



Elementary Back to School Guide 2020-21

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Overview

After considerable planning and consideration, Childpeace Montessori School has developed initial plans for both reopening the Elementary Program should government orders allow a physical return to school, and distance learning, should government orders prevent us from returning to campus.

This Guide has been created to ensure that we, as a community, are taking appropriate actions to protect our Childpeace community, staff, children and families and to minimize the risk of a potential outbreak of illness. Policies outlined in this handbook override existing ones from our current parent handbook in any areas where they may overlap. Together we will work to continue the quality program that this community has created, while offering a safe place for work and learning for our children and staff.

Policies in this Guide are meant to provide direction for families and staff while on Childpeace grounds, to help control the potential of an illness outbreak in our school community, and provide protection for our staff, children, and families. Each policy outlined in this document applies to all employees and community members while on Childpeace Montessori School property.

We have based the policies in this Guide on guidance from both the Center for Disease Control (CDC) and the Oregon Department of Education (ODE) in collaboration with the Oregon Health Authority (OHA).

Due to the nature of the pandemic, changes are inevitable and Childpeace will provide clear communication in a timely manner regarding any changes to policy or protocols.

As we are balancing the need for quality education and health and safety, we are guided by the ODE's **Guiding Principles for Collective Action and Leadership** and **Key Principles for Reducing Potential Exposures**:

Guiding Principles for Collective Action and Leadership

Ensure safety and wellness. The decision to return to school settings must be driven by health and safety considerations. In planning, prioritize basic needs such as food, shelter, and wellness and create the conditions to support mental, social, and emotional health of students and staff.

Cultivate connection and relationship. Quality learning experiences require deep interpersonal relationships and a learning environment where people are seen, known, and loved. Especially in the midst of returning to school settings from an extended school closure, supporting students and families should begin with connection and relationship.

Center equity. In Oregon, based on data released by OHA, all racial and ethnic groups are disproportionately impacted by COVID-19 as compared to their white peers. Recognize the disproportionate harm and impact that COVID-19 has caused for certain communities. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.

Innovate. The complex circumstances in which learning is currently situated requires ongoing reflection and iteration to assure deep learning for every student.

Key Principles for Reducing Potential Exposures

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:

1. Physical distancing — minimizing close contact (<six feet) with other people.
2. Hand hygiene — frequent washing with soap and water or using hand sanitizer.
3. Cohorts — conducting all activities in small groups that remain consistent over time with minimal mixing of groups.
4. Protective equipment — use of face shields, face coverings, and barriers.
5. Environmental cleaning and disinfection — especially of high-touch surfaces.
6. Isolation of sick people and quarantine of exposed people.
7. With the above considerations foremost, outdoor activities are safer than indoor activities.

Due to the nature of the pandemic, changes are inevitable and Childpeace will provide clear communication in a timely manner regarding any changes to policy or protocols.

On-Campus Program

Hours

School attendance hours will be 8:30 am – 3:15 pm

NOTE: We are unable to provide any Early Morning Care hours or After School Care hours at the beginning of the 2020-21 school year. We will revisit our ability to provide these hours as the current public health situation and guidelines evolve over the year.

Class Locations and Staffing

Each learning community will be based in our six Lower Elementary (EL) and Upper Elementary (UE) classrooms. Additionally, the LE program will utilize the clubroom space outside of the classrooms and the UE program will utilize the playroom and hallway spaces during the school day to achieve social distancing goals.

Childpeace will minimize risk by keeping classroom cohort groups intact whenever and wherever possible. Unlike in previous years, students will not be allowed to visit other classrooms in a fluid manner and we are restricting the number of adults that would enter each classroom.

Staffing will consist of the classroom Guide and classroom Assistant. Additional support staff will be assigned according to the needs of the community. Our Spanish Instructor will rotate between the six Elementary (EL) classrooms remotely to help maintain stable groups and familiarize students to the distance learning platform. Our PE teacher and Playground Supervisor will also rotate between groups.

Outdoor Environment

Each EL classroom will have time for outdoor activity daily as weather permits. Groups will utilize the greenspace, playground, playroom, and other identified areas on a rotating schedule one group at a time. Each classroom will have a set of outdoor materials and shared outdoor equipment will be sanitized between stable classroom groups. Additional physical education activities will be provided inside the classrooms.

Lunch and Snacks

Family style snack and meal offerings have been suspended at this time.

Each day, please send your child to school with a backpack/reusable bag with a morning snack, a complete lunch, and a water bottle. If your child requires an afternoon snack, please send as well. Please package any snacks in separate containers from your child's lunch to avoid confusion. Remember to include any necessary utensils or napkins as the school will not be able to provide them at this time.

We will not have water glasses in the classroom, so your child will need to bring a full water bottle. An adult will help your child refill their water bottle as needed during the day. Please make sure your child is able to open and drink from their water bottle independently. We will send water bottles home for cleaning each day.

Personal Items

We would like to minimize the amount of personal items stored in student cubbies; please monitor your child's clothing each day and ensure that they are prepared for that day's weather. Students will empty their cubby each day and take all items home to allow for proper cleaning. We recommend that most items come to school in a backpack that can be taken home at the end of the day.

Wellness Screening

In order to lower the risk of the spread of illness within our community, we will be asking that each household completes a daily wellness questionnaire for their child(ren) covering exposure, pending test results, and symptoms. We will also have a staff member check each child's temperature before the child is allowed in the building. Each morning at arrival and in the afternoon at departure a staff member will sign in/out each child. For the health and safety of the public, child care providers are required to keep these records for the purpose of contact tracing, should someone be diagnosed with COVID-19 in our community.

The procedures for the daily screening signing:

- Upon arrival to the classroom, a staff member will conduct a wellness screening and visually check for any of the symptoms listed under our "COVID-19 Illness Policy and Procedures" section. The staff member will also take your child's temperature using a contactless thermometer.
- The staff member will then list what time your child arrived at school, who dropped them off, and mark that a wellness screening was completed.
- At departure, a staff member will sign your child out by listing what time they left and who picked them up. The staff member will direct the child to thoroughly wash their hands before leaving the classroom.

- Please remember our goal is to minimize any risk to our community and to create a safe school environment. Thank you in advance for your patience as we work through this new process.

Arrival and Departure

We will have separate entry points and staggered times of arrival and departure for elementary students. LE students will arrive and depart via the north balcony doors to the classroom. UE will use the nearest available door to the classroom. A more detailed description of times and entry points will be provided closer to the first day of school.

Please only have one adult walk your child up to the building for arrival and only one adult walk up to the building at departure. This will help us maintain a safe distance of six feet between families at these busy times. It is recommended that the same adult does pick-up and drop-off each day if possible. We will have a staff member at the entryway who will greet your child or say goodbye. We will not be allowing parents inside the building at this time. Please follow posted signs and protocols to ensure distancing requirements are met.

If you arrive late, we will ask that you wait in your car and phone the school (503-222-1197). A staff member will meet you at your class's entryway after all other groups are done with their arrival and departure procedures. Please note that this may take up to 20 minutes.

Distance Learning Program

Goals for Distance Learning in Elementary

The Elementary Distance Learning program, childpeace@home, is developed with both short-term (approximately four weeks) and long-term quarantine closure scenarios in mind. The goals below are based on information and observations gathered during the spring 2020 emergency closure, professional development resources, and parent feedback gathered through survey and individual communications.

- Provide instruction and support for students in grades 1-6. Emphasis will be on core skills, but with ample opportunities for additional creative and project-based learning work.
- Provide clarity for students and parents about the schedule and work expectations for each week of closure.
- Provide orientation and training for parents and students around use of digital platforms and tools.
- Streamline and simplify the digital environment and maximize student independence in this space.
- Offer a daily schedule of synchronous instruction to support individual student connection to faculty and peers.
- Cultivate an authentic Montessori experience and approach to learning in a digital environment.

The Digital Environment for Distance Learning

Student Devices

Students will need access to a device in order to access Google Classroom content and to meet with their Guides and faculty. Our recommendation is for a simple chromebook style from within the last five years with solid state hard drive, at least 8 GB of RAM, webcam, headphones, internet speed of at least 10mbps is recommended (25mbps preferred), more depending on how many people (students/parents) will be using the internet at the same time in the household. You can use this [internet speed calculator](#) to determine which speed is best for your household. iPads can also work though are more difficult for typing and may not be ideal for older students who are conducting and typing up research work. You may consider buying a keyboard to pair with your iPad, if needed. If there is more than one child in the household, both will need a device to access synchronous content during the mornings. Childpeace will have a handful of

devices that we are able to loan to families as needed. Please contact the school if this is the case for you.

Childpeace Student Google Accounts

Each student will have a school account to use for all school-related distance learning activities. The account will be through our Google Suite for Education and will include email, calendar, and other digital tools. Secure, school-created accounts facilitate a smoother distance learning experience for students. The school accounts allow students to more easily communicate with school staff, manage their calendar, join meetings, and access other school-approved tools.

Google Classroom

We use the Google Classroom learning management system as our primary digital organizational tool during distance learning. The Google Classroom sites will be clearly organized for students to navigate independently. Each classroom has a separate Google Classroom site that is managed by the classroom Guide.

Students use Google Classroom to see their assigned meetings and work expectations, join their synchronous learning blocks, access asynchronous content, view assigned work, and turn in work.

Orientation to Distance Learning

Prior to the beginning of the school year, our team will provide students and families with detailed training and orientation to the Google Classroom platform. The goal is to help students to be as independent as possible with these tools. Look for more information and details in the coming weeks.

Meeting Software

Our goal is to use one primary meeting software to simplify the distance learning environment for students or parents. We will use Zoom software for synchronous work and lesson times. Zoom's ability to allow breakout sessions will simplify the student experience. Students can log in once and then Guides have the option to organize them into different groups. We will also use Google Meet as a secondary system as needed for individual meetings or conferences.

IXL Math Software

Childpeace uses the IXL math software program. We are refining our use of this program and its ability to integrate with the Google Classroom platform. The goal of the IXL software is to provide regular practice of math concepts, not to replace math instruction. Guides provide direct instruction in math concepts during synchronous online lesson times.

Students complete an initial diagnostic to assess their level within the software which Guides will use as one point of data in their planning. Guides will make specific assignments in the IXL software which will be posted to each student's list of assigned work for the week.

After completing their assigned IXL work, students have the options of exploring additional topics on the platform at their discretion or recommendation of the Guide.

Reading During Distance Learning

We are exploring the best option to support live opportunities for students to read aloud with faculty members, especially at the LE level. We know that regular reading practice is important for emerging readers and will partner with families to ensure that regular reading is a part of every day.

Weekly Schedule During Distance Learning

The foundation of the distance learning schedule is to create a regular routine for students and families. This schedule provides synchronous instruction and connection to school faculty and class peers, asynchronous lessons and resources and time to complete follow-up work, mindfulness of screen time, and daily reading practice and movement opportunities. There will be some slight differences in the schedule for LE and UE. Below is a sample distance learning schedule for LE and UE (specific schedules will be provided by each Guide to the students in that class). Each week, as Guides complete their lesson planning, a specific schedule will be provided to students and parents.

Lower Elementary Daily childpeace@home Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 AM	Classroom meeting	Classroom meeting	Classroom meeting	Classroom meeting	LE Guides and assistants meet
9:30-11:15 AM	Daily work, movement breaks, and synchronous lessons *Students will be engaged in activities from 9:00-11:15 Mon-Friday 9:30-1st year lesson 10:00-2nd year lesson 10:30-3rd year lesson	Daily work, movement breaks and synchronous lessons 9:30-1st year lesson 10:00-2nd year lesson 10:30-3rd year lesson	Daily work, movement breaks, and synchronous lessons 9:30-1st year lesson 10:00-2nd year lesson 10:30-3rd year lesson	Daily work, movement breaks, and synchronous lessons 9:30-1st year lesson 10:00-2nd year lesson 10:30-3rd year lesson	Synchronous lesson groups by support staff - Art - Music - Crafts
11:15-12:30	Recess and lunch break	Recess and lunch break	Recess and lunch break	Recess and lunch break	Recess and lunch break
12:30-1:00 PM	Read aloud by the guide	Read aloud by the guide	Read aloud by the guide	Read aloud by the guide	Read aloud by the assistant

1:00-2:30 PM	IXL math Reading buddies & silent reading Independent follow up from lessons Group Conferences	PE Redwood Spanish Juniper Math Reading Follow up work Group conferences	PE Myrtle Spanish Redwood Math Reading Follow up work Group conferences	PE Juniper Spanish Myrtle Math Reading Follow up work Group conferences	Guide planning for the following week Math Reading Follow up work Group conferences
3:00-4:00 PM	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours

*When the Guide goes to another breakout lesson, the Assistant will be on Zoom with the students to support, answer questions, and have an adult presence. That way the children are not logging in and out, whoever is leading the lesson or activity will join into the group that is already online.

Upper Elementary Daily childpeace@home Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 AM	Classroom Group Gathering (intro)	Level Team Meeting (Guides and Assistants) 9:00 Katie - Spanish Gathering (Birch, Larch, Hawthorn together)	Classroom Group Gathering (Class Meeting)	Classroom Group Gathering	Level Team Meeting (Guides, Assistants and Katie B.)
9:30-11:45 AM	Work Period (Cosmic Ed./ synchronous lessons) 9:30 4th 10:15 5th 11:00 6th	Work Period (Core subjects/sync lessons) 9:30 4th 10:15 5th 11:00 6th	Work Period (Core subjects/sync lessons) 9:30 4th 10:15 5th 11:00 6th	Work Period (Cosmic Ed./ synchronous lessons) 9:30 4th 10:15 5th 11:00 6th	Synchronous lesson groups by support staff
	Spanish Hawthorn 9:30 6th 10:15 4th 11:00 5th	Spanish Larch 9:30 6th 10:15 4th 11:00 5th	Spanish Birch 9:30 6th 10:15 4th 11:00 5th		Guide Administrative work
1:30 PM	Theme Lesson (Assistants Live or asynchronous lesson from a Guide)	Theme Lesson (Assistants Live or asynchronous lesson from a Guide)	Theme Lesson (Assistants Live or asynchronous lesson from a Guide)	Presentations 1:00 (4th) 1:45 (5th) 2:30 (6th)	Planning for the following week (Morning message etc.)
1:30 PM	Math/Language/Core	Math/Language/Core	Math/Language/Core		

	Subject Area individual lessons and conference Hours (Small Group) -4th 1:30/2:15	Subject Area individual lessons and conference Hours (Small Group) -5th 1:30/2:15	Subject Area individual lessons and conference Hours (Small Group) -6th 1:30/2:15		
3:00-4:00 PM	Office Hours	Office Hours	Office Hours	Office Hours	

When not in a lesson:

- Follow-up for lessons
- Research
- IXL math
- 12:00 to 1:30 pm: This period is a lunch, movement, and reading break. The home schedule should include 30 minutes for lunch, 30 minutes for movement and 30 minutes of silent reading time.

The School’s Commitment to support Students and Parents during Distance Learning

We aim to offer a supported and connected experience during periods of distance learning. The school commits to the following areas of support for students and parents:

- **Predictable, clear schedule and work**
- **Training and orientation:** When in a period of distance learning, students and parents can expect to receive orientation to and training for the school’s digital learning environment
- **Technical support/help desk:** Technical assistance will be available to students or parents in real time during the school day either using a messaging tool or through email so we can assist in solving any technical issues easily and quickly.
- **Curriculum support:** Students and parents can always reach out to their Guide for help with anything related to the curriculum by sending an email directly to the Guide.
- **Additional learning supplies:** Students will be provided with a list of needed individual student supplies that could be used at home or school. Some specific curriculum supplies or materials may be provided by the school.

- **Regular school/home communication:** Each week, parents will receive a communication from their child's Guide that summarizes their child's attendance, assigned work, and late or missing work. Parents can rely on Guides to reach out about any specific issues regarding a child's work or lessons during distance learning, specific supportive actions needed by the parent for their child, to review and give feedback to students on the work they turn in, and to respond to student or parent questions. In turn, we trust that parents will reach out to their child's Guide with any questions or needs that they have.
- **Mental health needs:** The COVID-19 pandemic can contribute to feelings of uncertainty, lack of predictability, and loss of control. These feelings can affect anyone. Children, in particular, are trying to make sense of their world and look for information to help them develop stable rules and strategies for success in a variety of environments. We encourage families to reach out to our school counselor, Dr. Elizabeth Schwarz (elizabeth@childpeace.org), if these needs arise. Dr. Schwarz is able to provide individualized support and conversations. Dr. Schwarz will also be supporting Guides in observing and identifying any concerning behavior so that we may best support students. Dr. Schwarz also provides resources and activities directly to students and Guides to proactively support mental health and fitness.

We recognize that COVID-19 impacts staff and students differently based on race, age, culture and/or role. The EL team is engaging in professional development this summer on trauma-informed care to better understand the needs of our students and provide social-emotional support during this time. We encourage parents to share openly any mental health needs with their child's Guide to open a pathway for partnered support.

Student Responsibilities During Distance Learning

Guides will discuss these responsibilities directly with their students. It is also helpful for parents to go through these expectations together with their student at home. These responsibilities closely mirror our expectations in the classroom.

- Attend and participate in your lessons with microphone and camera on.
- Do your best to complete your follow-up work. Talk to your Guide if you need help with the work or an adjustment to your assignments.
- Be dressed, have breakfast, and be ready at your home workspace for your morning learning block at 9:00 am
- Set aside any distractions such as other devices.

- Talk to your Guide or your parent if you have a question, have a concern, or need anything to do your work.
- Be honest with your Guide and parent with how you are using your time and where you may need help.
- Read at least 30 minutes/day.
- Bring your best behavior and respect for others to your meetings.
- Make sure to take time for exercise in the middle of the day and at the end of the school day.

Role of Parent or Supportive Adult During Distance Learning

During periods of distance learning, the parent-guide partnership is a key to a positive student experience and the effective delivery of our distance learning program. We often speak of the essential triangle in Montessori education: Parent, Student, and Guide. During periods of temporary campus closure, this triangle is even more essential as we are unable to be side by side with our students and must rely on a partner in the home.

Identifying a Supporting Adult

Each student will require approximately two hours of assistance during a distance learning school day. Please plan ahead to identify who will fill the role of supportive adult in the home environment. These two hours may or may not be consecutive, as it may be just to answer occasional questions during the day. Many students will require far less than this amount while others may require more. Factors such as developmental age, unique learning needs, and reading fluency level, as well as personality, will affect the amount of time a student may need direct assistance. Childpeace aims to create a distance learning experience that maximizes the student's independence while minimizing the assistance needed.

Setting Up the Home Work Environment

Students will need an intentional space to attend school during times of closure, and we recommend setting up this space at the beginning of the year. Parents can consider whether this space is best located near an adult if more assistance is anticipated. The space should have a clean, clear surface and needed supplies organized nearby. There should be space for students to store their work in progress. Students should plan to use this space for their work day and attend all synchronous blocks seated at their

desk/table. Ensuring that the home has a strong internet connection that is able to support the daily activities of adults and students is another important check.

We will provide a full home checklist of needed supplies and outline supplies that the school will provide as we get closer to September.

Attendance

Just like bringing students to school on time, it is important for students to sign-in to their synchronous morning block on time and follow the schedule. Parents play an important role at home to help their child(ren) get to class on time during distance learning. Ensuring that your student is awake, dressed, had breakfast, and seated at their work space ready for the day is one of the core needed supports. Attendance in the morning synchronous block and all meetings will be recorded by staff.

Supporting Behavior and Digital Citizenship

Any work parents can do to help proactively support behavior in digital spaces will help students' engagement during distance learning. The digital etiquette we are all learning can be practiced during the summer months in preparation for distance learning. Muting microphones when not speaking, keeping their camera on, and coming to the meeting as they would to school will help each student get the most out of their experience. Our faculty will provide direction and use tools available to the host of meetings to support a positive experience as well.

Supporting the Daily Schedule

Understanding and supporting the daily schedule is an important role of the parent. In addition to ensuring your student signs on to the morning synchronous block, ensuring that midday does offer some opportunity for movement and a meal, and that the afternoon work period is also understood and followed by the student will help each child to have a comprehensive learning experience at home. Determining what is needed for your individual student and within your family group to support the schedule is work that parents can do and we can advise as needed. Consider tools such as timers and alerts to help remind students about additional meetings or commitments. Posting a printed or written schedule and clock in the student's workspace is a good idea.

Accommodations

If your student or family needs an accommodation to the schedule/work expectations of the week during distance learning, please reach out to your student's Guide to discuss.

Opt-in Opportunity: Simultaneous Online Instruction

Montessori education thrives on person-to-person interaction between students and Guides. However, we recognize that some families may choose to prioritize concerns about COVID-19 infection over on-campus instruction. We are dedicated to serving all our families, and therefore families may opt in to simultaneous online instruction. Although we will do our best to keep students who choose this option engaged and connected, distance learning cannot offer some of the same social and academic benefits of an in-person program. At the same time, online learning can be an opportunity for a student to develop as an independent learner.

Here is what EL families who opt-in should know before making a commitment to our simultaneous online program:

Virtual Home Visit:

Once a family has expressed interest in our online option, we will set up a virtual home visit to better understand the learning environment the student will be working in. We will work with the family and student to establish a designated work space for the student, review their schedule and routines, look at hands-on work options in the home environment, and generally help families to get ready for online learning.

Identifying a Supporting Adult at Home:

Students who will work online for an extended time will need a supporting adult to help with schedule, organization, time management, practical aspects of learning, technology, and less tangible aspects of work and study such as motivation, maintaining routines, and social-emotional support for the student. This adult will also be the primary communication partner with the EL Guide. Ideally, the supporting adult has a flexible schedule and is available to help for one to two hours every day.

The Role of the DL Specialist and EL Guides:

Students who choose online learning will be supported by an Elementary Guide and our Distance Learning Specialist. The Guide will provide lessons and curriculum, assign required work, design opportunities for social/emotional connection, and serve as the

primary contact person for families and children. The Distance Learning Specialist will provide technical support and help students with immediate questions.

Length of Opt-in Commitment: If a family chooses online learning, they will be making a commitment to online learning for one whole semester. At the end of the fall semester, the family can switch to on-campus instruction if they so wish.

Communication with School/Guide

We ask parents to read the weekly summary communication generated for your student and proactively ask any needed clarifying questions. Our goal is to provide as much clarity as we are able to give for parents, but will also rely on parents to indicate where they or their student need more direction. Email is the main tool for non-immediate needs while our help desk will be the tool for immediate response and communication. School closures can be a time of great stress for all, and we hope to collectively adhere to our code of conduct and keep communication respectful and productive.

Social/Emotional Support

During distance learning, parents take on an even bigger role in the student's life. Our synchronous learning blocks will offer students additional times to see and connect with their peers during the school day, and our Guides will do all they can to check in and stay connected to individuals. Parents can plan to offer additional support by proactively checking in with their child, helping process their emotional experience, or seeking out additional available social connections to the degree possible. Parents and Guides can work together through a difficult moment and determine what steps might best support each child, particularly if we experience a longer closure again.

Evolving Circumstances

We hope in sharing these plans that parents have a clear understanding of our plans for a refined distance learning experience. It has been a great gift to have the opportunity to proactively plan for the year and think deeply about how to best serve our students and community. While we are bringing our best practices and selves to this challenge, we also know that the nature of the pandemic is that circumstances are evolving. As the summer and fall progresses, we will continue to revise our plans in response to a new need or as we see better options and pathways. We desire to provide stability and clarity, but also to remain flexible and able to pivot and adopt new solutions should the

need arise. It will require close, respectful communication and a positive partnership between home and school to ensure an optimal learning experience for our students. We are all in this together.