Dear Casco Bay Families and Friends,

In a spring with an unprecedented use of the word “unprecedented,” in a spring at times triumphant and more often excruciating, Challenge #452 has been for our community to consider what our school needed to preserve, what we needed to let go of and what we needed to reinvent. We needed to preserve crew and the A/B schedule. Sadly, we needed to let go of Spring Intensives and even Junior Journey. We re-invented Question of Conscience, Movin’ on Up and even the Cardboard Boat Race. And for some school traditions, like Final Word, we needed to do all three.

The Class of 2020 selected for its class word “Vision.” Instead of a class ring, this word has been inscribed on a necklace that the seniors will receive at their graduation ceremony on August 6th. Another re-invention. This spring, we were so grateful for Class of 2020 Vision as they helped us navigate the rockiest waters many of us have ever seen. The wisdom they shared during their Final Words both reflected this moment and transcended it.

What follows are some excerpts.

“Casco taught me to love myself more: to have love for the people around me but to give away just enough of that love to keep some for myself.” ~ Luthando Mngqibisa

“I was tired, my back hurt, and in front of me was just more and more rocky incline….. I can see now that this is where, for the first time in my life, I truly pushed my mind and body beyond what I thought were my limits. I am still in awe of the realization that my limits are just nothingness, and I can go so far beyond what I think that I am capable of.” ~ Julia Scholz

“Before I end, I want to say something that can benefit us all- especially in times like these, seek out the good.” ~ Sophie Urey

“I learned how important a vibrant and diverse community is.” ~ Levi McClellan

“I can see now that kindness is a critical part of an effective education. The sense of belonging, the warm welcome I felt from the people at Casco Bay, motivated me to share this kindness and do better academically.... Of the three schools I attended, it was only at Casco that I saw students being helped navigate their passions while incorporating kindness in their education.” ~ Aimee Ishimwe

“Casco was the sneakiest of sneaks in creating excitement and passion within me. Now, I had always felt motivated to work hard in school so it could later pay off for college and the ominous future, but I had never experienced being motivated to work hard in school cause it was something I was excited or passionate about; and actually wanted to do.” ~ Abby Dunnigan
“When I came to Casco, I was like a little turtle tucked away in its shell. Or a hedgehog, or a pill bug rolled up tight in my own world... My time at Casco has taught me a lot about my own worth, and the importance of support and leadership.... It’s a lot easier to get somewhere in life when you have people you can lean on, the ability to rely on others and be relied on in turn.” ~Natasha Malia

“Casco has allowed me to begin to embrace myself for who I am and nothing more.... Like the first splash of cold water off the shores of Cow Island in freshman year, Casco holds no punches when it comes to making you really look at yourself and where you are.” ~Oliver Van Soest

“Now I’m realizing growth is so much more than just accepting your qualities, your destiny, but it is looking at the things you are not capable of looking in the eyes, staring straight at your flaws with as little guilt as possible, gazing at your immaturity and lack of knowledge and saying this is who I am now. But I know I can change.”
~Johan Sifa Ramazani

“There is nothing so uplifting as learning to love yourself through loving others....Joy is an infinite thing as long as you surround yourself with people and things that bring you joy. It's like a battery, on it’s own it can only provide more power for so long, but hooked up to a wind turbine it can last forever.”
~Nick DiGiovanni

“In the end, Casco did not save me. But it did something so much better. It showed me how to save myself.”
~ Jena Vincent

“Casco taught me how to recognize problems and ultimately draw conclusions that led to effective and responsible decisions.... I was granted the freedom to express myself and my ideas in any way that encouraged and grew my understanding. I am someone who learned it was OK to show my kindness and my natural leadership self.”
~Minka Ineza

“I wanted to chase who I really was.” ~ Muntadher Al Mashkoor

“I’ve learned to embrace discomfort.... We spent the last years together with sweaty palms and unsteady breaths before culminations... So I am saying this for everyone of us.... I know you will be ready to jump when the time comes.” ~Ochola Lindos

“Thank you, Casco Bay for being the best place for me and teaching me how to become a better person. I want to bring this love and peace into the world now.” ~Hayden Weaver

“Sometimes it’s OK to be uprooted. Sometimes being uprooted is what you need. You have the freedom to move to find your own spot of earth where you can establish yourself. And I did. I found Casco... [Now] we have been uprooted [again]... We will all grow upward, towards the same sun, together, in solidarity.” ~Sadie Johnson-Ouillette

As we conclude an astounding 15th year at CBHS, the words from these Class of 2020 visionaries remind us of our noblest, vital aim: to cultivate the greatness and goodness that resides within each of us.

Sincerely,
Cougar Kudos

- To CBHS parents Sarah Compton and Matt Schaefer for donating 40 copies of Bettina Love’s book, *We Want to Do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom* to our faculty. Many of our faculty will be participating a summer book group with this text as part of our work to become more anti-racist.

- To all of the CBHS students, staff, family and friends who have worked especially hard in recent weeks to dismantle inequities and systemic racism.

- To CBHS for being one of six "exemplary sites" nationwide featured in America’s Promise new report. "The six selected sites are creating spaces where young people can be heard and valued for all their unique experiences." [https://www.americaspromise.org/allofwhoiam](https://www.americaspromise.org/allofwhoiam)

- To the the newest members of the CBHS National Honor Society: Logan Andrick, Sierra Aponte-Clark, Wren Auld-Brokish, Maya Denkmire, Lilliana Franz, Ayden Grimm, Yusur Jasim, Declan MacMahon, Oscar McNally, Sidonia Summers and Naomi Zarin

- To the CBHS Spring Navigators: Jasper Ellis, Sumaya Shueib, Charlotte Bowder and Britha Akimana

- To the CBHS-PATHS seniors who were inducted into the National Technical Honor Society: Ochola Lindos, Eliza MacLeod, Zach Hager, Zanayah Moore-Simms and Luthando Mngqibisa (And to CBHS for having more seniors in NTHS - and more receiving PATHS scholarships - than any other sending high school.)

- To David Botana for earning a National Merit Scholarship.

- To Mr. Aponte Clarke for filling in so ably for Ms. Woidt during her maternity leave.

- To the Class of 2021 for conquering our first ever junior passages.

- To McCray Crew for edging out Pierce Crew in the first ever Virtual Cardboard Boat Race.

- To the many Class of 2020 (graduating) parents who have held leadership in PAG over the years: Sarah Compton (former PAG chair), Jen Tabb (Math Cup and Alumni Outreach), Paul Lusty (PAG treasurer), Julie Cunningham (Arts & Music Fest), Nancy Norton (Social Media), Leo Tinkham & Colleen Tobin (the CBHS Wish List), Deb Ugosoli (Project Grad), Jeanne Handy (Annual Appeal), Liz Ferguson and Stephanie Eglinton (Parent Community Liaisons). You are our Parent Navigators and you will be missed!

- To the senior leaders on the Class of 2020 Support Council for making our decisions about senior issues and rituals much, much better.

- To the students and families in the Class of 2020 for ending with grace, resilience, compassion and excellence.

- To all of the teachers, students and CBHS family members who helped make this most challenging trimester of remote learning remarkably successful.
Senior Scholarship Winners

Maine Principal’s Award and Rotary Service Award Scholarship - Elsa DiGiovanni
National Merit Scholarship - David Botana
Friends International Inc. Scholarship - Ochola Lindos
The Altrusa Connie Rickett Award for the Most Improved Students - Zanayah Moore-Simms and Sarah Rickett
The Women’s Literary Union: Eunice Nichols Frye Scholarship - Fatuma Hassan
The Reny's Scholarships for Leadership and Creative Entrepreneurial Spirit – Simon Hale, Uther Dadaleares and Isaac Tabb
The College Club of Portland Award – Ella Ferguson
The MELMAC Scholarship - Johan Sifa-Ramazani
Gorham Savings Bank Scholarship for STEM Excellence  Kelly Nibayubahe
The Mitchell Scholarship – Britha Akimana
The Mitchell Promise Scholarship - Carli Bliss

Get Smart to Do Good Scholarships - Eli Zelonish, Eliza McLeod, Hamdi Adan, Malika Okot, Oliver Van Soest and Eli Kahn
Character Pathway: Think Creatively and Critically - Gabe Gomez (a Portland Education Association scholarship)
Character Pathway:: Pursue Personal Best - Lily Carrigan
Character Pathway:: Better the World – Alexis Bellas and Abby Dunnigan
Character Pathway: Persevere – James Taylor, Brianna Holston, and Jossy Nsenga
Jewell Island Award: Be Compassionate - Halim Moldaver, Lucia Daranyi and Hayden Weaver
Hope Island Award: Build Community – Carli Bliss, Josh Mutshaila and Josh Shunk
Character Pathway:: Craft Excellence and Beauty - Sadie Johnson-Ouillette and David Botana (a Key Bank scholarship)
Character Pathway: Work Ethically – Emilee Bean Wodka
Character Pathway: Attain Knowledge - Siri Pierce (a Key Bank scholarship)

HOW Student of the Year - Julie Eglinton
The Senior Navigator – Britha Akimana (a Portland Administrators’ Association scholarship)

Class of 2020 By the Numbers

Over 215,000 - that’s the number of Spotify listens for Big Daddy Gang’s “Should Have Been Lovin’ You.”

54% - that’s the percentage of members of the Class of 2020 who will graduate already having earned college credit.

15 - is the number of seniors who will graduate this year having excelled in science, technology, engineering and math and met the requirements for a STEM Endorsement on their diploma.

42 inches - that’s the thickness of ice that the Class of 2020 bore through on Millinocket Lake to get their Chemistry samples during Junior Journey. That’s also the amount of snow that fell on that ice as the class of 2020 was pummeled by April in northern Maine.

67% - that’s the percentage of the city and school department’s carbon footprint that will be eliminated due to an off-site solar array championed by the CBHS seniors in SolaRISE, the project will produce 20 million KWH of clean energy for Maine annually.

19- the record number of bi-lingual seniors who were recognized on June 9th with the Seal of Bi-literacy, tops in the district.

3.98 – that’s the top GPA in the Class of 2020, highest in school history.

90% - that’s the percentage in the Class of 2020 who intend to head to a 2 or 4 year college after either graduation or a gap year.
Well Over 1 Million - that’s the amount of money the Class of 2020 earned in college grants and scholarships.

90 – that’s the number of seniors we hope will be receiving their diploma during the CBHS graduation ceremony on August 6th.

2020 – over the last four years, that is, in fact, the pounds of love spread by the Senior Class. That’s the number of artistic masterworks created by Haley, Zach, Sarah, Charlie, Caleb and Elijah, the hot tracks by Gabe and Jonathan, the laughs from Georgia. That’s the amperage of Ana, Minka and Hamdi’s sage sass. 2020 – on a scale of 1 to 10, that’s the kindness of the two Joshes, that’s the humane decency of Atak, David, Hilsan and Matt Hand. 2020 – that is the name of the creative, wise, compassionate, singular, irrepresible and, yes, visionary class that we adore and is now ready to spread its love world-wide.

**Class of 2020 Graduation Update**

This senior class expressed a clear preference for graduating all together in a drive-in style synchronous fashion so that’s what we will be doing on Thursday, August 6th at 6pm adjacent to the Ocean Gateway, overlooking Casco Bay. Each senior is allowed to bring one car-load of loved one (two car-loads with permission in advance.) For those who can’t be there, there will be a video live stream and WMPG will be broadcasting live. (The same video will be posted after the event as well.) The ceremony will feature student speakers and performances and excerpts from Final Words - plus some new rituals co-designed by staff and the seniors in the Class of 2020 Support Council. Watch for the links and more details as the event draws near.

July 29th - Graduation “Marching Practice” (via zoom) - 12-1pm and 5 to 6pm (for Class of 2020). **All seniors who intend to participate in the ceremony must attend 1 of these times.**

Cars with graduates can begin parking at 5pm on August 6th. Cars with graduates should arrive no later than 5:15. Any approved second car should arrive by 5:30.

Anyone can tune into WMPG starting at 5:15pm on August 6th to hear the CBHS Class of 2020 pre-graduation playlist.
<table>
<thead>
<tr>
<th>Senior Awards</th>
<th>Outstanding Achievement</th>
<th>Greatest Improvement</th>
<th>Exceptional Habits of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts</td>
<td>Brianna Holston</td>
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<td>Hayden Weaver</td>
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<td>French</td>
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<td>Ana Gomes Jaque</td>
<td>David Munyaneza</td>
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<td>Wellness</td>
<td>David Botana &amp; Lucia Daranyl</td>
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<td>Isaac Tabb</td>
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<td>Class Artist</td>
<td>Zach Hager</td>
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<td>Historian</td>
<td>Elsa DiGiovanni</td>
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<td>Active Citizen</td>
<td>Siri Pierce</td>
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<td>Orator</td>
<td>Joshua Mutshaila</td>
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<td>Writer</td>
<td>Ella Ferguson</td>
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<td>Dance</td>
<td>Malika Okot</td>
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<td>Filmmaking</td>
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<td>Playwriting</td>
<td>Oliver Van Soest</td>
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<td>Music</td>
<td>Simon Hale, Savannah Wales, Luthando Mngqibisa, Satchel Butterfield</td>
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<td>STEM Excellence</td>
<td>Kelly Nibayubahe</td>
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<td>James Taylor</td>
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<tr>
<td>HOWL Student of the Year</td>
<td>Julie Eglinton</td>
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**Summa Cum Laude**
Alexis Bellas, David Botana, Oliver Compton, Lucia Daranyi, Elsa DiGiovanni, Ella Ferguson, Simon Hale, Aimee Ishimwe, Sadie Johnson-Ouillette, Siri Pierce, Isaac Tabb, Elias Zelonish

**Magna Cum Laude**
Satchel Butterfield, Lily Carrigan, William Cunningham, Abigail Dunnigan, Gabriel Gomez, Zach Hager, Elijah Kahn, Khang Le, Eliza MacLeod, Halim Moldaver, Joshua Mutshalla, Kelly Nibayubahe, Margaret Paterniti, Sophie Urey

**Cum Laude**
# Grade 9 Learning Area Awards

<table>
<thead>
<tr>
<th>Grade 9 Awards</th>
<th>Outstanding Achievement</th>
<th>Greatest Improvement/Exceptional HOWL</th>
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<tbody>
<tr>
<td>Math</td>
<td>Caelistis Paulus</td>
<td>Kiley MacVane</td>
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<tr>
<td>Science</td>
<td>Greta Holmes</td>
<td>Fariyya Abukar</td>
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<td>Visual Arts</td>
<td>Chloe Bryden</td>
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<tr>
<td>French</td>
<td>Jack Taylor</td>
<td>Alex Savage</td>
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<tr>
<td>Academic Language I</td>
<td>Fadoun Barkat</td>
<td>Minh La</td>
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<td>Humanities SS</td>
<td>Mali Jones</td>
<td>Auxane Iriza Bahunde</td>
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<td>Humanities English</td>
<td>Sorcha Jade</td>
<td>Jackie Rodas</td>
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<td>Spanish 3 W/ Lynch Nichols</td>
<td>Greta Holmes</td>
<td>Mali Jones</td>
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<tr>
<td>Spanish 2 w/ Orth</td>
<td>Lucas Richards</td>
<td>James Chau</td>
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<td>Spanish 1 w/Orth</td>
<td>Sara Sullivan</td>
<td>Ayub Sheikh</td>
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<tr>
<td>Crew Pathways: Be Accountable</td>
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<tr>
<td>Crew Pathways: Work Collaboratively</td>
<td>Maggie Ellis</td>
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<td>Crew Pathways: Build Community</td>
<td>Lionel Celestino</td>
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<td>Crew Pathways: Take Action to Better the World</td>
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<td>Delainey Black</td>
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<td>Most Improved Student of the Year</td>
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### Spring Navigator
- Jasper Ellis
## Grade 10 Learning Area Awards

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<td>Pre-Calculus</td>
<td>Megan Koren</td>
<td>Michaela Ishimwe</td>
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<td>Science</td>
<td>Fatimah Lamloom</td>
<td>India Galbreath-Jenkins</td>
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<td>Algebra</td>
<td>Hiboo Abdi</td>
<td>Isabella Puleo &amp; Andy Mugisha</td>
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<td>French</td>
<td>Madeline Richards</td>
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<td>Spanish 2</td>
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## Grade 11 Learning Area Awards

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<td>Dan Ninziza</td>
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<td>Dual Enrollment Math</td>
<td>Sidonia Summers, Naomi Zarin and Oscar McNally</td>
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<td>Computer Science</td>
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<td>Peter Ashley</td>
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<td>Matt Oreym</td>
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<td>Visual Arts</td>
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<td><strong>Crew Pathway Awards</strong></td>
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<td>The Friendcisco Award</td>
<td>Francisco Andre</td>
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<td>Eggshell Award</td>
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<td>Perseverance and Most Changed Award</td>
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<td>The Giving Hand and Up To Date Award</td>
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<td>So Darn Helpful Award</td>
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<td>Saint Michaels Award</td>
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<td>Dartmouth Award</td>
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<td>Society of Women Engineers</td>
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<td>Spring Navigator</td>
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<td>Remote Learning Award</td>
<td>Baneen Maadi</td>
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An Update on Equity and Anti-Racist Work at CBHS

The following letter was posted on the CBHS Alumni Facebook page in June, but we thought it might be of interest to the current CBHS community as well. An addendum to this letter, which includes the faculty plan that was drafted during our year-end professional development follows.

June 2020

Dear CBHS Alumni,
In recent days, some of you have reached out wondering what is CBHS’s response to horrific, persistent racial injustice. In short, CBHS faculty redoubles its commitment to dismantle inequities and systematic, institutional racism. We will work and learn alongside our students, so we can all become the allies and advocates our world needs and deserves. We are angered and saddened by the pain so many in our community have been experiencing. And we are proud of all of our current students, alum and staff who have been working productively and insistently for justice. Black Lives Matter.

In 2005, Casco Bay opened based on the idea that all students - and each student - could achieve greatness with the right support and challenge. In our opening years, we established many of the structures and policies that are foundational to our commitment to equity and access, including:

- Our academic courses are untracked and are all college preparatory.
- We require and support each senior in applying to college or another post-secondary institution. (98% of our graduates have been accepted to college.)
- Our learning expeditions often center on the big social justice issues of the day, from racial bias and income inequality to climate change.
- All of our students are expected (and supported) to present excellent work, their very best, to outside audiences.

In the last several years, we have focused more explicitly on equity issues. Here are some highlights of our recent work.

- We made equity literacy a focus of our professional development work in 2017-18, and it has been one of three school-wide goals ever since. We have had sessions on issues from implicit bias to white privilege. Last year, for the first time, our students led a professional development session focusing on helping teachers better understand the lives our students lead. The district now offers a “Race in the United States” course which many of our faculty has taken; three of the course teachers are CBHS faculty - Ms. Haar, Ms. Natarajan and Mr. Morales.
- Several years ago, we devised a structure for the entire school to talk about challenging issues in their crew (advisory) groups. We call them “courageous conversations.” These conversations are now led by trained student facilitators and the topics are proposed by students. As part of Courageous Conversation 2.0, we’ve instituted an annual conversation on race, as well making sure that every student will also have courageous conversations about income inequality, gender roles, homophobia and mental health during their tenure at CBHS.
- We host an annual Equity Summit with teacher and student leaders to analyze feedback from the full faculty and student body on ways in which our community is just and equitable and ways in which we could be more so.
- We have substantially expanded the opportunity for student voice and leadership in our community. Our student council doubled in size in 2018, and our student leadership now fully reflects the diversity of our student body. We are proud to now have a Black Student Union, a Student Union and Spread the Love club (in addition to the A to Z Alliance).
- We have implemented more restorative practices in our student discipline system, including trained Peer Mediators this fall. Our system is centered on making amends, whether that is for students who have harmed other students or teachers or even, when appropriate, staff members making amends for harm done to students.
We have added (and educated about) gender neutral bathrooms.

We are active in the district’s initiative to recruit and retain more educators of color. 60% of our hires for the 2019-20 school year were people of color (including alums Sahra Hassan and Gashim Nyapir!).

Several years ago, we recruited parents to serve as multilingual parent ambassadors to meet periodically with me and address any issues. We host a well-attended annual event, the Shared Space Cafe, geared towards multilingual families and the issues they most want to talk about.

Thanks to recommendations from the students and staff on our Future Task Force in 2019, we’ve added more under-represented voices into our curriculum. We launched a new expedition focussed on the Wabanaki, “You are on Indigenous Land” this fall. In response to student feedback, we have replaced “Africa Rising” with a new expedition that focuses on the plight and needs of global immigrants, “Beyond Borders.”

We opened a food pantry this fall that offers free food to all each Friday.

We’ve expanded our special education staffing.

We’ve created a student equity line in our budget line to support students in having equal educational opportunities.

Last spring, our work and achievement on equity issues was recognized when we were named one of six “Schools of Opportunity” nationwide.

Still, despite all of this progress, we know we have more work and learning to do. Much, much more work and learning. Fundamentally, there remains a persistent and significant opportunity gap in terms of academic achievement (eg: standardized test scores) between our students of color and our white students and between our economically disadvantaged students and their more affluent classmates. We need to do a better job of communicating and partnering with our multilingual families. We need more staff of color. Before the pandemic struck, students made clear we need to make lunch a more equitable experience. We need to continually review our expeditions and curriculum to make sure they reflect the student body and prepares them to tackle the most vital issues of our world.

In recent days, our faculty has expressed a particular interest in how to be an explicitly anti-racist educator and school community. We are looking forward to our week together (remotely) on June 15th to begin to figure out how to actualize that vision through further reforms in our instructional practices, curriculum, structures and policies. Many faculty have already committed to an anti-racist book club, starting this summer, that will hopefully involve students*.

Thank you CBHS alums for staying engaged with our world (and CBHS). We are so proud of you and dedicated to living up to your promise and legacy. If any of you would like to meet and discuss any of this, please let me know. It would be great to hear from you.

*A draft plan of CBHS Priorities that was one of the outcomes of the June professional development week follows.
CBHS Priorities for 2020-21 (Draft June 2020)

This draft plan was developed by the CBHS Faculty Leadership team after extensive, diverse data review and full faculty input. The plan will be further developed over the summer. Please let us know if you have any feedback.

(By Fall 2021: Determine more ways to measure “the opportunity gap” - and our progress in narrowing the gap.

**Long-Term School Target:** We will co-create a more just, equitable, kind community which maximizes learning and growth for all and which catalyzes excellent work that betters our community and world.

**Long Term Faculty Target:** We will comprehensively narrow the opportunity gap for CBHS students, especially for our students of color and economically disadvantaged students.

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**2020-21 Faculty Learning Target #1:** *We will become more anti-racist as educators and as a school.*

**Leadership Team Endorsed Strategies So Far**

- We will focus on the social and emotional wellness of our students and staff of color (healing circles, support groups, leadership development).
- We will examine our 9-12 materials and pedagogies for empowerment and identity development, especially in social studies. We will document and examine (and ultimately share) our 9-12 social justice curriculum, across disciplines.
- Faculty will use our professional development time (eg: PLCs and summer book group) to develop our strategies, skills and mindsets as anti-racist educators. How do we change our pedagogy to be transformational? How does white supremacy show up in our classrooms and what can we do concretely to fight it? What successes have we already achieved and how can we ensure that those are celebrated and spread?

**2020-21 Faculty Learning Target #2:** *We will improve our hybrid* instructional and social-emotional learning practices so that more of our hardest to reach students meet standards.

**LT Endorsed Strategies So Far**

- The CBHS Hybrid Learning Task Force will meet in August to operationalize district recommendations for our context (eg: daily schedule, which kids are part of “essential learning” model, which rooms do we use, etc.)
- Faculty will work on developing common understandings and practices about essential (aka “minimum”) viable products. Ideally, these would be co-developed with ELL and Special Ed faculty fostering more independent work at a respectful level of challenge.
- Faculty will develop clear, concise and, when appropriate, consistent practices for presenting curriculum and assessments remotely (eg: using Google Classroom), so students can spend more time learning and less time figuring out what they’re supposed to do.
- Faculty will share promising practices in remote/hybrid learning with colleagues at regular intervals with adequate time for processing.
- Crew Team Leaders and Student Support Team members will clarify, support (and perhaps) re-imagine the role and skills needed for crew advisors and counselors about how to support students’ social and emotional wellness during hybrid learning.

*Hybrid learning is the term being used to describe a system in which students learn “in person” some of the time and “remotely” most of the time. This is the model we expect is most likely in the fall.

(We will also partner with PHS, DHS and community organizations to help students have rich co-curricular experiences in sports, the arts, service, activism and leadership should traditional opportunities not be available.)

**2020-21 Faculty Learning Target #3:** *We will prioritize action to promote faculty wellness and create conditions for sustainable excellence, recognizing sustainable faculty excellence is fundamental to student achievement, especially for our most vulnerable learners.*

**LT Endorsed Strategies So Far**

- We will work to preserve adequate time for office hours and curricular planning.
- We will set clear boundaries and expectations for students and families about communicating and connecting with faculty during hybrid learning (eg: when students and families can expect responses from teachers, when they are available for messaging, hangouts, email etc.). We will set wellness parameters for screen time for teachers (and students) and clearer tech etiquette expectations for students.
- As part of CBHS Hybrid Task Force work, we will clarify what does wellness look for teachers during hybrid learning and how can it be supported (eg: fostering more supportive connections among faculty). How do we teach with joy in these times?
2020 Parent Survey Results

Thanks to all who participated.

<table>
<thead>
<tr>
<th>Percentage of Parents Who Agreed or Strongly Agreed</th>
<th>CBHS 2019</th>
<th>CBHS 2020</th>
<th>National Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I feel welcome at this school.”</td>
<td>96%</td>
<td>96%</td>
<td>92%</td>
</tr>
<tr>
<td>“The school encourages me to be an active partner in educating my child.”</td>
<td>92%</td>
<td>95%</td>
<td>90%</td>
</tr>
<tr>
<td>“This school communicates information clearly to parents or guardians.”</td>
<td>93%</td>
<td>94%</td>
<td>75%</td>
</tr>
<tr>
<td>“This school has high expectations for students.”</td>
<td>97%</td>
<td>92%</td>
<td>82%</td>
</tr>
<tr>
<td>“At this school, the staff really cares about my child.”</td>
<td>94%</td>
<td>98%</td>
<td>95%</td>
</tr>
</tbody>
</table>

“On a scale of 1 to 9, with 9 being highest, what is the likelihood that you would recommend this school to a friend or colleague?” 71% of CBHS parents rated CBHS a 9 out of 9.

TNTP Faculty Survey Data

For the last three years, the faculty has completed a survey used nationally to help inform our school improvement efforts (the TNTP Survey). Here are some highlights from this spring’s results.

- Compared to the Winter 2019 survey, 2020 CBHS data was higher in all 12 survey categories than it was a year ago (Categories range from “Academic Opportunity” to “Family/Community Engagement.”)
- CBHS data was higher than PPS average in all 12 categories.
- CBHS scored higher than the average for the top quartile (25%) of schools nationwide in 7 of 12 categories.

Survey Highlights

<table>
<thead>
<tr>
<th>% of Faculty who “Agree” or “Strongly Agree”</th>
<th>CBHS 2019</th>
<th>CBHS 2020</th>
<th>District Average</th>
<th>Average Score of Nation’s Top Quartile Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>“My school implements a rigorous academic curriculum.”</td>
<td>96%</td>
<td>92%</td>
<td>70%</td>
<td>90%</td>
</tr>
<tr>
<td>“My school has effective instructional leadership.”</td>
<td>87%</td>
<td>92%</td>
<td>62%</td>
<td>87%</td>
</tr>
<tr>
<td>“My school is a good place to teach and learn.”</td>
<td>83%</td>
<td>91%</td>
<td>79%</td>
<td>88%</td>
</tr>
<tr>
<td>“Staff at this school do whatever it takes to help students achieve in school and life.”</td>
<td>100%</td>
<td>100%</td>
<td>85%</td>
<td>NA</td>
</tr>
</tbody>
</table>
Continued from page 13…

<table>
<thead>
<tr>
<th>% of Faculty who “Agree” or “Strongly Agree”</th>
<th>CBHS 2019</th>
<th>CBHS 2020</th>
<th>District Average</th>
<th>Average Score of Nation’s Top Quartile Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>“There are many teachers at my school who set an example of what highly effective instruction looks like.”</td>
<td>96%</td>
<td>96%</td>
<td>86%</td>
<td>88%</td>
</tr>
<tr>
<td>“Students at my school value each other’s differences.”</td>
<td>81%</td>
<td>85%</td>
<td>69%</td>
<td>78%</td>
</tr>
<tr>
<td>“My school leaders make promoting diversity and inclusion a priority.”</td>
<td>74%</td>
<td>96%</td>
<td>79%</td>
<td>80%</td>
</tr>
<tr>
<td>“All staff at my school actively work to establish positive trusting relationships with students’ families”</td>
<td>92%</td>
<td>100%</td>
<td>83%</td>
<td>NA</td>
</tr>
</tbody>
</table>

2020-2021 Staffing

*We are excited to report that our staffing looks to be remarkably stable.*

**Grade Level Teams and Crew Advisors for 2020-21**

As of now, here are the teaching teams for next fall:

**Grade 9:** Ms. Crowley, Mr. Leque, Mr. Morales, Mr. Bernstein, Ms. Richard  
**Grade 9 Crews:** Ms. Crowley, Mr. Leque, Mr. Morales, Mr. Bernstein, Ms. Richard & Mr. Zickler, Ms. Dodson and Ms. Dorvee

**Grade 10:** Ms. Woidt, Ms. Natarajan, Ms. Manyiel, Mr. Croft and Ms. Koharian  
**Grade 10 Crews:** Ms. Woidt, Ms. Natarajan, Ms. Manyiel, Mr. Croft, Ms. Koharian, Mr. Murray and Ms. Hampton

**Grade 11:** Ms. Kutvirth, Mr. Burke, Ms. Robinson, Ms. Appelbaum and Ms. Doane  
**Grade 11 Crews:** Ms. Kutvirth, Mr. Burke, Ms. Appelbaum, Ms. Haar, Mr. Hale, Ms. Regan and Mr. Pierce

**Grade 12:** Ms. Loughlin, Ms. McCray, Mr. Ford, Mr. McNally  
**Grade 12 Crews:** Mr. Shibles, Mr. Ford, Ms. McCray, Mr. McNally, Ms. Doyle, Mr. Lunetta and Ms. Lynch-Nichols

**World Languages**

ELL – Ms. Dodson (Grades 9 and 10), Ms. Haar (Grades 11 and 12)  
Special Ed: Mr. Zickler (9), Mr. Murray (10), Ms. Regan (11) and Mr. Lunetta (12)  
Spanish: Ms. Lynch-Nichols (3-5) and Ms. Orth (1-2)  
French: Ms. Dorvee (2-4)  
Chinese: Ms. Liao (1-3)
Upcoming Events

July 6th-30th - CBHS July Summer Learning for those seniors who need it to graduate and juniors who need it to stay on track for on-time graduation.

July 29th - Graduation “Marching Practice” (via zoom)- 12-1pm and 5 to 6pm (for Class of 2020). *All seniors who intend to participate in the ceremony must attend 1 of these times.*

August 6th at 6pm - CBHS Graduation at Ocean Gateway

August 17th: Fall Sports Tryouts*

CBHS Faculty Summer Institute - August 24th-27th - 8am-3pm

August 25- Parent Advisory Group: 6-7pm

August 27th Parent and Student Input on 2020-21 Expeditions (Time: Afternoon TBD)

August 27th: Casco Bay Quest Information Night (5:30-6pm)

August 27th - New Student Ice Cream Social: 6:00-7:00pm*

August 28- CBHS Beautification Days (9am-3pm)*

August 31st: 1st Day of School

September 8th - September Parent Advisory Group

September 17th: CBHS Open House (6:30pm)

September 22nd-25th - Senior Quest*

September 29–October 2nd – Freshmen Quest*

*Subject to change depending on the pandemic and district, state and federal guidelines

Summer Reading

All CBHS students (9-12) are expected to read at least three books this summer. In order to fully exceed the "Reads Regularly" standard, students should read at least seven texts. More guidelines, a summer reading log and book recommendations can be found by following the related link on the CBHS homepage. Parents will be asked to sign off that their child has in fact read the titles they record in the log.

AP Courses (in literature, American history and environmental science) require some additional reading; contact Ms. Doane (AP US History), Ms. Appelbaum (AP Literature) or Ms. Loughlin (AP Environmental Studies) with any questions.

HAPPY READING TO ALL!

Summer Sports in Portland Public Schools

by Michael Daly, Deering Athletic Director

In regards to summer HS sports programming, Portland and Deering High Schools plan to resume *In-Person sports activities on Aug. 3rd. Summer HS programs (and workouts) will remain as remote learning until then. Maine High School Fall Sports are slated to begin on Aug. 17th.*

See the advisory below for full details from PPS, DHS & PHS. We have no new updates in regards to decisions about or planning for fall sports from the MPA as of yet. Thank you. SummerSports-PPSAdvisory.062620 (1) (1).pdf
So What Will School Look Like in the Fall?
by Derek Pierce

We don’t know for sure. If you have not read the Superintendent’s letter from June 18th, that is the current best thinking. I think it is likely that we will open remotely for most everyone except 9th graders. 9th graders will be prioritized for in-person time in the first weeks of school to help ease their transition and build community. After school’s opening, the most likely scenario is that 50% of students (say, grades 9 and 12) would be invited to school for several hours for two consecutive days while other students engaged in remote learning similar to what happened this spring. In-person students would primarily work in their crew groups (12 to 14) so learning could be socially distant and student groupings could be fairly constant. Wednesdays would be similar to what they were this spring; they would be for teacher “office hours” and small group instruction. Additionally, they would be dedicated to a thorough cleaning of the building before the other 50% of students came in for the last two days of the week. This is being called “hybrid” learning since it would involve both in-person and remote learning.

All of this is, of course, subject to change, depending on city, state and federal guidelines about health and education. The district has created a series of work teams, tackling issues from health guidelines to learning experiences, that will be working throughout July. CBHS will also have its own Hybrid Learning Task Force that will work to apply district guidelines to the CBHS context. **There will be an opportunity for parents and families to get all of the latest information - and raise any questions and concerns - before school starts as part of the August 25th Parent Advisory Group meeting from 6 to 7pm.**

**Will We Really Have Casco Bay Quest for 9th and/or 12th Graders?**

We hope so, but it may take a different form in 2020-21. We have had several meetings with our good friends at Rippleffect who co-lead these experiences with us. We plan to make a decision by early August about whether we can run the “traditional” Quests or whether we will try to re-invent it. For instance, we are considering spreading the four days of Quest through the entire year for 9th graders and seniors via day-long, crew-based adventures in everything from kayaking to rock-climbing. We will provide everyone an update at the Casco Bay Quest Information Night on August 27th from 5:30 to 6pm.

---

**Nurses Corner**

Attention Parents of all incoming Seniors (Class of 2021):

The State of Maine requires that all students entering the 12th grade meet the immunization requirements for the meningitis vaccine. Meningitis is a highly contagious, potentially deadly disease. Thankfully there is a vaccine to prevent meningitis.

Students need TWO doses of this vaccine before starting the 12th grade. In some instances, if the student received their FIRST DOSE on or after their 16th birthday, they only need that ONE DOSE.

It is VERY IMPORTANT that you check over the summer to see if your student has met this vaccine requirement. Please don't hesitate to reach out to your Health Care Provider in the next few weeks, and make an appt. if necessary.

Thank you!
Nurse Bell, RN
The School Based Health Centers continue to provide medical, behavioral health, and emergency dental care.

Based on your need, visits can be done through zoom, telephone, or in-person visits at the Portland High School Based Health Center.

If you would like to talk to a medical, behavioral health, or dental provider at the School Based Health Centers while the school is closed, please reach out to us. You can reach us by:

1) Call Greater Portland Health directly at 207-874-2141.

2) Contacting your school nurse. She can connect you to your provider.
EARLY COLLEGE
Early Study Aspirations at USM

- Earn college credits
- Take college classes at dramatically reduced tuition rates
- Get a jump on general education or specific college requirements
- Exponentially increase your ability to finish a college degree
- Become familiar with a college setting and rigor

How much $ can I really save?
Students may earn up to 12 credits per academic year in high school

Traditional student cost:
3 credit course Tuition = $813 Tuition for 24 credits = $19,512

Early Study cost:
Fees for 3 credits = $145 Fees for 24 credits = $1,160
Fees covered by Portland Public Schools Fees for 24 credits $592
(Your total cost) $ 568
Total Savings = $ 18,944

How Do I Apply?
Step 1: Talk to your HS Counselor
Step 2: Talk to your Parent/Guardian
Visit:
ExplorEC.maine.edu

Courses offered in Math & Stem
* Biology
* Chemistry
* Computer Science
* Environmental Science and Policy
* Game Design
* Geology
* Physics
* Astronomy

Courses offered in Arts & Humanities
* Anthropology/Sociology/Psychology
* World Languages
* Communication and Media Studies
* Criminology
* Economics/Business & Finance
* Education
* Social Work
* Art/Theater

Take Full Advantage
Seniors:
All final senior transcripts have been sent to colleges/universities. If you receive a mailing indicating otherwise, please reach out to me.
If you are feeling stuck or want to talk about plans for the fall, please do not hesitate to reach out. I will be checking my email throughout the summer. There will be a few weeks where I will be off line, but I will get back to you.
If your plans change for next fall, please let me know! We want to know what you are doing next year and if we can support you in any way.
Have a great summer! You deserve it! See you at graduation in August!

Juniors, Sophomores:
Have a great summer!
If you are still interested in taking college courses, please refer to this doc.
Please see this attached document about post secondary planning and things you can do to get ready for next year and beyond.
Juniors - if you have questions about your schedules, please be in touch! I will be away from email for a few weeks this summer, but I will get back to you!

College/Career Pro Day and Next Steps for the Class of 2021 by Stephanie Doyle & Michael Hale: Guidance Counselors
https://tinyurl.com/yaz438lx
Final Word

Congratulations!
Some Crew Yearbook Pictures

The FORD Bunch

KUTVIRT

CREW!

GRATEFUL FOR CIRCLES...

EVEN WHEN THEY ARE WITH SQUARES.
Better The World Day
2020 Virtual Cardboard Boat Race
Staff Join Students in BLM Protest
June 18, 2020

Dear Portland Public Schools families,

I’m writing to update you on the latest developments in our planning for the 2020-2021 school year. Our Reopening Planning Team has been planning for three possible scenarios for the new school year: a full reopening of school; a partial in-school/partial remote-learning scenario; and full remote learning. A decision on which scenario we’ll enact won’t take place until early August, when we’ll know more about COVID-19-related public health restrictions and Maine Department of Education (MDOE) guidance.

The health and safety of our students, staff and community is our top priority for each plan. Whether we fully or partially return to school, we’ll promote personal hygiene practices for students and staff, such as routine hand washing and masks or other face coverings, and post signs encouraging such practices. We’ll intensify cleaning, disinfection and ventilation throughout our buildings, promote physical distancing and restrict student sharing of items ranging from food, learning materials and toys to electronic devices. We’ll also utilize a daily symptom-check protocol and have plans in place for when a student or staff member gets sick, including closing off areas for at least 24 hours and disinfecting. Also, we’ll utilize outdoor space for safety, wellness and learning, when feasible.

Our plans are all grounded in the Portland Public Schools’ core values and align with our four Portland Promise goals. Each plan is designed to mitigate learning gaps (Equity), foster wellness and collective efficacy (People), support connectedness and social-emotional health (Whole Student) and advance essential standards (Achievement). They all also prioritize our most marginalized students to ensure they can succeed in each scenario.

Here are some highlights of the three potential scenarios for school this fall:

**Full Reopening:** This scenario would only take place if there are no physical distancing guidelines that prevent all students and staff from returning to school. However, these plans would not be simply “a return to normal.” We would not only employ careful, proactive safety protocols, but this plan also calls for improving the way we do school, in such ways as connecting each student with an advisor to ensure each student is known and providing personalized learning for students. Also, older students would have the option for asynchronous remote learning options. In addition, we would develop “snow day” guidance and programming to turn those days into instructional days.

**Partial In-School/Partial Remote Learning:** This hybrid scenario of both in-person school and remote learning would be used if there are physical distancing guidelines in place that would only allow in-person instruction of between 20 percent to 50 percent of the student population on a given day. Each school site would implement intensive safety protocols, aligned to guidelines from the U.S. Centers for Disease Control (CDC), and appropriate for the developmental age the school serves.

In this hybrid scenario, only some students initially would have the option to attend in-person school in smaller groups headed by consistent staff members for up to 2 days per week. Creating smaller groups would require students to do in-person school on a rotating schedule – Mondays and Tuesdays for some students; Thursdays and Fridays for others; with Wednesdays for staff collaboration and planning, student and family communication, and facility cleaning and disinfection. In-school programming would only be on a partial-day basis. Students would continue learning remotely when not in school.
At first, this physically distanced, in-person school would be provided only for specific student populations that would most benefit from in-person learning. Those would include all students in pre-kindergarten through grade 2; all sixth-graders and all ninth-graders; and high-needs students, including students with special education needs and students with intensive English language development (IELD) needs.

As public health requirements are met, physically distanced, in-person school would be available to all students on the same type of two-day rotating schedule outlined above: with students attending partial days either Mondays and Tuesdays or Thursdays and Fridays; and Wednesdays used for staff to plan and communicate with families and for enhanced cleaning of building. Remote learning would continue for times students aren’t attending in-person school.

In the hybrid scenario, breakfast would be eaten in school in prepackaged containers and take-home lunches would be available for all. To ensure safety, families would be encouraged to provide transportation as much as possible and Walking School Buses would be used to the greatest extent possible. Our buses would use proper physical distancing and limit the time of trips. That means that space in some facilities could be made available to other grade levels to facilitate transportation.

For any families that choose to opt out of in-person learning, students would have the option to continue remote learning.

**Full remote learning:** In this scenario, all students would continue to be served through remote learning. Even if we begin the school year with another scenario, full remote learning may be enacted for short-term or long-term closures during the 2020-2021 school year, depending on the evolution of the pandemic. In this version of remote learning, we would build on our successes and learning from spring 2020. For example, some changes planned are coordinated scheduling of live instruction, providing other learning options for those not participating in live instruction, and implementing consistent procedures for communication and attendance.

You can learn many more details in this [summary](#) of potential scenarios.

Our Reopening Planning Team is a diverse one, made up of staff from our schools and representatives from our Academics, Operations and Multilingual & Multicultural Center teams. To develop these scenarios, this team is engaging with staff, students and families through surveys and focus groups. It also is talking to school leaders and nurses, researching ideas from education experts and reviewing the latest guidance from CDC and the MDOE.

We recognize that none of these scenarios is completely risk-free. However, the goal of each is to create a stronger learning experience for all students, no matter what we face next year. The decisions facing the district about reopening are complex and challenging, but they’re also an opportunity for us all to reimagine school for the future, not just COVID-19. We will continue to keep you informed with updates over the summer as our planning progresses and we learn more about CDC and state guidance.

Sincerely,

Xavier Botana, Superintendent
Multilingual and Multicultural Center

If you need help with translating this information into another language, please call the Multilingual and Multicultural Center at 874-8135.

Acholi
Ka imito kony me kwango ngec man i leb mukene, tim ber go cim i ofic pa Multilingual ki Multicultural Center i nama 874-8135.

Arabic
أذا كنت بحاجة إلى المساعدة في ترجمة هذه المعلومات إلى لغة أخرى، يرجى الاتصال بدائرة برامج اللغات والثقافات المتعارضة في التربية على الرقم 874-8135.

Chinese
如果你需要这个资讯翻译成中文请打电话到多元文化和多种语言办公室874-8135。

French
Si vous avez besoins d’aide avec la traduction dans une autre langue, s’il vous plaît appelez le Centre Multilingue et Multiculturel au 874-8135.

Khmer
នេះគឺជាហ្សេណាស់ដែលអាចជួយសុវត្ថិភាពអ្នកក្នុងការបញ្ហានៃទ័របិតសុខភាពច្រើនជាច្រើន។ សូមមកទុកប្រឈមទៅលេខ 874-8135 សម្រាប់ការទទួលសេចក្តីសុវត្ថិភាព។

Kinyarwanda
- Nimwaba mukene ye ubasemurira mu rundi rurimi, tubasavye guhamagara ikigo C’Indumi n’Imico itandukanye kuri 874-8135.

Español
Si usted necesita ayuda traduciendo esta información a otro idioma, por favor llame el Centro Multilingüe y Multicultural al 874-8135.

Português
Se você precisa de ajuda com a tradução desta informação para Português, por favor, ligue para o Centro Multilingüe & Multicultural no telefone 874-8135.

Somali
Haddii aad u baahan tahay in lagaa caawiyey sidii warbixintaan laguugu tarjumi laaha a f kale, fadlan soo wac Xarunta dheeye Luqadaha iyo Dhaqamada kale Duwan : 874-8135.

Swahili
- Ukihitaji msaada na kutafsiri katika lugha nyingine, tafadhali pigia simu ofisi ya Mipango ya Lugha na Kitamaduni kwa 874-8135.

Vietnamese
Nếu quý vị cần giúp đỡ dịch thông tin này sang ngôn ngữ khác, xin hãy gọi Trung Tâm Đa Ngôn Ngữ và Đa Văn Hóa theo điện thoại số 874-8135.