

# Ware Junior Senior High School 2020-2021 Return to School Plans

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### **Goal:**

During the 2020-2021 school year, we are committed to *moving forward* as a learning community by encouraging regular two-way communication and support from stakeholders and by addressing the academic, social, emotional, health, and well-being needs of our students, staff, and families. It is our promise and obligation to maintain a school climate that promotes the safe re-opening of our building based on research from the Center for Contagious Diseases (CDC) and the World Health Organization, (WHO) as well as guidance from our governing body, the Massachusetts Department of Elementary & Secondary Education (DESE). Please know, we anticipate that there will be frequent updates that may require us to make changes to any of our "return to school" plans. While we incorporate all elements of the District-wide plans, the following guidelines/plans are specific to the Ware Junior-Senior High School.

### **Return-to-School:**

For those interested, a copy of the planned 2020-2021 WPS Calendar can be found [HERE](#). The state has reduced the learning day and hour requirements for the 2020-2021 school year to allow Massachusetts educators to participate in additional back-to-school planning and safety precautions. Students in grades 7-12 are required to complete 170 days and 935 hours annually. Our expected return-to-school date for students is Monday, September 14, 2020.

### **THREE POSSIBLE LEARNING MODELS:**

The state is requiring each school district to plan for three possibilities for re-opening. The School Committee has agreed on the following three options as potential choices for the 2020-2021 school year. The School Committee will soon make its final recommendation on how the school year will start. We will notify families as soon as this decision is made.

\*It is important to note that whatever the School Committee decides, a remote option will be a choice for parents to make.

1. **In-Person Learning**: A majority of this document focuses on the steps we are taking to ensure a safe return for our students and staff this fall.

2. **Hybrid Model**: (Combination of In-School & Remote): The implementation of a hybrid model is where students alternate between in-school and remote learning.

See the diagram below. Students on individualized education plans (IEPs) will be prioritized for receiving in-person instruction during the days when students are present.

Type of learning	Monday	Tuesday	Wednesday	Thursday	Friday
In School	Cohort A	Cohort A	Deep cleaning	Cohort B	Cohort B
Remote (at home)	Cohort B	Cohort B	Cohort A & Cohort B	Cohort A	Cohort A

3. **Remote Learning Model:** In the event, schools need to close, online learning will be required throughout the duration of the COVID-19 crisis. We understand that this plan will need to look significantly different than our previous plan. Remote learning options will be available for individual students who cannot yet return in-person, for students and families who choose this option, and also for all students in the event of future classroom or school closures due to COVID-19. At this time, we are still working on our remote learning model, and those details will be forthcoming.

**PLAN 1: In-Person Learning Model**

**Safety Procedures:**

**Masks:**

- All students in grades 7-12 are required to wear masks/face coverings that cover their nose and mouth. All students are responsible for their own masks.
- All adults, including educators and staff, are required to wear masks/face coverings.
- Exceptions to wearing a mask/face covering will be made for those whom it is not possible due to medical conditions, disability impact, or other health or safety factors. Your child's doctor must write those requests.
- Mask/face covering breaks will occur throughout the day and done when students can be minimally 6 feet apart. Breaks ideally will occur outside or in well-ventilated spaces.
- Masks/face coverings will be provided by the student/family. Extra disposable face masks should be made available by the school for students who need them.
- Reusable masks/face coverings provided by families should be washed by families daily.
- Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.
- Transparent face coverings provide the opportunity for more visual cues. They should be especially considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers.

**Physical and Furniture Distancing:**

- Students and staff are encouraged to aim for 6 feet of distance between individuals where feasible. A physical distance of 3 feet is acceptable and has been established when combined with other measures outlined in the list of safety requirements and is acceptable. In the event that a student needs individualized assistance and a distance of 6 feet cannot be maintained, additional arrangements will be made to keep all parties safe.

**Parent Screening of Children:**

- Checking for symptoms each morning by families and caregivers is critical and will serve as the primary screening mechanism for COVID-19 symptoms. We will be providing a checklist of symptoms and other guides to help families and students.

**Screening procedures:**

- Screening students upon arrival to school is not required at the point of entry to the school. However, school staff (as well as bus drivers) should observe students throughout the day and refer students who may be symptomatic to the school healthcare point of contact.

**Sanitizer:**

- Sanitizer will be available readily throughout the building, including a dispenser in each hallway, at a central location near the library, outside the gym, outside the cafeteria, and in each entrance.

**Washing/Sanitizing Hands:**

- Students and staff should make every effort to wash hands with soap and water. If doing so is not feasible at that time, hand sanitizer with at least 60% ethanol or at least 70% isopropanol content should be used. Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry. Students and staff will wash/sanitize their hands at multiple points throughout the school day: before entry; after entry; after returning to the classroom for any reason; before eating; after eating; before dismissal; and as necessary.

**Washing/Sanitizing Building and Materials:**

- We will be prepared for frequent cleaning and sanitization of surfaces, especially high-touch surfaces (e.g., doorknobs, handrails).
- Provide hand sanitizing at key locations in the building (entryways, bathrooms, classrooms) and install signage to enable effective health and safety procedures.

**Student groups:**

- To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, *to the extent feasible*, WJSHS will aim to keep students in the same group throughout the day.
- ✓ **Visitors:** No visitors/parents allowed in the building unless cleared by building administration first. ALL IEP, 504, and Family/Teacher Conferences will be held virtually unless special accommodations are needed. Contracted services will be

limited during school hours. If contractors need to be in the building while students and staff are present, they must wear masks and maintain 6 feet of distance. Delivery protocols for cafeteria and custodial supplies will include tracking and following masks and social distancing procedures.

**Signage:**

- COVID-19 procedure signs will be posted on building entry doors, high traffic areas, and bathrooms to remind students and staff to practice physical distancing, wear masks, wash hands, and stay home when feeling sick. Common symptoms will also be included.

**Morning Procedures:**

- Arrival-Staff Support: Staff will be prepared to receive students at 7:50 am.

**Entering the Building:**

- The school day will begin for teachers at 7:50 am and for students at 8:00 am. Buses will make every effort to hold students until 7:50 am. Students arriving by drop off or own transportation may not enter the building until 7:50 am. Parents may not drop off students before 7:50 am. If a parent arrives with their child prior to 7:50 am, the child must remain in the vehicle until 7:50 am. If a student arrives before 7:50 am in their own vehicle, they must remain in their vehicle or standing next to their vehicle, physically distanced from others.
- Students will enter one of four building entrances based on grade level and breakfast requirements. This is to minimize student contact and potential bottlenecks.

Location	Grade	Entrance Supervision
Gym Entrance	11-12	Assigned – Duty Schedule
Junior High Entrance	7	Assigned – Duty Schedule
Main Entrance	8-9, Breakfast	Rich/Roy
Room 279 Entrance	10	Assigned – Duty Schedule

When students enter the building, they go directly to their first-period class, and they will put their belongings down next to their assigned desk. Desks will already be clean at the start of the day. Students will then take turns to wash their hands. Where sinks are in the room, they should

use that sink; where there is not a sink in the room, they should use the nearest bathroom when possible. Please note, we will not be utilizing regular lockers (until further notice).

**Late Arrivals:**

- Students who enter the school late will check-in at the front office and then wash their hands in the nurse's office prior to arriving to class. Students will be directed to their first-period class.

**Morning Locker Room Drop-Off:**

- Lockers are to be issued to students assigned for PE. Students may be allowed to drop off athletic attire to an assigned locker before going to class, but after they check in to their first-period level and complete hand-washing protocols. Locker rooms will be supervised by the PE teachers to ensure that students remain a minimum of three feet apart when accessing their lockers. This may require the teacher or staff member to stagger student access to lockers to limit the number of students in the locker room.

**Passing Time:**

- Students will remain seated in the classroom until the bell rings and are instructed by their teacher to depart. They will leave the classroom in single file order and stay on the right side of the hallway, following the guiding arrows.

**Traffic Pattern:**

- The central stairs will be used for traffic going up, and the two end stairwells will be used for traffic going down. As students move through the hallway, they will use the right side of the hall, similar to driving. Additionally, as students enter a traffic center, they will pause and allow for crossing traffic. Teachers will supervise traffic centers. Students will be encouraged to walk slowly, and allowances will be made for late arrival to class, to encourage thoughtful hall transitions.
- Where large rooms have more than one door, one door will be established as an entrance and one as an exit (i.e., cafeteria, library, gym, etc.).

**Breakfast and Lunch:**

- Breakfast will be available at 7:50 am, and we will utilize a grab and go format. Students will eat in their first-period class.
- During the lunch period, we will dismiss students who are purchasing a lunch (two-three classes at a time). Breakfast and Lunch will take place in the classrooms whenever possible.
- All will be distanced at a minimum of 6 feet apart at all times.

**Senior privileges:**

- At this point in time, Senior Privileges will be suspended during this plan or any hybrid plan.

**Bathroom Breaks:**

- Students must sign out of their teacher's room one at a time to use the restroom. Passes should not be used. Students must wear a mask at all times and wash their hands before returning to class. While in the hallway, students must follow the guidelines for passing. For example, students must minimize the time spent out of the room and only go to the intended destination.

### **Assemblies:**

- Any assembly request will be reviewed, and relevant health data will be taken into consideration to identify whether an assembly is necessary at the time. In the event that an assembly is held, students will meet by grade level in the auditorium. All students must be 6 feet apart, and masks must be worn at all times. Where possible, doors to the auditorium should remain open for airflow. In the event that in-person assemblies cannot be held, Teams assemblies or video presentations may be utilized instead.

### **Exiting the Building:**

- The school day will end at 2:25 pm for students due to the later start. Students must exit the building based on their entry points. Teachers will assist their classes by arriving safely at the exit point until the routine is in place.

### **Class Structure:**

- This year we will work to decrease the class size as much as possible. Therefore, we will begin the year with a Virtual High School Model. Students will stay in one classroom and will follow their regular schedule. Teachers will rotate around to assist whenever possible. **Assigned seating** is also mandatory.
- Special Education Teachers, Paraprofessionals, Guidance, and other staff will cover for Regular Education Teachers to ensure contractual preparation time is maintained (A duty schedule will be set). This will also provide teachers with the opportunity to drive online instruction while assisting students throughout the building.
- Students in classes will be at least 6 feet apart. To accommodate for larger classes, additional spaces such as the band room and library will be utilized. Similarly, where a teacher has a large class, and the room next to theirs is empty, other staff may help supervise the rest of the class in the adjoining room. The master schedule has been revised to ensure the smallest class sizes possible.
- Teachers assigned to spaces such as the cafeteria and library will have students at regular tables. Students must sit 6 feet apart, facing the same direction (on one side of the table).

### **Service Providers (OT, SLP, PT, Counseling):**

- All Service providers will conduct services in compliance with the student's identified plans and within the state and federal guidelines.
- Service providers will be located in well-ventilated classrooms.
- Speech and Language location – Junior High Art
- Occupational Therapy location – Weight Room
- Physical Therapy location – Weight Room
- Counseling location – Guidance Department
- Special Education Teachers: All service providers will conduct services in compliance with the student's identified plans and within the state and federal guidelines.

### **Phys Ed and Locker Rooms:**

- Students will change in locker rooms with masks on with a minimum of 6 feet of space between each other. Students may not share lockers. In the event of a larger class, students may be assigned to change in groups for spacing purposes. Students will be able to remove masks if 10 feet or more apart in **and** outdoors. **Masks are required for all physical education activities indoors, including in the gymnasium.**
- Activities that require sharing of any equipment, or that would require proximity to other students, will most likely not be part of the curriculum. Physically distant activity and exercise will most likely make up the core of the classes. We will regularly update this portion of our document as DESE publishes additional guidance.

### **Building Use:**

- Students may not work in hallways or utilize other building spaces for classroom activities unless the entire class is being moved to a new and approved area.

### **Hygiene:**

- Airflow should be encouraged. Where possible, keep windows to the outside open and classroom doors open. Allow unit ventilators in classrooms to run continuously. Classes may be held outside with approval. Additionally, when possible, students should bring their own school supplies, such as pens, pencils, markers, etc.

### **Food and Beverage:**

- Water may be consumed where a bottle has the use of a straw to go under the mask. Food may only be consumed during supervised mealtimes, where students are 6 feet apart. In the case where students require sustenance for medical purposes and cannot be 6 feet apart, they should consume their food at the Nurses office. When possible, these students should find a space 6 feet apart in the classroom. We advise students to have a healthy breakfast to sustain them for the day.

### **The Library:**

- The library will be utilized as a classroom. However, to ensure that students have adequate space as a classroom or in regular use, the library will be structured to maintain physical distancing protocols at 6 feet apart. Where possible, teachers may request library services and resources to be delivered to their room.

### **After School Activities:**

- **Clubs and Extracurricular Activities:**
  - Club advisors must prepare and submit plans to the building administration and school nurse for remote access and social distancing protocols prior to being appointed for stipend positions. Once approved, clubs may meet as long as the plan is implemented with fidelity. Advisers must maintain an attendance record with dates and names for all meetings.



- **Detention:**
  - Office detentions have been eliminated in the 2020-2021 school year (until further notice). Lunch detentions will be utilized when needed. These detentions will be covered by other staff per assignment of duty.
  
- **Meetings:**
  - Meeting spaces will be identified based on the number of members in the meeting. Using the school maps for class space, a meeting will be paired with space that meets the capacity requirements. Where a building use form would usually be submitted, one should follow the usual protocols. Faculty and staff meetings will be held in one of three ways: Teams, in the library or in the cafeteria. This will depend on current and relevant data.
  
- **Extra Help:**
  - Teachers may offer extra help, as usual. When space has been identified for extra help, teachers should ensure that capacity has not been exceeded, or find a new space. Teachers must keep a list with date and student names for those who stay for extra help. Please keep in mind; there will be no late bus option.

**Access to Remote Learning:**

- **LMS-Canvas:**
  - All teachers are expected to utilize and maintain Canvas for their class (one per section). This is to minimize as much redundancy as possible for students and to create a smooth transition in the event of hybrid or remote learning. Additionally, students will be able to remain at home for remote learning, and this will allow teachers to educate their students who are unable to attend school in person.
  - All lesson plans will be under the supervision of the administrative team to ensure that all lessons provide rigor and follow state standards.
- **Edgenuity:**
  - Edgenuity will be available as a supplement to our current curriculum. This supplemental "canned curriculum" will be utilized simply as a resource, and not as the primary source for learning materials and instructional practices.

**Instruction and Professional Development:**

- We acknowledge the challenges that teachers will face due to the need to continue remote learning during in-person learning, as well as through physically distanced learning. As some students may be remote learning or need to suddenly be pulled out due to possible infection, for continuity of learning, we need to utilize Canvas to its fullest extent. To ease teacher workload, we recommend that when possible, teachers deliver lectures as homework, which can be posted to Canvas. While lectures may possibly be recorded, there are several steps around recording permission which would need to be sought. When possible, teachers should pre-record complex and or new material to be posted on Canvas. Visuals and Powerpoints/Slides with audio for all classes would benefit all students. In-class instruction may then focus on such strategies as individual

student practice, analysis of documents, quizzes and tests, debate and or discussion, etc.

- When possible, teachers should design high-quality group work via Teams or Canvas for homework. If students work in pairs or groups at school, teachers need plans which demonstrate adequate spacing in the room, side by side interactions (rather than face to face); students should also use the same partners or group rather than changing them.
- Additionally, students should submit work through Canvas when possible. Quizzes and tests may also be developed on Canvas. Feedback should then be provided electronically. This will reduce contact with paperwork.
- The building administration will work with teachers in order to support them in Canvas, Edgenuity, remote learning, and physically distanced learning.

### **Teaching and Learning (Interventions/Assessments):**

- A process to address learning gaps:
  - Families and staff have expressed concerns that their students are "falling behind," as were families across the Commonwealth and nationwide. We are in the midst of a pandemic, we share these same concerns, and we are working proactively to address them while following the guidelines of DESE, CDC, and WHO.
  - Department Chairs will be working closely with all teachers in the implementation of Pretests and self-assessments for all students. Data will be collected and analyzed at our monthly faculty meetings and department meetings.
  - Regardless of the chosen Model, we will strategically provide appropriate interventions for students in all grades.
  - Academic support will be scheduled for students who need additional assistance per their IEP.

### **Social/Emotional Health and Wellness:**

- There will be an enhanced focus on mindfulness and community building during re-entry in order to support students' emotional wellness during the back to school transition.
- Teachers will allow for space/time in class to talk about student experiences over the spring/summer and feelings about returning/new protocols. Time will be set aside for practice and reflection/discussion.
- Social-Emotional Learning will be taught to all classes, which will include supports and resources provided by the Guidance Department and School Psychologist. There will be a focus on teaching skills relating to learning, empathy, emotional management, friendship/kindness skills, and problem-solving. These skills will be carried over and reinforced in classrooms and across the school community.
- Frequent student check-ins.
- Time for daily reflection.
- Wellness time will be provided for students for reflection and or discussion.

### **Nurses Facilities and COVID Space:**

- **All students, faculty, and staff should remain home if at any time they are exhibiting COVID-19 symptoms.**
- **Protocols for Sending Students to the Nurse**

- When a student requests a visit to the nurse's office, identify the reason for their request, and call the nurse to make the request. If the student is exhibiting non-COVID symptoms (i.e., headache, sprained ankle, etc.), the nurse may opt to have the student move to the nurse's office on their own or with an escort. The nurse may choose to come to the student to escort them, depending on the situation.
  - Students escorting themselves to the nurse are expected to go directly to the nurse's office and return to their classroom after their visit. If a student does not do so, this will be viewed as a pass violation and will be dealt with under the school's code of conduct.
  - There will be no visits to the nurse for "rest breaks" or because the student reports fatigue (without other symptoms).
  - If the student is demonstrating symptoms of COVID-19, the nurse, or a designee, will come to the classroom to retrieve the student and follow the COVID-19 protocols.
  - The nurse will pick up the student exhibiting possible symptoms, conduct an initial assessment, and determine whether the student goes directly to the COVID-space, or to the Triage area of the Health Office for further assessment.
- **COVID Space:**
    - A separate COVID-19 space will be provided for students who are demonstrating relevant symptoms. This space has been identified as room 256, located by the school psychologist's room (across from room 247). This space may not be used for any other use.
    - Suspected cases will be escorted to this room. Students awaiting pickup by a parent will be checked on by the nurse frequently. When it is time for pick up, students will exit through the door that is adjacent to Room 256, to avoid contact with the shortest amount of area as possible. The room will then go through cleaning and disinfecting according to protocol. Consider the use of signage on the outside of doors to indicate rooms that require cleaning.

**Office Access and Appointments:**

- **The Office:**
  - Students who require access to the office for dismissal slips, paperwork, etc., should utilize the walk-up window (while maintaining six feet).
- **Guidance and Counseling:**
  - Students who require guidance and counseling may set up an appointment through email or the walk-up window. They may wait in the seating area located in the front office (while practicing social distancing).
- **Copying and Supplies:**
  - Teachers may use the copier in the teacher's room, office, or library; students may not use the copier until further notice. At all times, social distance requirements must be met. Therefore, no more than one person may be in the office copy room at a time.
  - If teachers require supplies, they should contact the office with their request. Each order will be delivered as soon as possible.

- Teacher and Staff mailboxes will be located in the main office. No more than two at a time in this area. There will be multiple sign-in sheets, locations to be determined at a later date.

**Visitors:**

- Visitors should make an appointment with the front office for any drop off of materials or required meetings with faculty, staff, or administration. Upon arriving for their appointment, they should wash hands or sanitize their hands using provided materials at a table outside the office, and then check-in at the walk-up window. All visitors must enter through the main entrance and wear a mask. A waiting room outside of the office will be provided for visitors. The main office will maintain a visitor log, including the first and last name of the visitor, the date of the visit, the visitor's phone number, arrival and departure times, and all areas the visitor entered in the building.

**PLAN 2: Hybrid Learning Model**

- All of the procedures and plans outlined as a part of the in-person model will occur for the hybrid model, too. However, the implementation of a hybrid model is where students will alternate between in-person learning and remote learning in an effort to provide smaller class sizes. It is important to note that the hybrid model will meet the needs of special populations and provide staff with needed professional development, time for remote teaching, and planning time.
- The following hybrid schedule represents two days of in-person instruction and three days of remote learning for each cohort. The cohort will be assigned by building administration.

Type of learning	Monday	Tuesday	Wednesday	Thursday	Friday
In Person (in building)	Cohort A	Cohort A	Deep cleaning	Cohort B	Cohort B
Remote (at home)	Cohort B	Cohort B	Cohort A & Cohort B	Cohort A	Cohort A

- Cohorts will be diverse, inclusive, and heterogeneous (mixed ability groups). The learning students do during the in-person weeks will be the same for both cohorts. The learning students do during the remote weeks will be the same for both cohorts.
- On in person days, students will arrive at school between 7:50-7:55 am with an 8:00 am start. The student school day will end at 2:25 pm.
- At this time, all special education students, grades 7-12 with significant needs or disabilities that significantly impact their ability to learn, will attend as many "in-person" days as physically possible as determined by the building Principal and SPED Department.
- On the days of remote learning instruction, all students in grades 7-12 will participate in the online learning tasks as assigned by the teacher. Attendance is critical and will be taken every day, regardless of a student learning in person or remote. On Wednesdays,

when both groups are remote, educators will have office hours and will guide the learning of their classrooms online. The remote schedule and student assignments will be forthcoming.

- Here is a sample schedule of what the Remote Learning Model may look like:

In-Person Schedule		Remote
7:50-8:00	Enter building & eat breakfast in the classroom	Log in to our identified online platform for attendance between 7:45-8:00am.  Complete all course work & Social Emotional assignments identified by your student's teacher for the scheduled day. These schedules TBD.
8:00-9:30	A-Block – Algebra 2	
9:30-9:40	Handwashing/Sanitizing & suggested mask break	
9:40-11:04	B-Block - Accounting	
11:04-11:27	Handwashing/Sanitizing Lunch	
11:30-12:59	C-Block – English 10	
12:59-1:10	Handwashing/Sanitizing & suggested mask break	
1:10-2:15	D-Block - History	
2:15-2:25	Handwashing/Sanitizing & suggested mask break	

\*\*Mask breaks will be given to students throughout the day determined by classroom teachers. Students must be given a minimum of 3 masks breaks during the school day, not including lunchtime.

### **PLAN 3: Remote Learning Model**

We have reviewed the strengths and challenges of our former remote learning experiences and are actively making significant improvements to remote instructional delivery and consistent student participation. Currently, we are in the process of preparing the implementation of a student-friendly online platform (e.g., Canvas). Please visit the district website and Facebook page for up to date information on the remote learning platform.

- As we move forward, there will be continued work and professional development in order to ensure the most meaningful learning experience for all students.
- Please know, as we develop and refine the remote model, we will consider the following:
  - Identify and teach priority standards (Math, ELA, Science, Social Studies/History).
  - Develop a material delivery system to get students the physical items they need to work from home.
  - Maximize collaboration to develop remote lessons, which might include videos made by teachers or videos found online.
  - Establish a set schedule and routines.
  - Require that daily attendance be reported/recorded for all students.
  - Establish that assessments and accountability for participation will be used.

- Actively engage students in all aspects of the remote learning plan.
- Design a model that will allow students to work independently, but with support as needed. Students should be challenged but not frustrated.
- Here is a sample schedule of what the Remote Learning Model may look like:

Monday		Notes:
8:00-9:35 A Block	Video conference Instructional exercises Independent work Exit Ticket	The instructor should spend the first 10 minutes with attendance
9:39-11:04 B Block	Video conference Instructional exercises Independent work Exit Ticket	Office hours for students with a Question and Answer Period.
11:08-12:59 C Block	Video conference Instructional exercises Independent work Lunch Exit Ticket	Lunch Break – Follow Lunch Schedule
1:03-2:25 D Block	Video conference Instructional exercises Independent work Exit Ticket	Video Conferencing, live instruction when available.

- Both Plans 2 and 3 will require a parent/guardian to complete a Remote Learning Commitment Letter. This letter is an agreement between the parent and school that the student will participate 100% in the remote learning assignments and form. We ask parents to give the school 3-4 weeks of time in order to transition a student from remote to in-person learning. There will be no exceptions to this process.

**Student Attendance:**

- Regular attendance is important to a student's academic success and establishing positive relationships. Students must participate in all aspects of both hybrid and remote learning plans. If students do not actively participate and or complete the assignments, they may be retained in the same grade level for the following school year or run the risk of losing credit for the course.

**Feedback, Grading, and Assessments:**

- Continued guidance from the Commissioner is expected under this section. More information to follow.

In closing, it is our promise and obligation to maintain a school climate that promotes the safe re-opening of our building based on research from the Center for Contagious Diseases (CDC) and the World Health Organization (WHO) as well as guidance from our governing body- the Massachusetts Department of Elementary & Secondary Education (DESE). Please know, we anticipate that there will be frequent updates that may require us to make changes to any of our "return to school" plans. We appreciate your understanding and look forward to educating your students again!