classroom.

Students will receive small group or individualized instruction in each of the content areas based on student work and learning needs.

### Informal and Formal Feedback

All students receive feedback on their work, both informal and formal. Teachers have flexibility and options in how they provide informal feedback to students. These include, but are not limited to: checks for understanding during instruction, comments on work, small group discussion and instruction, 1:1 feedback through weekly check in calls and scheduled office hours, and email to parent/student (depending on age). At the ES, formal feedback includes, but is not limited to: three reporting cycles (checklists and narrative reports). At the MS, formal feedback includes, but is not limited, a Mastery Based Grading system that is regularly updated and a quarterly progress report.

### Student/Family Check Ins

- MS Advisors will hold academic advising conferences with students at least once per week. MS Advisors will hold check in meetings with families once a month.
- Non-Teaching Staff will be assigned families and students to check in with via phone 1x per week and log these check-ins in JumpRope (who are not seen be SW)
  - Questions: How are things going? In your observation of your child have you noticed any changes in behavior or temperament (sleep/eating etc), Rate 1-10: how your child is doing? Is there anything you or your child needs? Are there other supports in place for your child/family?
  - Families who report doing well are moved to less frequent check ins
- The ES and MS Co-Directors will hold bi-weekly meetings with families to answer questions and share any new information.

**Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).**

### Communication methods

CRCS will continue to use the following platforms and methods to ensure all families have access to school communications and contact information in a variety of ways:

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- School listserv - all schoolwide family notices
  - Google Classroom - direct communication and notifications available between teachers and families in language of family's choice
  - Google Drive - we will continue to maintain a central K-8 Family Resources folder for families with updated COVID and remote learning related information and resources
  - Remind - texting notification system schoolwide available in language of family's choice
  - Direct emails and telephone calls - families have access to staff emails as well as school office telephone for any questions related to technology and all other information needed

## Communication with Students and Families

K-5 Weekly letter from classes to consolidate feedback and affirmation from previous weeks lessons will be shared weekly through BLOOMZ on Fridays (ES)

6-8 Monthly Class Updates to keep families aware of upcoming school news to keep them excited for the month to come.

6-8 students have a check in at a minimum of once a week with advisors via phone or video-conferencing to see how they are doing and problem solve any issues connected to remote learning and their school work.

## Special Education

**The school reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, must address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.**

Special Education Programs and Services will be provided to the greatest extent possible in person. In hybrid model 1 services such as ICT will be rendered remotely with students receiving these services in person within classroom setting in heterogeneous pods of 9 (ES) 12 (MS) students or at home. Students in person will receive the support of facilitator or teacher in person and additional hands on manipulatives, materials and direct support as needed. All students will have access to co-taught instruction whether receiving instruction at home or in school. In this model teachers will co-plan, co-teach and co-assess students in their class. Teachers will use technology to implement a variety of co-teaching models and strategically use high impact models of parallel, alternative and stations. As always teachers will determine the most effective co-teaching models in order to address the specific content and learning needs of their students to address access to General Education and progress towards individual goals. To the greatest extent possible SETSS and Related Services will be provided in-person. Generally speaking these services will be provided in a separate location and with reduced group size and as appropriate will be provided via remote learning & teletherapy based on current health guidelines, individual student needs and family preferences. In hybrid model 2 more direct in person instruction will be provided by teachers who are teaching classes in person and remotely. Co-teachers will continue to co-plan in order to effectively implement co-teaching models connecting and



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supporting both students who and in person and those who remain remote. As all CRCS classes are co-taught, please reference above sections regarding general education teaching and learning.

**The school reopening plan must address meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.**

Families, providers, and teachers will be in communication regarding programs, services, and student progress. To ensure equitable and accessible family outreach, teachers and providers will employ a variety of communication methods, inclusive of the families home language.

**The school reopening plan must address collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.**

Regardless of model, including in person, hybrid or fully remote, the following structures will continue to support collaboration, IEP implementation and progress monitoring:

- Directors of Student Support will continue on-going communication with the local CSE to support IEP implementation, evaluations, IEP meetings and family communication.
- On-going communication is expected among teachers, learning specialists and related service providers. LS attend Grade Team/Department meetings and hold regular check-ins with teaching teams to discuss curriculum, IEP goals, student progress and plan appropriate specially designed instruction and accommodations.
- Learning Specialists participate in weekly team meetings & bi-weekly 1:1 check ins with Director of Student Supports.
- Student Support Team a multi-disciplinary team of learning specialists, related service providers and special education administrators meets monthly to discuss IEP implementation and share best practices.
- Multi-disciplinary teams will hold Pre- IEP meetings in order to collaboratively discuss present level of performance and recommendations prior to formal IEP meetings.
- Paraprofessionals regularly meet with the Director of Students Support Services in order to review implementation of Behavior Intervention Plans and receive monthly professional development.
- IEP progress reports will continue to be shared with families at the same time as General Reports.

**The school reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.**

- Accommodations will be implemented as per students' IEPs in both remote and in-person settings.

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**The school reopening plan must address how it will document the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication.**

- In collaboration with families, the school will document plans to implement programs and services for students with IEPs in a hybrid and/or remote models. The school will be in communication with families about implementation of programs and services to ensure educational benefit.

The school will continue to work collaboratively with the local Committee on Special Education (CSE) 8 to implement IDEA including but not limited to Least Restrictive Environment (LRE), IEP implementation, progress monitoring, Child Find, Special Education Referrals (initial/re-evaluation), Compensatory Services, Eligibility Determination/Annual Review Meetings, Procedural Safeguards and Prior Written Notice Requirements.

## **Bilingual and World Education**

In Hybrid model 1 language support and access will be addressed through co-taught instruction remotely in school or at home. In school instruction will be facilitated and supported by a teacher or staff member. Learning specialists will collaborate with teachers to identify language needs and develop instructional strategies and support plans. Based on language development needs supplemental instruction will be provided by Learning Specialists in person or remotely.

**Qualifying schools that reopen using in-person or hybrid instruction will be required to complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school Recovering, Rebuilding, and Renewing: After this 20 day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner’s Regulations Part 154. 5**

CRCS will utilize the extended timeline in order to administer the home language survey and NYSITEL for newly enrolled students.

**Provision of required instructional Units of Study must be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.**

CRCS will refer to most recent NYSESLAT scores and school based assessments in order to determine current proficiency levels and plan for instruction accordingly.

**Maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children’s education during the reopening process. Provide all communication all communications for parents/guardians of ELLs in their preferred language and mode of communication.**

CRCS will utilize document translation and live interpreting services to ensure equitable access and family engagement.

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## Certification, Incidental Teaching, and Substitute Teaching

Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate. School districts, BOCES, and charter schools can review the SIRS 329 Staff Certifications report, which is available in Cognos for authorized users, to ensure that teachers hold the appropriate certificates for their teaching assignments. This report is refreshed weekly and lists all valid certificates for all staff identified in the school district, BOCES, or charter school Staff Snapshot.

CRCS continues to update and maintain all teacher certification information in TAA, BOCES and SIRS

- CRCS continues to work with teachers in the process of their certification to ensure completion.
- CRCS is currently within the permitted allotment of non-certified teaching staff.
- CRCS uses the services of Tempositions for certified substitute teachers and will ensure all substitute staff follow our protocols for social distancing and safety while on site.