

# **School Plan 2020-21**

Hudson's plan for returning to school in the midst of a pandemic

Hudson School District  
August 2020

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**IMPORTANT NOTE:** This plan is based on the best information we have at this time. Changes could be made very quickly. More details are included throughout this plan.

## We Believe...

- The safety and wellbeing of our students and staff is our highest priority
- Schools serve numerous, important roles in a community and it is our responsibility to support our students
- The best place for students is in school – being out of school has had a big impact on learning and social connection for our students
- The COVID-19 pandemic is in its early stages and we – staff, students, families and the community – will need to be flexible and adapt

## Summary

In March 2020, COVID-19 reached New Hampshire and we all have spent the last several months learning to understand and live with the virus.

Schools are the core of our community for numerous reasons and the impact of stay-at-home orders have upended students, families and staff.

The School Reopening Taskforce has worked over the last few months to review remote learning from last year, study public health information and understand how other countries returned to school.

The focus has been the safety and wellbeing of our staff and students and providing a high-quality education.

The taskforce discussed numerous scenarios and safety protocols for the upcoming school year. That information is shared throughout this plan.

## Recommendation

The district decided early in this process that a robust remote learning alternative should be available for all students. Early indications are 20 to 30% of students will opt in to Remote Learning Academy, which creates more space in the buildings to allow for social distancing.

Based on the status of COVID-19 in Hudson, New Hampshire (and Massachusetts) and the interest in Remote Learning Academy, **school will open in person on Tuesday, September 8 with enhanced safety protocols including social distancing and wearing masks.**

Alvirne High school students will attend school, alternating between two or three days per week and work independently on the days they are not in school. While we would prefer all students in the building, social distancing is not possible at the high school with the current population.

**This is the recommendation TODAY. The recommendation could change quickly based federal, state or local orders, increases in COVID-19 cases, staffing or supply issues. Families and staff should be prepared with backup plans.**

## Overall Plan

The School Reopening Taskforce and district staff have spent the summer working on returning to school and have been planning for the following scenarios.

		In Person	Remote
	<b>RECOMMENDED:</b> Students at school	All students	Opt-in for all students*
	Students in school & remote learning	~ 50%	~ 50%
	Students remote learning	Minimal	All students

**RECOMMENDATION:** Based on the preliminary interest in Remote Learning Academy, the district will open with students at school and Alvirne High School students attending two to three days per week on an alternating basis.

Key elements of the plan include:

- Creating an enhanced Remote Learning Academy
- Safety protocols including social distancing and wearing masks
- Enhanced cleaning protocols throughout all buildings
- Grouping students into cohorts that will stay together throughout the day
- Limiting or eliminating visitors to all buildings except for when absolutely necessary
- Encouraging families to transport their students to reduce student interaction and the number of students on buses

## Safety Protocols

The district will use a variety of tactics to keep our students and staff safe. PPE and protective supplies will be provided. The district has purchased three cloth masks for each student and staff member.

- Students and staff will be required to wear masks; exceptions will be made for students and staff unable to wear a mask
- Students pK-1 will be required to wear masks on busses and in areas that social distancing is difficult; pK-1 students will not be required to wear masks in the classroom

- Alternatives such as face shields and transparent masks will be allowed and available for students and staff that need them
- Students who refuse to wear a mask will participate in remote learning
- Mask breaks will be built-in throughout the day and when social distancing is possible
- Parents will complete a health screening for each child before leaving in the morning
- Students and staff must stay home if they are ill, have a fever or unexplained symptoms of COVID-19
- Staff and students will be required to exercise hand hygiene (handwashing or sanitizing) before and upon arrival to school, before eating, after bathroom use, after sneezing, blowing nose or coughing, before putting on and taking off masks and before dismissal
- Sharing of objects will be minimized and cleaned between usage
- Parents need to have alternative plans if their child needs to be picked up with short notice

## Buildings

- Classrooms will be set up to create more space, removing unnecessary furniture and spacing desks 3' to 6' apart, following the guidance of the American Academy of Pediatrics
- High-contact surfaces and areas will be cleaned frequently including desks, tables, bathrooms, door handles and stair rails
- Physical barriers will be installed in some areas such as main reception areas and nurses' offices
- Bathroom capacity will be reduced when necessary
- Teachers and students will have access to cleaning supplies to be able to clean surfaces
- Outdoor instruction will be encouraged
- The district is currently reviewing air quality within buildings and classrooms

## Food Service

- Tables will be socially distanced and the number of students limited per table
- Lunch schedules may be modified to create more space in the cafeteria
- A la carte items will be limited or eliminated (kids like to pick them up and put them back)
- The district is researching barriers for cafeteria tables to allow more students per table (for socialization)
- Menu choices will be limited; some food will be prepackaged
- Food will be available for pick up for students in remote learning

## Transportation

- Parents are encouraged to drive their students to school
- Staggered drop-off times may be implemented based on traffic
- Parents will review the health self-assessment each morning before their students board the bus
- Students will sit one or two per seat, with masks
- Students will have assigned seats
- Siblings will sit together

## Screening Protocols

- The school nurse will be the COVID-19 contact in each building
- Families are expected to screen their children for risk factors daily before going to school; the district will provide a checklist before school starts
- All staff members must complete a screening checklist before entering their buildings
- Staff will be educated about the [symptoms](#) of COVID-19 and notify the school nurse with any signs of symptoms
- Any student or staff member with symptoms should contact their health care provider to be tested for COVID-19 and self-isolate at home per NH Department of Education guidelines
- Schools will have protocols in place to respond to any potential cases of infection
- Schools will have isolation rooms wherever possible
- Nurses will have recommended PPE supplies
- Any person with suspected or confirmed COVID-19 will be reported immediately to public health
- Person(s) with suspected or confirmed COVID-19 must stay out of education programming until symptom-based criteria are met for [discontinuation of isolation](#)

## Social and Emotional Learning Support

The district is committed to supporting staff, families and students in the transition back to school. At each level and in each school, school counselors, nurses, student interventionists, student assistant personnel and the district outreach coordinator will lead the delivery of resources.

Support teams will offer:

- Resources such as videos, contacts, and local supports

- Frequent contact home to students that struggled with remote learning
- Group and individual Zoom meetings
- Home visits when appropriate
- Connect with community health partners to appropriate supports in a coordinated and efficient way

Parents and guardians should reach out to the school counselor in their child's school if they note anxiety in their child or need support.

## Academics

The School Reopening Taskforce has learned from the remote learning experience in the spring. While school with COVID-19 has many challenges, the district remains committed to high-quality academics and instruction, whether in-person or remote.

## Technology & Communication Tools

The School Reopening Taskforce is evaluating tools and processes to improve the quality of remote learning and communication with students and families. The district plans to continue to improve communication.

## Next Steps

This section will be updated as the taskforce finalizes plans.

- Send registration to families for Remote Learning Academy on August 4
- Continue to plan logistics including transportation, food service and traffic flow through schools
- Develop planning maps for instruction that work with in-person and remote learning
- Continue to plan health and safety protocols
- Create consistent protocols across all grades for technology
- Update school handbooks to reflect new guidelines
- Set class rosters
- Finalize school calendar including professional development for staff and orientation days (prior to September 8) for students

## Calendar & Schedules

School will start for all students on Tuesday, September 8.  
 If applicable, orientation days for students will be scheduled BEFORE September 8.

Teachers will start on August 24 for professional development.

At any time, school may shift from being in-person to a remote model. Another potential is to split students, with half in school and half remote learning, also known as a hybrid model.

### Recommended Schedule

#### pK-8 – Students in School\*

Monday	Tuesday	Wednesday	Thursday	Friday
Students in school every day				

\*This is based on projections 25% of students will participate in Remote Learning Academy

#### Alvirne High School – Hybrid: Students in school & independent learning

Alvirne days will be maroon and gold. The final schedule is still to be determined.

##### Option A – two days per week and alternating Wednesdays

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	A-K	L-Z	A-K	A-K	L-Z
Week 2	A-K	L-Z	L-Z	A-K	L-Z

##### Option B – a two-week schedule rotation, alternating every day

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	A-K	L-Z	A-K	L-Z	A-K
Week 2	L-Z	A-K	L-Z	A-K	L-Z

## Alternative Schedule: Hybrid (in-person & remote) for all students

The final schedule is still to be determined.

### Option A – two days per week and alternating Wednesdays

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	A-K	L-Z	A-K	A-K	L-Z
Week 2	A-K	L-Z	L-Z	A-K	L-Z

### Option B – a two-week schedule rotation, alternating every day

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	A-K	L-Z	A-K	L-Z	A-K
Week 2	L-Z	A-K	L-Z	A-K	L-Z

Note: Blended families have the option to pick the schedule rotation (A-K or L-Z) that works for them

## Alternative Schedule: Remote learning for all students

Monday	Tuesday	Wednesday	Thursday	Friday	
All teachers and students Live instruction and independent learning		<ul style="list-style-type: none"> <li>• Long-term projects</li> <li>• Self-directed learning</li> <li>• Teacher check-ins</li> <li>• Student supports</li> <li>• PLCs</li> <li>• Planning time</li> </ul>	All teachers and students Live instruction and independent learning		

## Decision Making Considerations

The School Reopening Taskforce has created three scenarios for school in 2020-21, detailed on page 15.

**Families and staff need to prepare that any of these models could be started with little notice. The district will make every effort to keep parents informed.**

There are numerous factors in deciding which learning model will be implemented.

- COVID-19 status
  - Cases in NH today
  - Impact of out-of-state visitors
  - Impact of rising national cases
  - Better understanding of the virus than in March
- Federal, state and local directives and executive orders
- Use of social distancing and face coverings to reduce the spread of the virus
- Impact on learning
- Disruption to schedules
- Social and emotional wellness of students
- Availability for staff to work in-person
- Availability of supplies and PPE
- Transportation
- Adherence to rules

## Remote Learning

The Remote Learning Academy is a remote learning and interactive environment for Hudson students, taught by Hudson School District teachers. The Remote Learning Academy is available for Hudson students (K-12) to receive rigorous, high-quality instruction from certified teachers.

- Remote Learning Academy is an opt-in option available to all Hudson students on a tri-mester (K-8) or semester basis (9-12)
- Designed based on feedback from staff, parents and students about last spring's experience
- Remote learning will have a combination of scheduled lesson times and independent learning
- The balance of schedule lessons and independent work will vary by grade level and course

- Remote learning students will be expected to participate in all scheduled meeting and real-time sessions during school hours
- Kindergarten - grade 8 students will be grouped into grade-level cohorts for class; it is possible the teacher could be from a different grade level, depending on enrollments
- Course availability will be limited for high school students; the Virtual Learning Academy (VLACS), the state's online charter school, is available for elective and advanced courses
- CTE students may participate in Remote Learning Academy (if schedules allow)
- Students in the Remote Learning Academy retain access to support services as indicated in an IEP or 504 plan; efforts will be made to maintain a remote environment for the provision of related services
- Students will enjoy the same level of access to school counselors or any other support service that is afforded to the students in the Hudson School District
- Remote learning students will be able to participate in available co-curricular activities
- Families will sign up for remote learning August 4-8

## Student Experience

- All students will participate in daily check-ins either via video conference or attendance check-in assignments
- All synchronous classes will meet during a schedule set by each level of schooling
- Support sessions will occur throughout the week during the school day as needed
- Students will attend all synchronous learning sessions with their teacher
- Should a student need to miss a synchronous session, prior notification must be provided to the teacher/school.
- The school district's attendance policy applies to remote learning
- Students will follow the Acceptable Use guidelines set forth by the district and follow video conferencing and online rules of etiquette

### Students participating in Remote Learning Academy will:

- Check Google Classroom and their SAU81.org email account daily, as assigned by their teacher
- Participate in remote check-ins to foster engagement
- Participate in live instruction with classroom teachers as established through grade-level expectations
- Ensure that all work completed is their own
- Ask for feedback from teachers on assignments
- Know when their teacher(s) are available for help

- Follow the Code of Conduct as outlined in the Acceptable Use policy
- Submit completed assignments by the established deadlines
- Have a proper space in their home set aside to do work i.e. kitchen table, desk, that is consistent
- Contact the Student Help Desk with any technical difficulties with school devices or computer access.

Students will need a computer with a camera and wireless internet access to participate in Remote Learning Academy. The district will loan equipment to students that need it.

## Parent & Guardian Support

The remote learning experience is different than attending school daily. Parents and guardians will play an important role in their student's success in remote learning.

### Parents will:

- Report/call in their child absent if they are unable to participate in the day's learning
- Have a space set aside for your student to do their work i.e., kitchen table or desk, that is consistent and free from distractions
- Make sure their student checks Google Classroom and their student email accounts, as assigned by their teacher
- Be aware of the teachers' daily expectations and support your student's learning to meet those expectations
- Know the school schedule and how to contact the teacher with questions
- Understand how to use remote learning communication tools including PowerSchool, Google Classroom or others (grades in PowerSchool, notes on assignments, and possible emails) from teachers on their student's assignments

## Teachers

Remote Learning Academy teachers are solely assigned to Remote Learning Academy.

### Teachers will:

- Communicate expectations to students and families about the instructional plan for the week, including learning objectives, required activities, assignments, links to resources, and assessments, along with any associated due dates
- Follow the pacing guide for their grade level
- Meet daily on a pre-determined schedule with in-person instruction

- Interact with students in real-time to deliver lessons, facilitate discussion and lead other instructional activities
- Provide timely and meaningful feedback on student work
- Communicate information about grading and returning assignments and exams
- Be available during specified times for student questions and support
- Submit attendance pursuant to the individual school protocols
- Notify administration/school counseling of any student not engaging in remote learning or doing assigned work
- Participate in content/grade PLCs
- Follow guidelines for teacher absences or illness

Details will be included in the Remote Learning Academy handbook in August.

## Special Services

### Special Education

- IEPs will continue to be implemented
- In most cases, services will take place in a learning environment in which the student is enrolled
  - If a family selects Remote Learning Academy, efforts will be made to maintain a remote environment for the provision of special education and related services
  - If a family selects face to face school, efforts will be made to maintain face to face and related services
  - In the event an IEP team determines that special education and/or related services are not appropriately delivered in the selected learning environment, and IEP team will be convened to make determinations regarding delivery of IEP services
  - Students who opt into the Remote Learning Academy may receive their remote special education and related services from personnel who are new to them; a progression to the previously anticipated special educator may not be an available option in the Remote Learning Academy
- Staff will support students' learning to tolerate and appropriately use PPE; staff will also support students' learning of necessary COVID related hygiene processes
  - If a student's disability-related needs prevent him/her from appropriately utilizing PPE, the IEP team (including parents and the school nurse) may determine that the student is not required to use it; in these cases, it may then become necessary for staff to add additional layer(s) of PPE to standard practice
  - If a student's disability prevents him/her from independently following necessary hygiene protocols, staff assistance will be provided
- IEP team meetings will be held remotely either via video streaming or teleconference

### Section 504

- Section 504 Plans will continue to be implemented
- 504 accommodations will apply to the learning environment in which the student is enrolled
- 504 team meetings will occur remotely either via video streaming or via teleconference

The Hudson School District takes the health and safety of its students very seriously. For this reason, when determinations are made that affect “all students” it will be understood that this includes students who have educational disabilities, accommodation plans or other unique needs.

## **Budget Impact**

The School Reopening Taskforce and district administrators are gathering costs for the impact of COVID-19 on school reopening.

Costs will include:

- Cleaning supplies
- Personal protective equipment
- Transportation
- Technology and communication tools
- Professional development
- Additional staffing

## **Co-Curricular Activities**

Co-curricular activities will be guided by state groups such as the New Hampshire Interscholastic Athletic Association (NHIAA), Tri-County Athletics and based on plans for each school. This area will be updated as details become available.

## Plans Considered

The School Reopening Taskforce considered numerous scenarios for returning to school in the fall. These are the final scenarios the taskforce settled upon and may be alternatives to the superintendent’s recommendation based on conditions of COVID-19 cases.

Details of each plan start on the next page.

		In Person	Remote
	Students at school	All students	Opt-in for all students*
	Students in school & remote learning	~ 50%	~ 50%
	Students remote learning	Minimal	All students

\*Remote Learning Academy available for any student

	In Person	Remote
<b>Students at school</b>	All students	Opt-in for all students*

- All day for students except for those that have opted for remote learning
- Schedule and classes may be adjusted to allow for 3-6' between students
- Students and staff will wear masks
- Enhanced cleaning
- Students will be grouped and kept within the same cohort as much as possible
- Lunches may be modified; classes will be held outside as possible

**Pros**

- Quality of instruction and assessments
- Build relationships with students
- Sets normalcy and supports social & emotional wellbeing
- Smooths transitions between schools Assess learning gaps from remote learning
- Easier to deliver of services
- Supports families getting to work

**Cons**

- Capacity of buildings – classroom space, cafeterias, passing time
- Availability of cleaning and PPE, may need more custodial personnel to keep up
- Transportation – bussing
- Parent transportation – logistics with drop off and pick up
- Following and enforcing protocols including cleaning and wearing masks
- Alvirne has its own unique issues due to the size of its student body

	In Person	Remote
<b>Students in school &amp; remote learning</b>	~ 50%	~ 50%

- Half the school attends school per day, the other half participates in remote learning
- All social distancing and safety protocols are followed
- The schedule will vary by school level
- Elementary students – alternating weeks - two days in school, three days remote; then three days in school and two remote the following week
- Middle school – the same as elementary
- Alvirne High School will start in this model

**Pros**

- Half the students in the building creating space for social distancing in all areas of the building including hallways and the cafeteria
- Some in-person instruction and time for assessment
- Teachers and students meeting two or three days per week in person
- Schedule created for families to use for planning

**Cons**

- Childcare issues for working families
- Teachers and students meeting two or three days per week in person
- Conflicting schedules for staff that live in other communities
- Loss of instruction time

	<b>In Person</b>	<b>Remote</b>
<b>Students remote learning</b>	Minimal	All students

- All students participate in remote learning with possible exceptions for some special services and CTE classes
- Remote learning will combine live instruction and independent work
- Consistent expectations for staff, students and families
- Aligning “in person” schedule to make a transition to remote learning easier, if necessary

**Pros**

- Exposure to COVID-19 is greatly reduced
- Opens up the schedule for structured PLC time
- Some students did better in a remote environment
- Improved teacher/parent communication

**Cons**

- Least palatable for academics, relationship building, assessing student work and grading
- Impact on working families
- Difficult to build relationships with students
- Social isolation
- Difficult to monitor attendance
- Lose groups of students
- Less social development
- Harder to deliver, special education services
- Some classes can't be done in remote learning
- Availability of technology
- May have to offer fewer courses

# Appendix

## Taskforce Members

Early Learning Center	Elementary teacher	Melissa Breen
Hills Garrison Elementary School	Emergency Operations Center Coordinator & elementary school administration	Sarah Muncey
Hills Garrison Elementary School	Elementary teacher	Pegeen Dunne
Hudson Memorial	Middle school administration	Keith Bowen
Hudson Memorial School	Middle school administration	Jen Grantham
Hudson Memorial School	Middle school teacher	Leonie Freemantle
Nottingham West Elementary School	Elementary school administration	Scott Baker
Nottingham West Elementary School	Elementary teacher	Eric Crivac
Alvirne High School	High school administration	Jason Tesini
Alvirne High School	High school teacher	Erica Foskitt
Alvirne High School	Nurses	Pat Begonis

Superintendent	Larry Russell
Assistant Superintendent	Kim Organek
Assistant Superintendent (retired)	Mary Wilson
Business Administrator	Sue Hickey
Business Administrator (retired)	Karen Burnell
Special Services Director	Rachel Borge
Technology	Kyle Hancock
Community Engagement Coordinator	Terry Wolf

Ad Hoc Members	
Hudson Fire Dept/EOC	Chief Buxton
School Counseling	Bill Hughen
Finance Director	Cindy McNickle
ESOL Coordinator	Jessica Paeplow
Facilities Director	John Pratte

## Building Committees

### Early Learning Center

**Sandie Johnstone**  
Mary-Ellen Labrie  
Robin Cruz-Nichols

Tina DeMember  
Elizabeth Naughton  
Linda Philcrantz

Diane Scotina  
Beverly Stanley  
Sarah Tereschuk

### Hills Garrison Elementary School

**Lois Connors**  
Lori Dodge  
Taylor Forrence  
Allyson Jutras

Mary Ann Melizzi-Golja  
Janice Martin  
Karyn Misenheimer  
Sarah Muncey

Tracie Neary  
Matthew Tanuma  
Gina Udice  
Kathy Whitney

### Nottingham West

**Gloria Hussey**  
Tina Bates  
Katie Ditolla  
Lisa Hamblin

Erica Mackenzie  
Kara Nadeau  
Laurie Picard  
Meaghan Reynolds

Amy Ribeck  
Sylvia Sewade  
Jennifer Vesey

### Hudson Memorial School

**Keith Bowen**  
Abby Blais  
Jessica Clegg  
Leonie Freemantle  
Jennifer Grantham

Erica Guilbeault  
Karen O'Brien  
Amy O'Leary  
Lauren Romanauskas

Mike Seckla  
Patricia Stilphen  
Theo Tufts  
Joy Whitaker

### Alvirne High School

**Jodi Hallas**  
Susan Bureau  
Caroline Carbee  
Sarah Compagna

Gerry Gibson  
Jacquie Michaud  
Donna Morin  
Kimberley Martin

Jeff Peterson  
Susan Ross  
Rob Scagnelli

**Bold**=building committee leads

## Taskforce Process

- Formed districtwide taskforce
- Formed building committees
- Surveyed parents and staff for feedback on remote learning in the spring
- Teachers met in team cohorts and analyzed remote learning and suggested improvements to remote learning
- Teachers and support staff met in professional learning communities across grade spans to discuss student cohorts and gaps in learning
- Taskforce created subgroups to tackle specific areas – logistics, academics, remote learning
- Sent additional surveys for parents and staff about returning to school
- Superintendent Zoom chats with parents, community members and staff
- Discussions with transportation and childcare providers
- Researched and reviewed public health data (ongoing)
- Collaborate and share reopening information with local school districts

## Resources

Centers for Disease Control and Prevention	<a href="#"><u>Community, Work &amp; School: Schools and Childcare Programs</u></a>
NH Department of Health & Human Services	<a href="#"><u>COVID-19 Guidance</u></a>
NH Department of Education	<a href="#"><u>New Hampshire Grades K-12 Back-to-School Guidance</u></a>
Harvard T.H. Chan School of Public Health	<a href="#"><u>Schools for Health: Risk Reduction Strategies for Reopening Schools</u></a>
	Supporting website: <a href="https://covidpathforward.com/"><u>https://covidpathforward.com/</u></a>
American Academy of Pediatrics	<a href="#"><u>COVID-19 Planning Considerations: Guidance for School Re-entry</u></a>
John Hopkins University	<a href="#"><u>Analysis of School Reopening Plans</u></a>
Massachusetts Department of Education	<a href="#"><u>Initial Fall School Reopening Guidance</u></a>

## Articles

[COVID-19: These countries show us what education looks like after lockdown](#)

[Seven steps to sending elementary kids back to school and parents back to work](#)

[COVID-19 Considerations for Reopening Schools Supporting Student and Staff Wellness](#)

[WSJ: Is It Safe to Reopen Schools? These Countries Say Yes](#)

[WSJ: How exactly do you catch COVID-19?](#)

[Age-dependent effects in the transmission and control of COVID-19 epidemics](#)

[School openings across globe suggest ways to keep coronavirus at bay, despite outbreaks](#)

Thank you to the school districts around the state and the country for sharing your work and your plans. It is greatly appreciated.