

# Arlington High School



## Semester 2 Proposal

# Today's Focus

- Review Process
- Review Survey Results
- Share Initial Proposal
- Clarify Planning Steps

# School Committee Requests

- A summary of student experiences to date with remote instruction, including participation rates and the number, percentage, and frequency of in-person, on-campus contacts AHS students have with faculty and staff,
- AHS Reopening Plan and FAQ for SY 21  
<https://docs.google.com/document/d/1Q23uppUcCWiFgpGxtos5C8J-9pFBf-HU8L51WhxetHg/edit?usp=sharing>
- Arlington High School Support for Remote Instruction 201016  
<https://docs.google.com/document/d/1H0txJfzhdqi2zLwlToVGghYprc7WxKY77GbBSVdoY0Y/edit?usp=sharing>

# School Committee Requests

- A summary of the school leadership's evaluation of all reasonable hybrid models they have researched that allow students to experience live, in-person instruction (e.g., grades of students going to school at different times, an in-school schedule for selected core courses, etc.),
- A plan to implement hybrid instruction at AHS in the second semester of the 2020-21 school year that allows all students to experience live, in-person instruction if their parents or guardians make this choice for them, and
- A summary of any new costs associated with a transition to hybrid instruction in the second semester (e.g., audio visual equipment, additional staff, etc.).



# Clarifying Goals

“We recognize that children learn best when physically present in the classroom. But children get much more than academics at school. They also learn social and emotional skills at school, get healthy meals and exercise, mental health support and other services that cannot be easily replicated online. Schools also play a critical role in addressing racial and social inequity. Our nation’s response to COVID-19 has laid bare inequities and consequences for children that must be addressed. This pandemic is especially hard on families who rely on school lunches, have children with disabilities, or lack access to Internet or health care.” ([AAP, AFT, NEA, AASA](#))

# Focus Goals

- Safety (students, staff, community)
- Academics
- Social emotional interaction
- Meals and exercise
- Equity of access
- Students with disabilities
- COVID readiness

# FAQ

Why can't we have a 2-cohort hybrid? (space)

Why was the current model not a choice on the survey?

Why were most questions required?

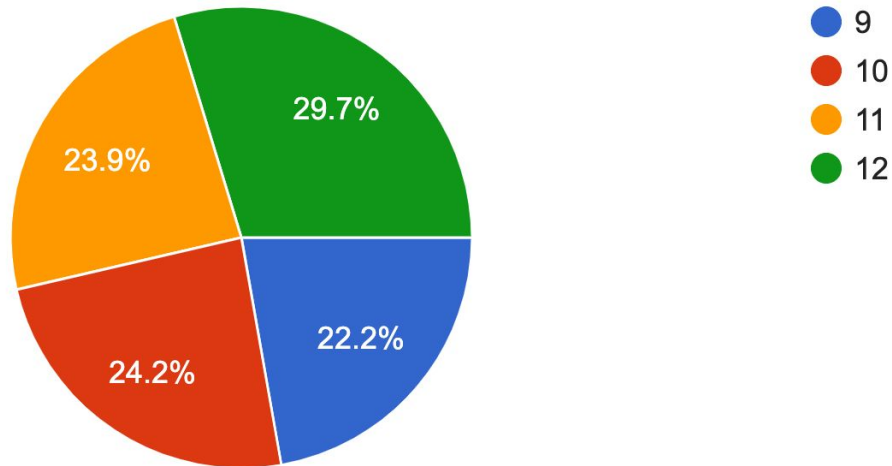
What about preference for senior activities?

How are we addressing concerns about mental health? Social interaction?

# Student Responses

Your grade level?

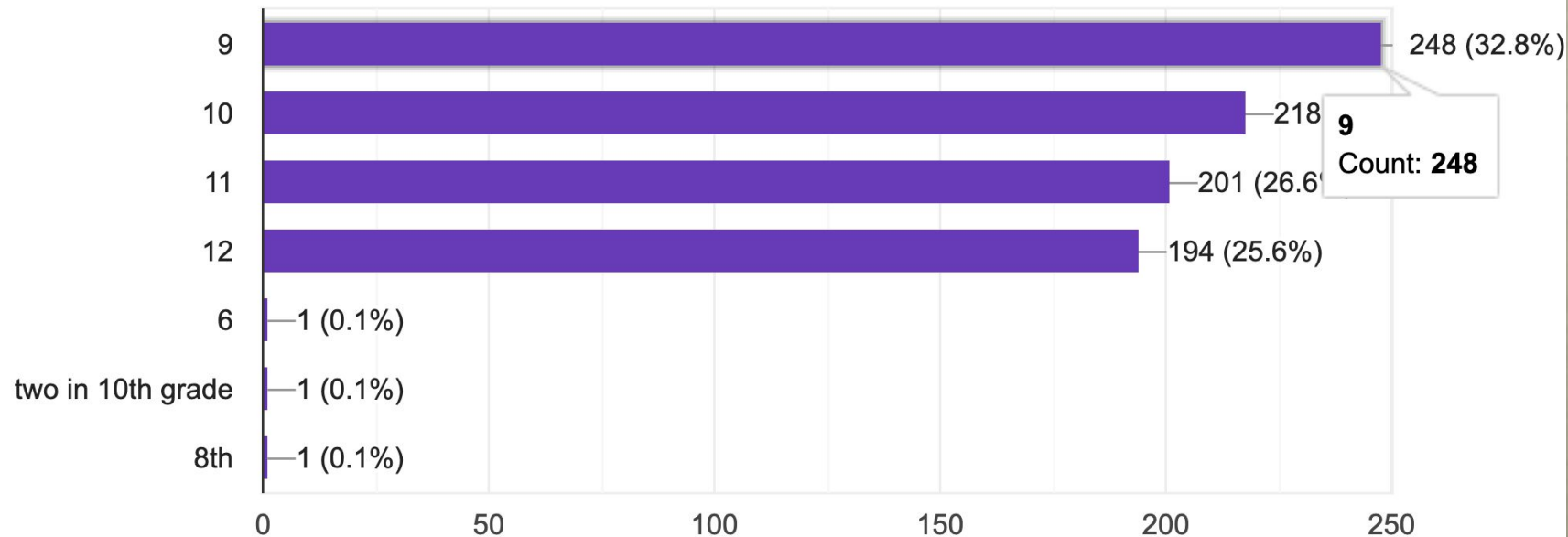
414 responses



# Family Responses

Your student(s) grade level? (Check all that apply)

757 responses

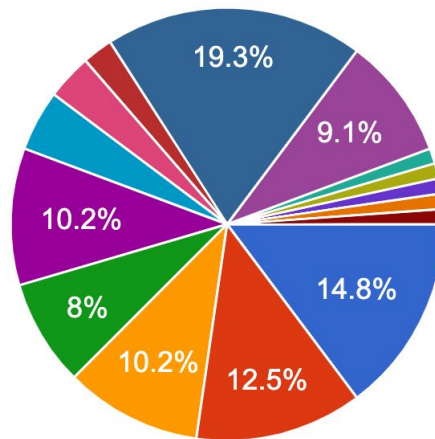




# Staff Responses

## Your Department

88 responses



- English
- Math
- Science
- History
- World Language
- Physical Education
- Visual Arts
- Performing Arts
- Family and Consumer Science
- Special Education
- Counseling
- Library
- ESL
- Digital Learning Coach
- Administration
- Counseling and Special Ed.

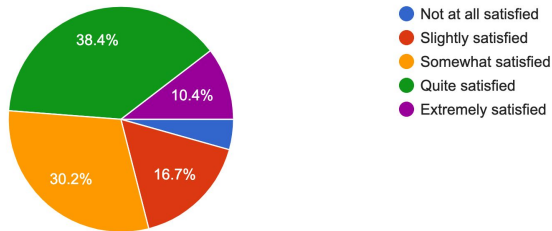
# Current Results

# Semester 1 Satisfaction

## Students

How satisfied are you with the way learning is structured at Arlington High School (AHS) during SEMESTER 1?

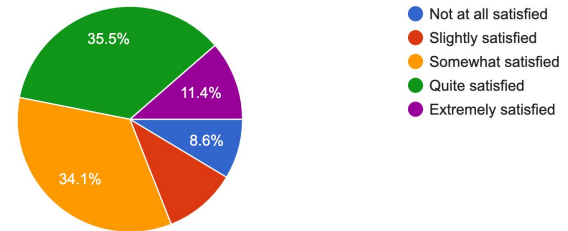
414 responses



## Families

How satisfied are you with the way learning is structured at Arlington High School (AHS) during SEMESTER 1?

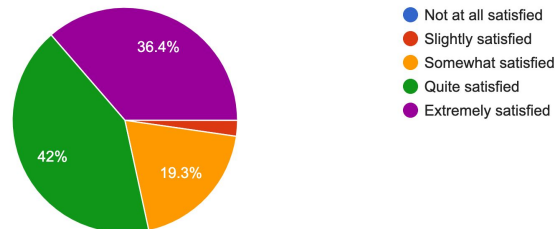
757 responses



## Staff

How satisfied are you with the way learning is structured at Arlington High School (AHS) during SEMESTER 1?

88 responses

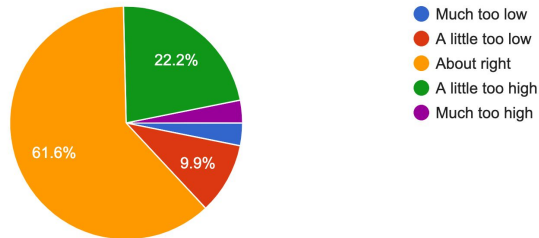


# Academic Progress

## Students

Is the level of academic challenge and quantity of work appropriate?

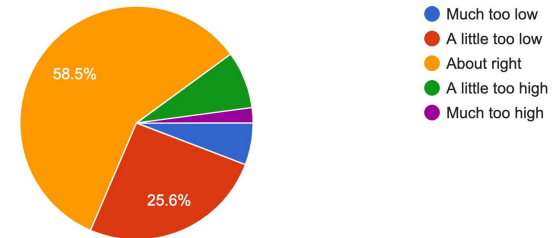
414 responses



## Families

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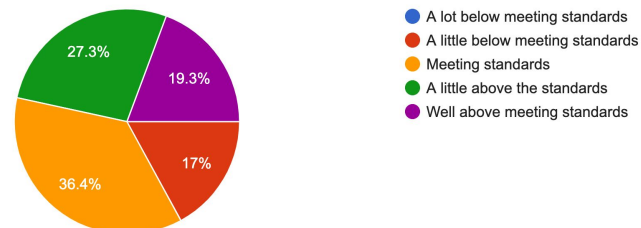
757 responses



## Staff

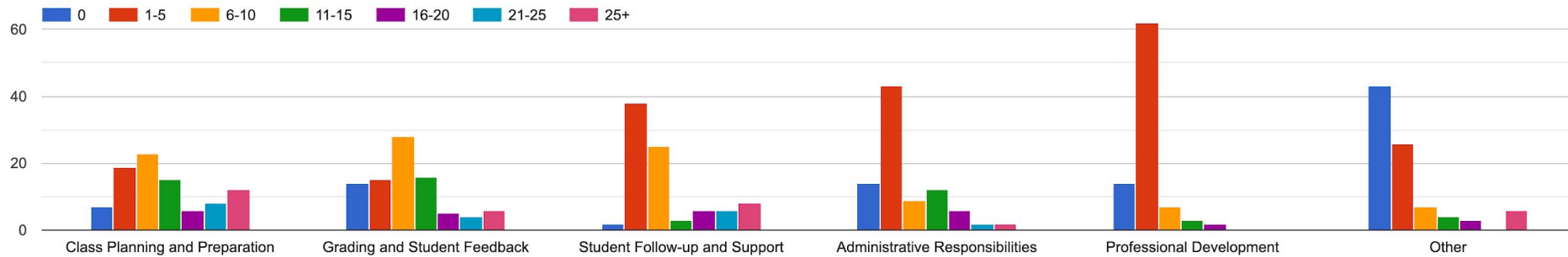
Do you feel that your students are making adequate academic progress to meet standards?

88 responses



# Teacher Load

Outside of class how do you spend your work time? (PER WEEK)



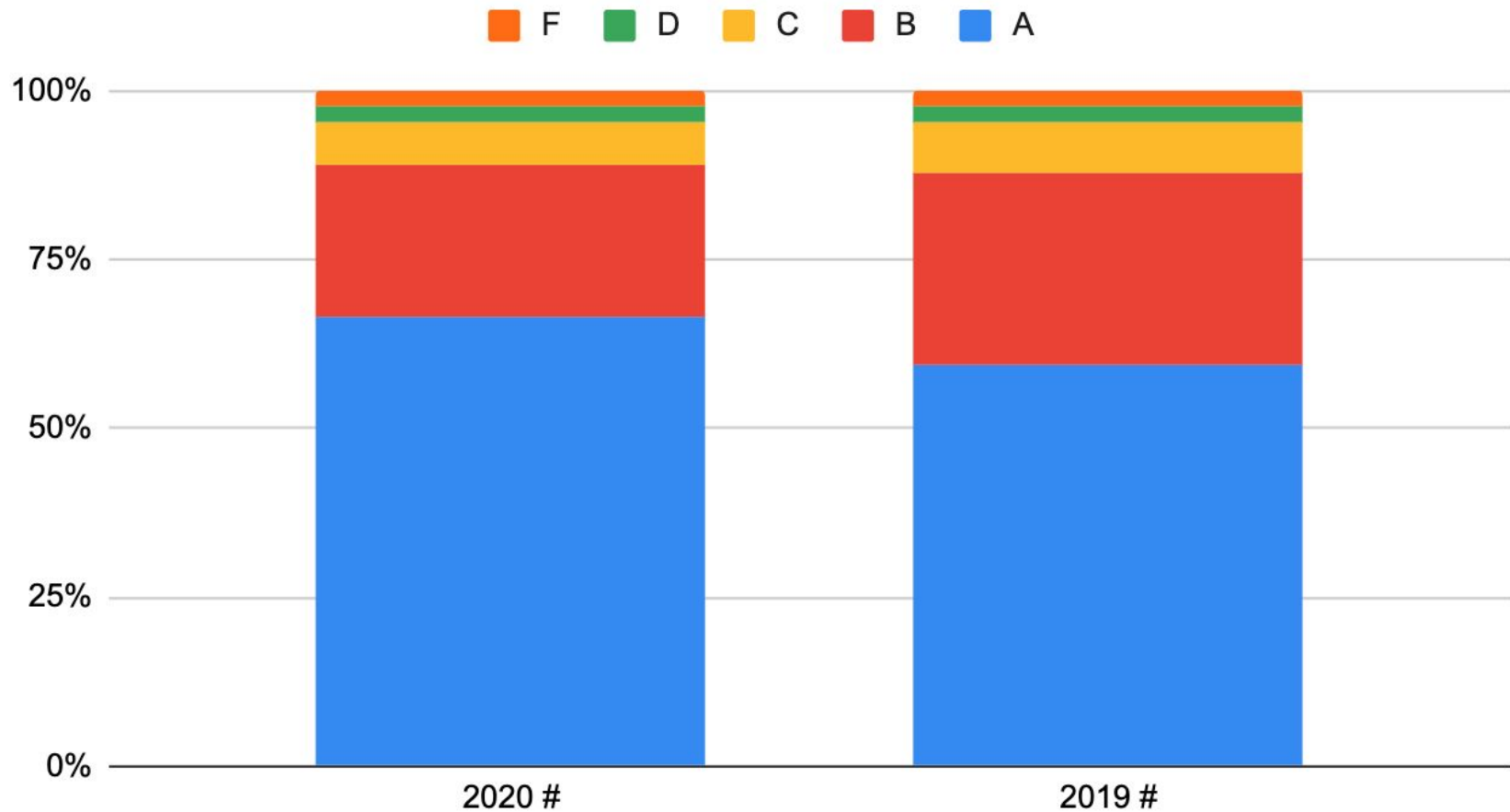


# Quarter 1 Grades

Q1 Grade	# 2020	# 2019	% 2020	% 2019	<input type="text"/>
A	3497	6415	66%	59%	
B	1185	3072	23%	28%	
C	340	805	6%	7%	
D	123	264	2%	2%	
F	117	248	2%	2%	
Total	5262	10804	100%	100%	

# Quarter 1 Grades

Grade Distribution Q1 2020 vs. Q1 2019



# What We See

- Maintaining levels of attendance (Slightly higher than previous year - 97% vs. 96% last year),
- Maintaining grade/work completion, class engagement with work, academic progress.
- Ongoing concern about student social interaction
  - isolation and worry
- Ongoing concern for students needing more in-person support for academics
  - increasing support
- Not seeing increased levels of “M”s - medical absences

# Model Comparison

# 4 Models

Model	Course Offerings	Number of Courses	Time per Course	Social Interaction Per Course
<b>Current Model</b>	Keeps all course offerings  Remote option	3-4 per week	2 field trip per semester <b>4x80' remote</b> <b>130' independent</b> <b>= 450'</b>	25 students 60' 2 per semester
<b>4-Cohort</b>	Keeps all course offerings  Remote option	3-4 per week	1x40' in person 3x50' remote 260' independent <b>= 450'</b>	6 students 40' each week
<b>Departmental Shift</b>	Keeps all course offerings  Remote option	3-4 per week	1x60' in person every 2 weeks <b>4x80' remote</b> <b>130' independent</b> <b>= 450'</b>	25 students 60' every 1-2 weeks
<b>Grade Shift/2-Cohort</b>	Complete schedule change, reduced course offerings, need Remote Academy, increased staffing needs	3-4 per week	Hybrid Week: 2x80' in person 310' independent <b>= 450'</b>  Remote Week: 4x80' remote 130' independent = 450'	12 students 80' twice every other week

remote=teacher led+online; in-person=teacher led+in-school; independent=asynchronous work



# Priorities

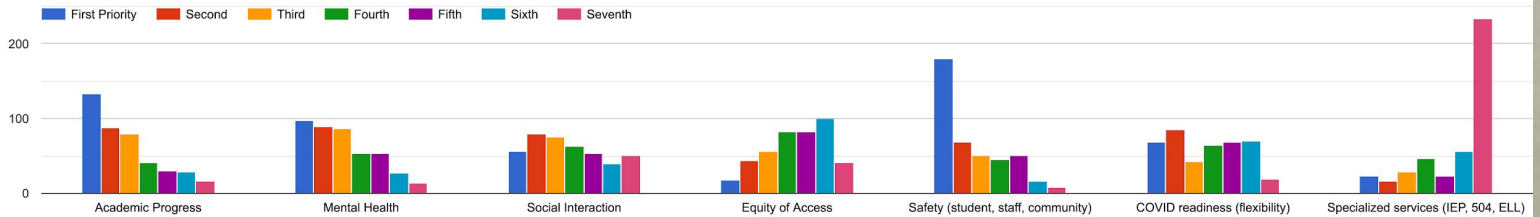
## Ranked Priority Concerns

	First	Second	Third	Fourth/Fifth
<b>Teachers</b>	Safety	COVID Readiness	Mental Health	Equity/Academics
<b>Families</b>	Safety	Academics	Mental Health	Social Interaction/ COVID Readiness
<b>Students</b>	Safety	Academics	Mental Health	COVID Readiness/ Social Interaction

# Priorities

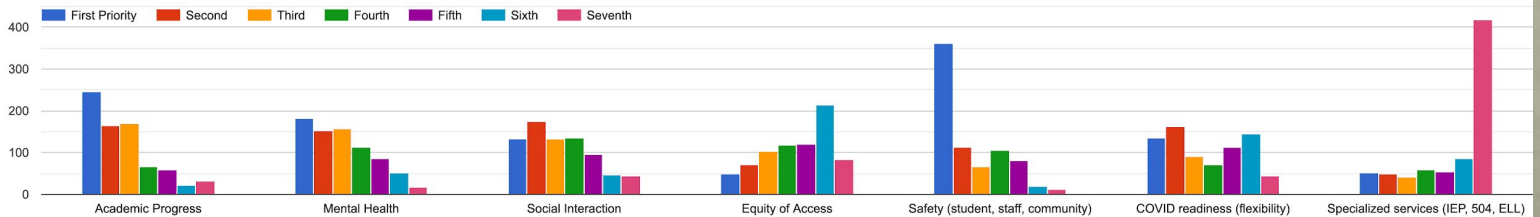
Students

When you consider attending or increasing in-school activities at the high school for Semester 2, which of these are your primary area of concern? (Rank Priority from High = 1 to Low = 7)



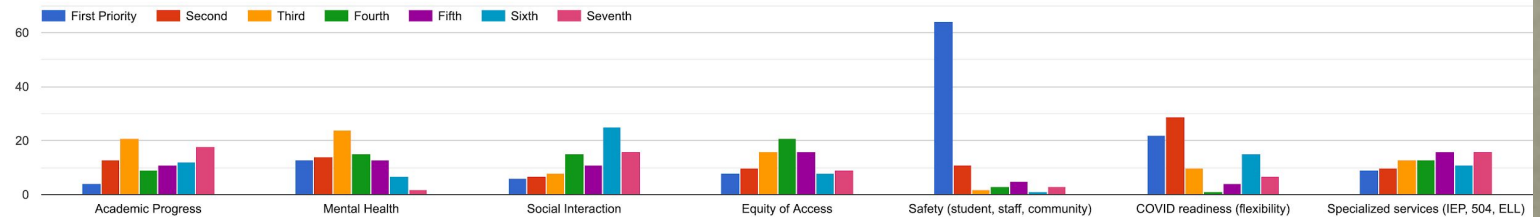
Families

When you consider attending or increasing in-school activities at the high school for Semester 2, which of these are your primary area of concern? (Rank Priority from High = 1 to Low = 7)



Staff

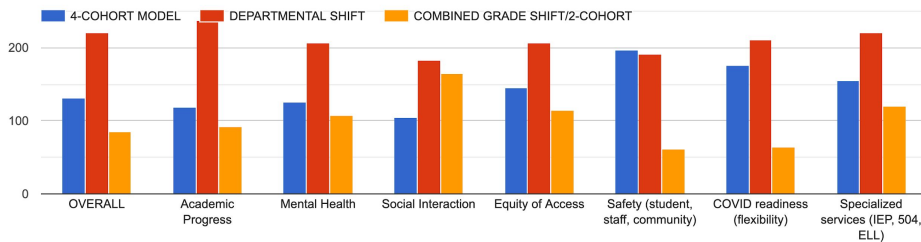
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# Model Comparison

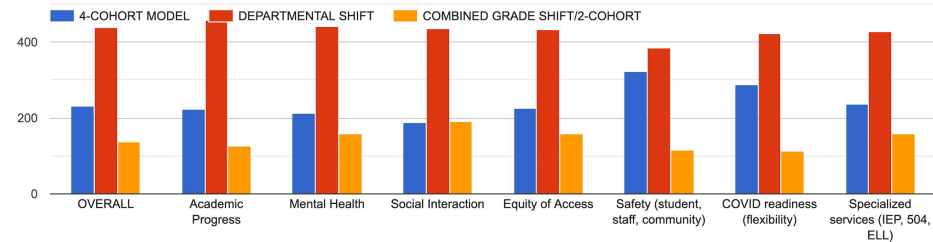
## Students

PLEASE CHECK THE MODEL that best addresses the each area of student needs in Semester 2, given the challenges of the current pandemic and our resources? (Answer for each area of need)



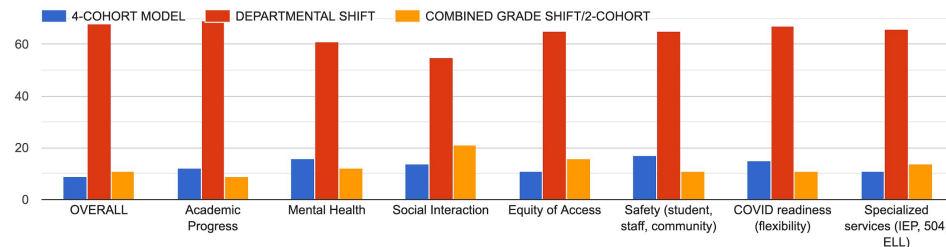
## Families

PLEASE CHECK THE MODEL that best addresses the each area of student needs in Semester 2, given the challenges of the current pandemic and our resources? (Answer for each area of need)



## Staff

PLEASE CHECK THE MODEL that best addresses the each area of student needs in Semester 2, given the challenges of the current pandemic and our resources? (Answer for each area of need)



# Current vs. Shift Overall

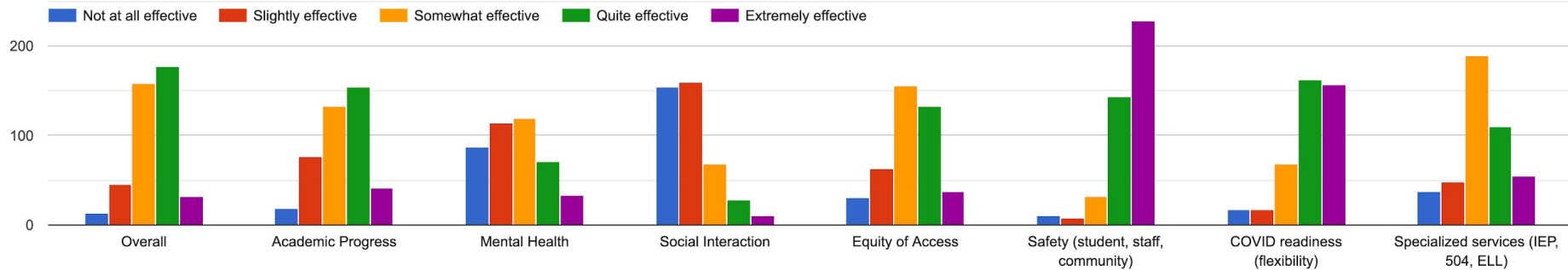
## Average Overall Score

	Current Model	Departmental Shift
Teachers	3.99	3.07
Families	3.31	3.06
Students	3.39	3.24

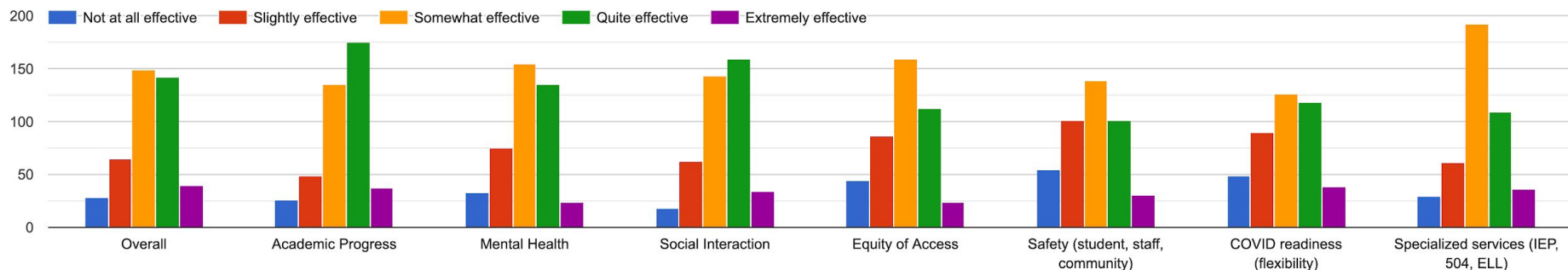
# Current vs. Shift

## Students

How effectively do you feel the CURRENT MODEL (Semester 1) serves the following student needs, given the challenges of the current pandemic and our resources? (Answer for each area of need)



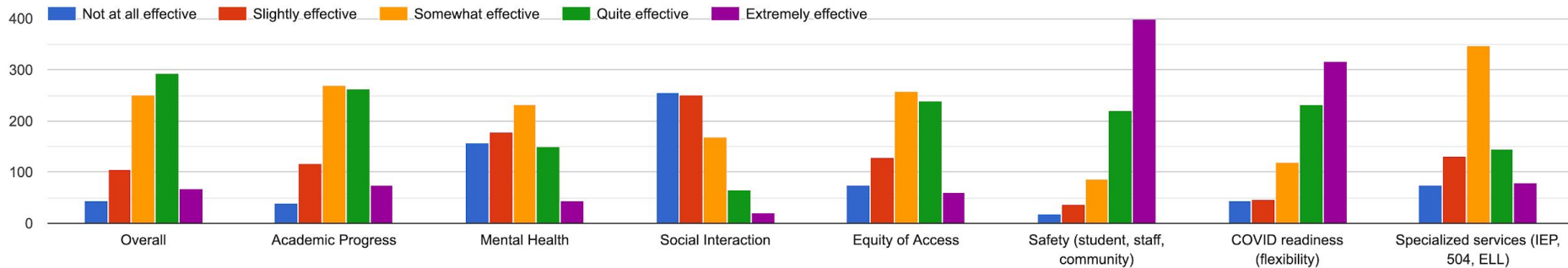
How effectively do you feel the DEPARTMENTAL SHIFT MODEL (SEE PRESENTATION) would serve the following student needs in Semester 2, given the challenges of the current pandemic and our resources? (Answer for each area of need)



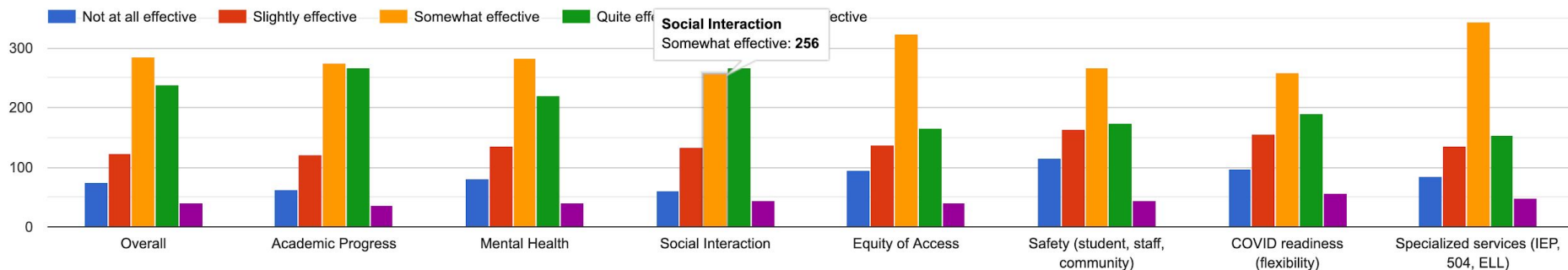


# Current vs. Shift Families

How effectively do you feel the CURRENT MODEL (Semester 1) serves the following student needs, given the challenges of the current pandemic and our resources? (Answer for each area of need)

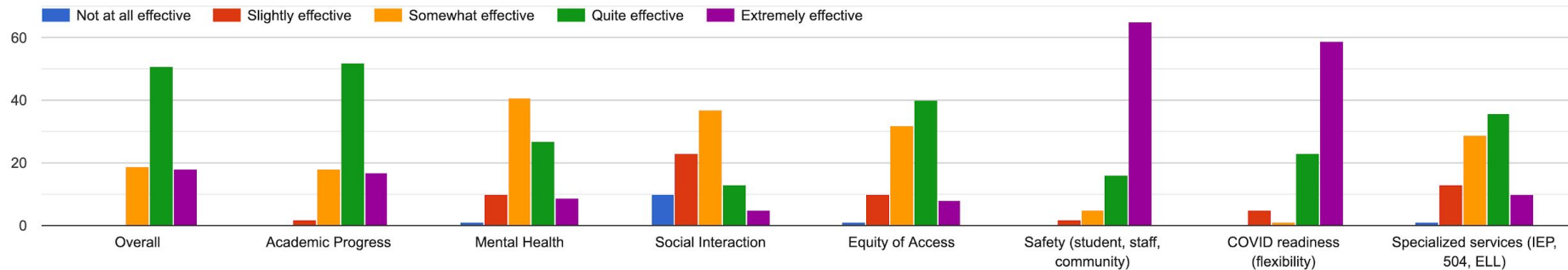


How effectively do you feel the DEPARTMENTAL SHIFT MODEL (SEE PRESENTATION) would serve the following student needs in Semester 2, given the challenges of the current pandemic and our resources? (Answer for each area of need)

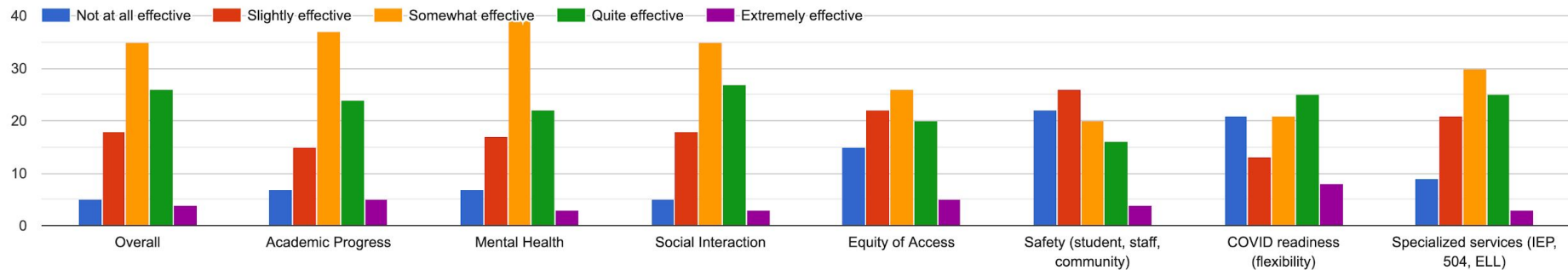


# Current vs. Shift Teachers

How effectively do you feel the CURRENT MODEL (Semester 1) serves the following student needs, given the challenges of the current pandemic and our resources? (Answer for each area of need)



How effectively do you feel the DEPARTMENTAL SHIFT MODEL (SEE PRESENTATION) would serve the following student needs in Semester 2, given the challenges of the current pandemic and our resources? (Answer for each area of need)



# Proposal

# Departmental Shift

4x80' remote whole class, each department holds 60' in person class every 1-2 weeks

Monday	Tuesday	Wednesday	Thursday	Friday
A - 80' 8:30-9:50a	A - 80' 8:30-9:50a	PE- 40' 8:30a-	A - 80' 8:30-9:50a	A - 80' 8:30-9:50a
		PE-40' 9:15a-		
B - 80' 10:00-11:26a*	B - 80' 10:00-11:26a*	PE- 40' 10:00a-	B - 80' 10:00-11:26a*	B - 80' 10:00-11:26a*
		PE-40' 10:45a-		
Lunch - 30'***	Lunch - 30'***	Adv-24' 11:30a-	Lunch - 30'***	Lunch - 30'***
C - 80' 12:06-1:26p	C - 80' 12:06-1:26p	X/Counseling 60' 12:00p-	C - 80' 12:06-1:26p	C - 80' 12:06-1:26p
D - 80' 1:36-2:56p	D - 80' 1:36-2:56p	PD- 1:00p-	D - 80' 1:36-2:56p	D - 80' 1:36-2:56p
		Staff Meeting 2:30-3:45p		
*+6 minutes for announcement				

# Sample Rotation

<b>M/T</b>	<b>Th/Fr</b>	<b>M/T</b>	<b>Th/Fr</b>
English	Math	History	W. Language
Science	Art/FCS	Science	Art/FCS



# Sample Student

Sample Student: Chorus, Chemistry, English, History

Day	Block A	Block B	Block C	Block D
M	<i>Chorus '80</i>	<i>Chemistry '80</i>	<b>English '60</b>	<i>History '80</i>
T	<i>Chorus '80</i>	<b>Chemistry '60</b>	<i>English '80</i>	<i>History '80</i>
Th	<i>Chorus '80</i>	<i>Chemistry '80</i>	<i>English '80</i>	<i>History '80</i>
F	<b>Chorus '60</b>	<i>Chemistry '80</i>	<i>English '80</i>	<i>History '80</i>
M	<i>Chorus '80</i>	<i>Chemistry '80</i>	<i>English '80</i>	<b>History '60</b>
T	<i>Chorus '80</i>	<b>Chemistry '60</b>	<i>English '80</i>	<i>History '80</i>
Th	<i>Chorus '80</i>	<i>Chemistry '80</i>	<i>English '80</i>	<i>History '80</i>
F	<b>Chorus '60</b>	<i>Chemistry '80</i>	<i>English '80</i>	<i>History '80</i>

**Bold**=All class in-person, *Italics*=All class remote



# Features

- Keeps current course offerings for all
- 3-4 courses per week
- Academic time -
  - 4x80' remote + 130' independent = 450'
  - 60' in-person lessons by department every 2-3 weeks
- Create specialty labs to allow for separate rotation (e.g., Science, FCS, Arts)
- Social interaction per class - 1 x 25 students every 2-3 weeks
- 8 large spaces, 32 large classrooms, additional spaces for labs

# Shift vs. Reverse Field Trips

Frequency - 2 Field Trips vs. 4-8 Shifts

Planning - Field Trips require forms, permissions, space, logistics vs. Shifts are preplanned with designated space, upgraded facilities, and semester schedule

Facilities - Now have 8 large spaces 3000-12000 sf (need 5-6) that can accommodate groups of 20 at more than 6 feet. Can equip these and large “labs” for classroom use

Collegiality - Departments will be in once every 2-4 week rotation

# Safety and COVID Readiness

Will not hold in-person instruction if there is reasonable concern about in-school transmission

Can shift to remote by cancelling the shift

Set number and schedule of “shifts” based on next round feedback and schedule

Any and all students may choose remote - Will develop considerations around remote students (alternative assignments)

# Planning Timeline

- December 10 - School Cte. Proposal/Decision
- Refine number and sequence of shifts
- Revise Wednesday Schedule
- Address staffing requests - LOA, Accommodations, Hiring
- Department Rotation Plans/Requests
- Facilities upgrades
- January 4 - Department Rotation Schedule
- January ? - Student opt-in/out
- February 8 - Semester 2
- February 22 - Begin shifts

# Purchases

Sound for large spaces - \$20K

Projection and screens for large spaces - \$5K

Electric heat lights in the links

Labs for science - plexiglass, monitors - \$8K

Bus

Tutoring, Targeted support (TBD) 2 FTE

AP/MCAS preview/review \$20K



# Additional Planning

Develop academic interventions - credit recovery, in-person options for struggling students, Learning Center

Develop mental health interventions - COVID screen, Interface

Develop activities for social interaction - Senior events, Schoolwide events, Volunteer support, Student Council



# Remote Requests

## Students

Under the DEPARTMENTAL SHIFT MODEL in Semester 2, would you choose to be in the All-remote Cohort. You would remain in your regular classes and receive all of your services remotely.

414 responses



▲ 1/2 ▼

## Families

Under the DEPARTMENTAL SHIFT MODEL in Semester 2, would you choose to have your student be in the All-remote Cohort. They would remain in t...nt classes and receive all their services remotely.

757 responses

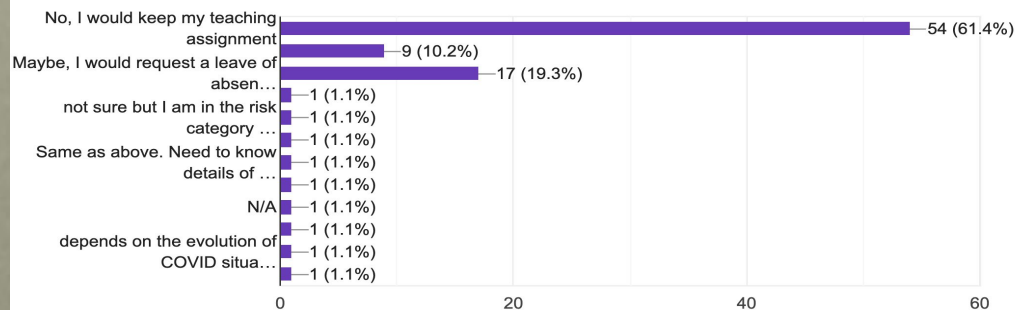


▲ 1/3 ▼

## Staff

Under the DEPARTMENTAL SHIFT MODEL in Semester 2, would you request a change of assignment or accommodation?

88 responses



# Model Summaries

# 3 Sample Models

Model	Course Offerings	Number of Courses	Time per Course	Social Interaction Per Course
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remote=teacher led+online; in-person=teacher led+in-school; independent=asynchronous work

# Current Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
A - 80' 8:30-9:50a	A - 80' 8:30-9:50a	PE- 45' 8:30a-	A - 80' 8:30-9:50a	A - 80' 8:30-9:50a
		PE-45' 9:15a-		
B - 80' 10:00-11:26a	B - 80' 10:00-11:26a	PE- 45' 10:00a-	B - 80' 10:00-11:26a	B - 80' 10:00-11:26a
		PE-45' 10:45a-		
Lunch - 30'	Lunch - 30'	Adv-24' 11:30a-	Lunch - 30'	Lunch - 30'
C - 80' 12:06-1:26p	C - 80' 12:06-1:26p	X/Counseling 60' 12:00p-	C - 80' 12:06-1:26p	C - 80' 12:06-1:26p
D - 80' 1:36-2:56p	D - 80' 1:36-2:56p	PD- 1:00p-	D - 80' 1:36-2:56p	D - 80' 1:36-2:56p
		Staff Meeting 2:30-3:45p		

# Semesterised Year

Term 1	Term 2	Term 3	Term 4
A - English	A - English	E - History	E - History
B - Math	B - Math	F - Science	F - Science
C - Elective	C - Elective	G - World Language	G - World Language
D	D	H - Elective	H - Elective



# Current Model

- 4x4 Semesterised year
- Most classes and students are be remote for Semester 1
- Moderate and high needs students offered in school programming
- Reverse field trips and other in person programming offered
- Athletics and extracurriculars continue



# 4-Cohort Model

LINK TO VIDEO

<https://drive.google.com/file/d/1HIbo5LplssJrkP2n-HdAu9q6pJVO9jQq/view?usp=sharing>

# 4 Cohort Model

1x40' in person, 3x50' remote whole class, 4 cohorts (inc. 1 remote)

Monday	Tuesday	Wednesday	Thursday	Friday
A1 cohort - 40'	A2 cohort - 40'		A3 cohort - 40'	Ar* cohort - 40'
B1 cohort - 40'	B2 cohort - 40'		B3 cohort - 40'	Br* cohort - 40'
C1 cohort - 40'	C2 cohort - 40'		C3 cohort - 40'	Cr* cohort - 40'
D1 cohort - 40'	D2 cohort - 40'		D3 cohort - 40'	Dr* cohort - 40'
Lunch/travel	Lunch/travel		Lunch/travel	Lunch
B remote 50'	A remote 50'		A remote 50'	A remote 50'
C remote 50'	C remote 50'		B remote 50'	B remote 50'
D remote 50'	D remote 50'		D remote 50'	C remote 50'

\* "r" = Remote Academy student cohort

# Sample Student

Sample Student: Downs House, Chorus, Chemistry, English, History

Monday	Tuesday	Wednesday	Thursday	Friday
Independent 8:30-11:30 a	Independent 8:30-11:30 a		<b>Chorus 40'</b>	Independent 8:30-11:30 a
			<b>Chemistry 40'</b>	
			<b>English 40'</b>	
			<b>History 40'</b>	
Lunch/travel	Lunch/travel		Lunch/travel	Lunch
<i>Chemistry 50'</i>	<i>Chorus 50'</i>		<i>Chorus 50'</i>	<i>Chorus 50'</i>
<i>English 50'</i>	<i>English 50'</i>		<i>Chemistry 50'</i>	<i>Chemistry 50'</i>
<i>History 50'</i>	<i>History 50'</i>		<i>History 50'</i>	<i>English 50'</i>

**Bold=6 students in-person, Italics=All class remote**

# Features

- Keeps current course offerings for all
- 3-4 courses per week
- Academic time - 1x40' in-person + 3x50' remote + 260' independent= 450'
- Short period - challenging for labs
- Social interaction - 6 students, 1 x per week
- 70 rooms hold 8+, Need 57-71 to seat. Challenge for scheduling (May need many courses to remain remote)



# Departmental Shift

LINK TO VIDEO

<https://drive.google.com/file/d/1qencY6b1O707EwrNqSjwfuy1sb4gaYOz/view?usp=sharing>

# Departmental Shift

4x80' remote whole class, each department holds 60' in person class every 1-2 weeks

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B - 80' 10:00-11:26a*	B - 80' 10:00-11:26a*	PE- 40' 10:00a-	B - 80' 10:00-11:26a*	B - 80' 10:00-11:26a*
		PE-40' 10:45a-		
Lunch - 30'***	Lunch - 30'***	Adv-24' 11:30a-	Lunch - 30'***	Lunch - 30'***
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D - 80' 1:36-2:56p	D - 80' 1:36-2:56p	PD- 1:00p-	D - 80' 1:36-2:56p	D - 80' 1:36-2:56p
		Staff Meeting 2:30-3:45p		
*+6 minutes for announcement				



# Sample Rotation

<b>M/T</b>	<b>Th/Fr</b>	<b>M/T</b>	<b>Th/Fr</b>
English	Math	History	W. Language
Science	Art/FCS	Science	Art/FCS

# Sample Student

Sample Student: Chorus, Chemistry, English, History

Day	Block A	Block B	Block C	Block D
M	<i>Chorus '80</i>	<i>Chemistry '80</i>	<b>English '60</b>	<i>History '80</i>
T	<i>Chorus '80</i>	<b>Chemistry '60</b>	<i>English '80</i>	<i>History '80</i>
Th	<i>Chorus '80</i>	<i>Chemistry '80</i>	<i>English '80</i>	<i>History '80</i>
F	<b>Chorus '60</b>	<i>Chemistry '80</i>	<i>English '80</i>	<i>History '80</i>
M	<i>Chorus '80</i>	<i>Chemistry '80</i>	<i>English '80</i>	<b>History '60</b>
T	<i>Chorus '80</i>	<b>Chemistry '60</b>	<i>English '80</i>	<i>History '80</i>
Th	<i>Chorus '80</i>	<i>Chemistry '80</i>	<i>English '80</i>	<i>History '80</i>
F	<b>Chorus '60</b>	<i>Chemistry '80</i>	<i>English '80</i>	<i>History '80</i>

**Bold**=All class in-person, *Italics*=All class remote

# Features

- Keeps current course offerings for all
- 3-4 courses per week
- Academic time -
  - 4x80' remote + 130' independent = 450'
  - 60' in-person lessons by department every 1-2 weeks
- Can create separate labs to allow for additional rotation
- Social interaction - 1 x 25 students every 1-2 weeks
- 8 large spaces, 32 large classrooms, additional spaces for labs

# Grade Shift/2-Cohort

LINK TO VIDEO

[https://drive.google.com/file/d/1wdl1Jo\\_nlInZKn64KAe0fGxPHQSky8U0/view?usp=sharing](https://drive.google.com/file/d/1wdl1Jo_nlInZKn64KAe0fGxPHQSky8U0/view?usp=sharing)



# Grade Shift/2 Cohort

Weekly shifts for split grades 9/10 and 11/12. Create Remote Academy

Remote week: 4x80' remote whole class

Hybrid week: 2x80' in person ½ class

Monday	Tuesday	Wednesday	Thursday	Friday
A1 - 80' 8:30-9:50a	A1 - 80' 8:30-9:50a	PE- 40' 8:30a-	A2 - 80' 8:30-9:50a	A2 - 80' 8:30-9:50a
		PE-40' 9:15a-		
B1 - 80' 10:00-11:26a*	B1 - 80' 10:00-11:26a*	PE- 40' 10:00a-	B2 - 80' 10:00-11:26a*	B2 - 80' 10:00-11:26a*
		PE-40' 10:45a-		
Lunch - 30'***	Lunch - 30'***	Adv-24' 11:30a-	Lunch - 30'***	Lunch - 30'***
C1 - 80' 12:06-1:26p	C1 - 80' 12:06-1:26p	X/Counseling 60' 12:00p-	C2 - 80' 12:06-1:26p	C2 - 80' 12:06-1:26p
D1 - 80' 1:36-2:56p	D1 - 80' 1:36-2:56p	PD- 1:00p-	D2 - 80' 1:36-2:56p	D2 - 80' 1:36-2:56p
		Staff Meeting 2:30-3:45p		
*+6 minutes for announcement				



# Sample Student 1 of 2

Junior/Senior Hybrid Week: 2x80' in person ½ class

Sample Student: Junior, Cohort 1, Chorus, Chemistry, English, History

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Chorus - 80'</b>	<b>Chorus - 80'</b>	<i>PE- 40' 8:30a-</i>	Independent	Independent
		<i>PE-40' 9:15a-</i>		
<b>Chemistry - 80'</b>	<b>Chemistry - 80'</b>	<i>PE- 40' 10:00a-</i>		
		<i>PE-40' 10:45a-</i>		
Lunch - 30'***	Lunch - 30'***	<i>Adv-24' 11:30a-</i>	Lunch - 30'***	Lunch - 30'***
<b>English - 80'</b>	<b>English - 80'</b>	X/Counseling 60' 12:00p-	Independent	Independent
<b>History - 80'</b>	<b>English - 80'</b>	PD- 1:00p-		

**Bold=½ class (12) in-person, , Italics=All class remote**

# Sample Student 2 of 2

Junior/Senior Remote Week: 4x80' remote whole class

Sample Student: Junior, Cohort 1, Chorus, Chemistry, English, History

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Chorus - 80'</i>	<i>Chorus - 80'</i>	<i>PE- 40' 8:30a-</i>	<i>Chorus - 80'</i>	<i>Chorus - 80'</i>
		<i>PE-40' 9:15a-</i>		
<i>Chemistry - 80'</i>	<i>Chemistry - 80'</i>	<i>PE- 40' 10:00a-</i>	<i>Chemistry - 80'</i>	<i>Chemistry - 80'</i>
		<i>PE-40' 10:45a-</i>		
<i>Lunch - 30'***</i>	<i>Lunch - 30'***</i>	<i>Adv-24' 11:30a-</i>	<i>Lunch - 30'***</i>	<i>Lunch - 30'***</i>
<i>English - 80'</i>	<i>English - 80'</i>	<i>X/Counseling 60' 12:00p-</i>	<i>English - 80'</i>	<i>English - 80'</i>
<i>History - 80'</i>	<i>History - 80'</i>	<i>PD- 1:00p-</i>	<i>History - 80'</i>	<i>History - 80'</i>

*Italics=All class remote*

# Features

- Complete schedule change, reduced course offerings, need Remote Academy
- 3-4 courses per week
- Academic time -
  - Hybrid Week: 2x80' in person + 310' independent = 450'
  - Remote Week: 4x80' remote + 130' independent = 450'
- Social interaction - 12 students, 2 x every other week
- 32-44 large classrooms. Need 37-44.  
Challenge for scheduling (May need many courses to remain remote)

# Supplementary Materials

# Research

<https://www.massincpolling.com/the-topline/educationpoll>

<https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

<https://www.bostonglobe.com/2020/12/08/metro/how-much-covid-transmission-is-mass-schools/>

[AHS Semester 2 Model Summary 11-20-20](#)



# Definitions

Hybrid instruction involves a mix of live, in-person instruction, remote instruction, and independent learning activities.

- Cohort model - in a hybrid cohort model, classes are divided into smaller sub-groups of students so that they can receive live, in-person instruction in smaller groups for social distancing purposes.
- Shift model - in a hybrid shift model, classes are not divided, instead subsets of classes (e.g., by department, grade) meet in whole group or partial groups to allow for social distancing.
- Combined Cohort/Shift - one can combine cohorts and shifts to make more spaces available (e.g., only English classes come in and are divided in cohorts)
- Simulcast - In person class with students participating remotely

# Wednesday

Physical Education - Students meet with teacher via Zoom for 40 minutes on Wednesday. Students schedule small group meetings during the week (personalized). Students keep contract journals to document their work.

Advisory - Existing groups for grades 10-12. Video or activity, discussion, exit ticket. 1 credit P/F for attendance and participation.

Xblock - Focus on clubs, student social events, time for teacher help.

Teachers provide extra help, common planning time, follow-up with families

# In School

- ~128 students with Identified High and Moderate Needs
- English Language Learners
- Workplace
- Harbor/Shortstop
- Millbrook
- Learning Center available to ALL students
- Drop-in study hall available to ALL students
- Reverse Field Trips
- FACS, Music running regular live classes

# Coming Activities

Senior Events Planning (e.g., Turf dances, Drive in, Car Parades, Teacher Deliveries)

Grade 9-11 Events Planning

Increasing in-school offerings for special ed., 504, credit recovery, existing programs

Targeted support for struggling students

January MCAS for Juniors

# Constraints

Number and capacity of rooms (80 many small)

Staffing - Class sizes of ~25, 5 classes per teacher

Semesterised schedule (3-4 classes per semester)

Contract - 8:30-2:56 school day

Contract - No simulcast (Live classes with students watching from home)



# Constraints

- Currently students have 4x80 minutes of remote teacher/students/structured instruction per class per week (320'), 3-4 classes per semester, advisory, and sometimes PE. This means that students have at least 4 hours of structured synchronous contact for 4 days per week (plus 4th class, PE, advisory)
- In a 2 cohort model, each minute of live, in-person time costs 1 minute of live, remote instruction (plus travel, passing, etc)
- In a 4 cohort model, each minute of live, in-person times costs 3 minutes of live, remote instruction (plus travel, passing, etc).
- In shifts, time is only lost for transitions (travel, passing, etc.).

# Preferences

- Want to allow students to keep their current course requests.
- Want to allow students choosing All Remote to remain in their current classes.
  - Staffing a separate Remote Academy would require completely revising schedules.
  - If we reduced the number of hybrid students by even as much as 33%, we would still require 44-55 classrooms over 12+.
  - Staffing a separate Remote Academy or a Hybrid Academy would reduce options for ALL students, particularly those remote.
  - Can include remote academy students as a hybrid cohort in order to reduce overall class size and use smaller rooms for in-person
- Consistency and simplicity in the Semester 2 supports executive function, student routine, and planning

# Room Capacity

- Average class size of 23, usual range is 20-25
- 1415 students require 56-71 classrooms just to seat
- Building a schedule usually requires 85-90% capacity (66-84 classrooms)
- Have 32 classrooms that hold 12+, 44 classrooms that hold 11+ students

# Room Capacity

Room Capacity	# of Rooms available
4-6	13
8	15
9	4
10	6
11	12
12	19
14	2
15	11 + (School committee)
Large 25+	6-8
<b>Total</b>	83 + Large spaces

# Hybrid Options Consistent

These options keep our the current class offerings and staff assignments while building more opportunities for in-person instruction.

- Option #1 - 2 cohort model - Don't have enough large classrooms ~ 33 hold 12+ students (could add SC and large spaces) - Can't accommodate
- Option #2 - 4 cohort model (one cohort is all-remote) ~ 70 rooms hold 8+
- Option #3 - Departmental shift model - Create a regular departmental rotation for live, in-person instruction. Could serve each department in 2 days in large spaces and large classrooms. ~ 6-8 large rooms, 13 rooms hold 14+
  - Build out lab spaces to allow for larger groups of students to do science, art, FCS (students could observe remotely)



# Hybrid Option Restructure

These options significantly change the current class offerings and staff assignments, requiring significant staffing and reducing course offerings.

- Combined grade shift and 2 cohort model - Students are divided in grade level shifts and are also divided into 2 cohorts. Requires Remote Academy. Significant staff increase and reduced course options.
- Limited hybrid academy - Space could accommodate a subset of students in a 2 cohort hybrid that teaches only core requirements (English, Math, History, Science). Large scale would requires significant staffing and reduce course offerings for all students. Option to target some struggling students.
- Second shift - Could offer classes in the building during a second shift. Requires significant staffing. Reduces course offerings. Contract renegotiations.

# Mission Statement

In an effort to foster academic excellence and personal achievement at the highest levels, Arlington High School focuses on learning, connecting, and caring as a community. AHS provides a safe, supporting, nurturing environment in which students can acquire knowledge, values, and intellectual curiosity that will lead to life-long learning. As a community we have agreed upon the following values and habits of mind as foundational principles that will guide all teaching and learning and policy decisions at Arlington High School. They are:

- Integrity,
- Communication,
- Accountability and responsibility
- Respect.
- Effective teamwork,

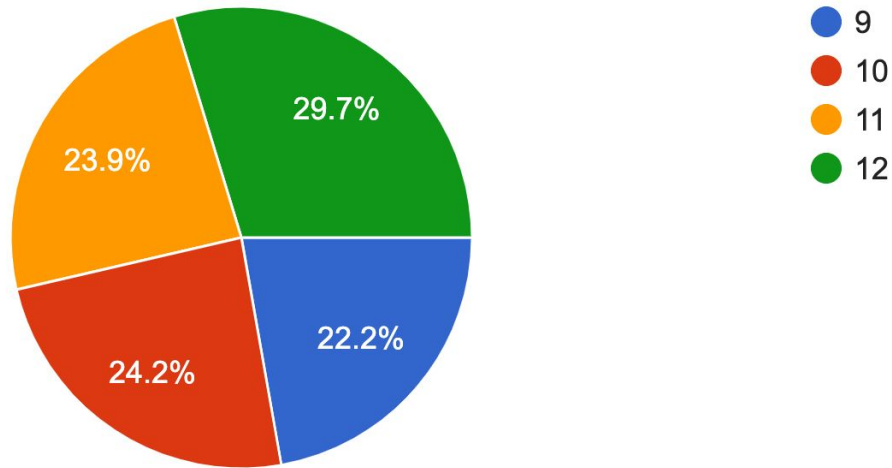
We believe that living these values and habits of mind on a daily basis will ensure all students a rigorous high school education that will prepare them for their future roles as learners, leaders, and citizens in a 21st century democracy.

# Additional Results

# Student Responses

Your grade level?

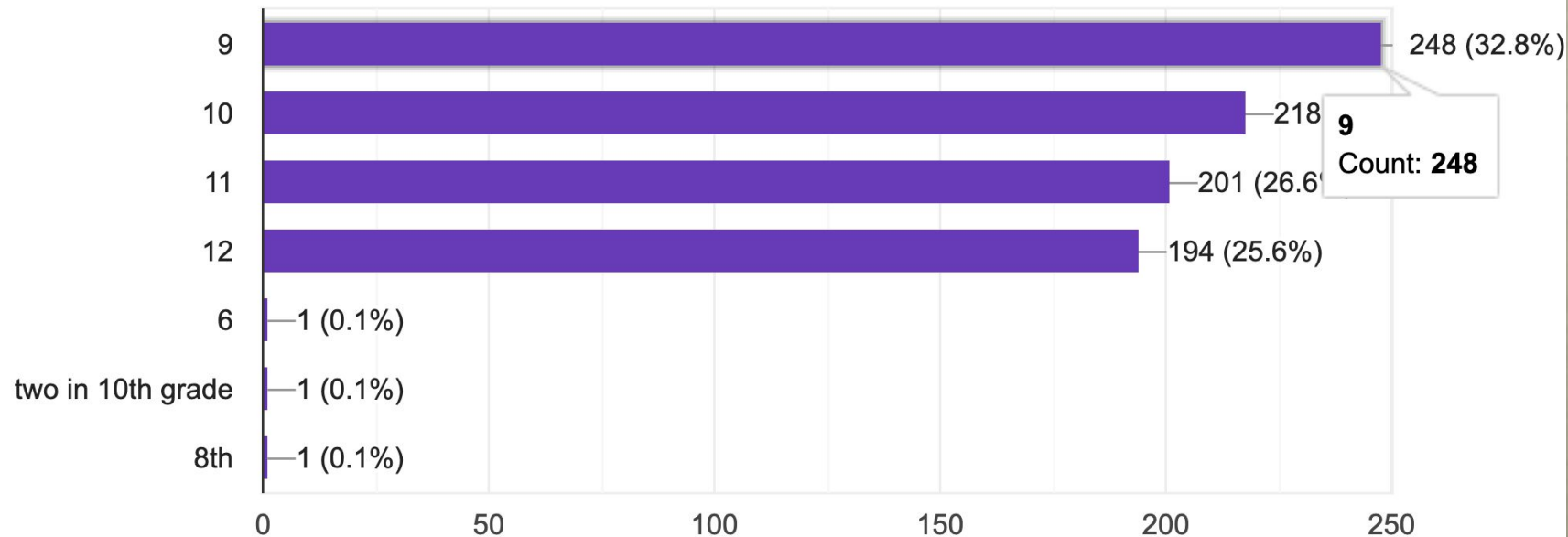
414 responses



# Family Responses

Your student(s) grade level? (Check all that apply)

757 responses

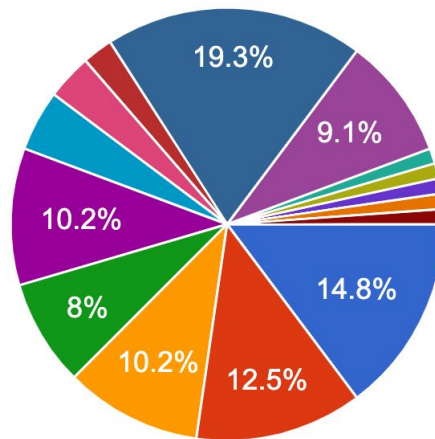




# Staff Responses

## Your Department

88 responses



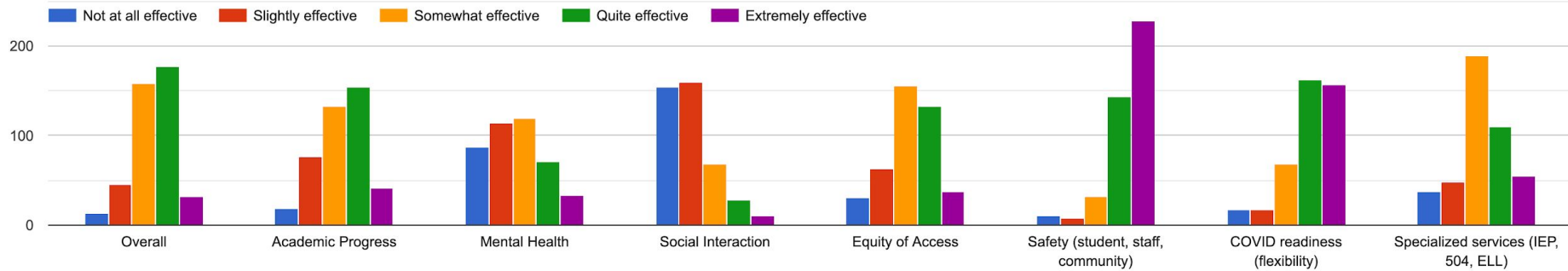
# Current vs. Shift Overall

## Average Overall Score

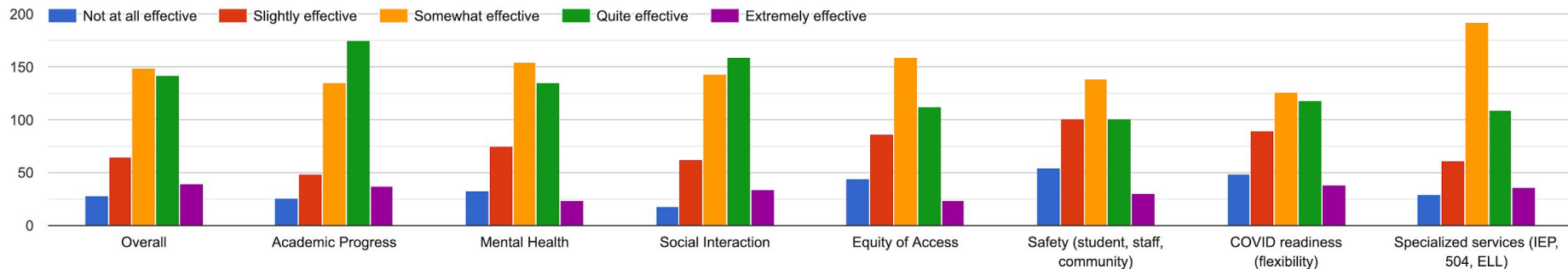
	Current Model	Departmental Shift
Teachers	3.99	3.07
Families	3.31	3.06
Students	3.39	3.24

# Current vs. Shift Students

How effectively do you feel the CURRENT MODEL (Semester 1) serves the following student needs, given the challenges of the current pandemic and our resources? (Answer for each area of need)

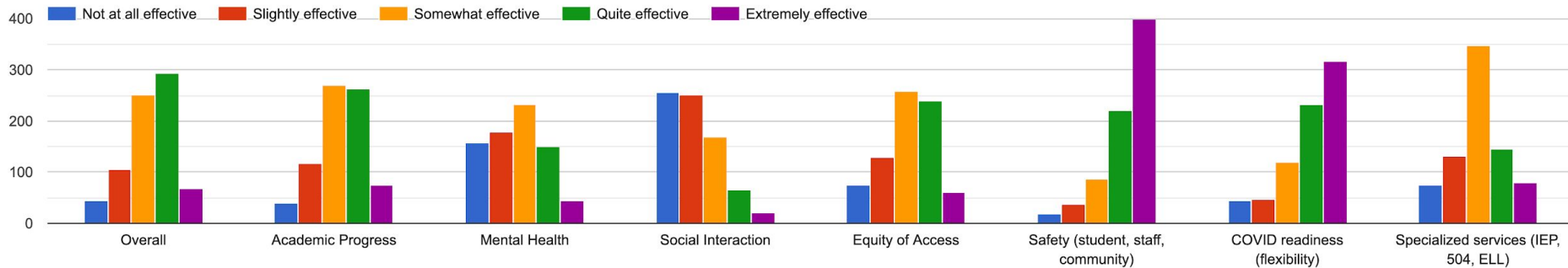


How effectively do you feel the DEPARTMENTAL SHIFT MODEL (SEE PRESENTATION) would serve the following student needs in Semester 2, given the challenges of the current pandemic and our resources? (Answer for each area of need)

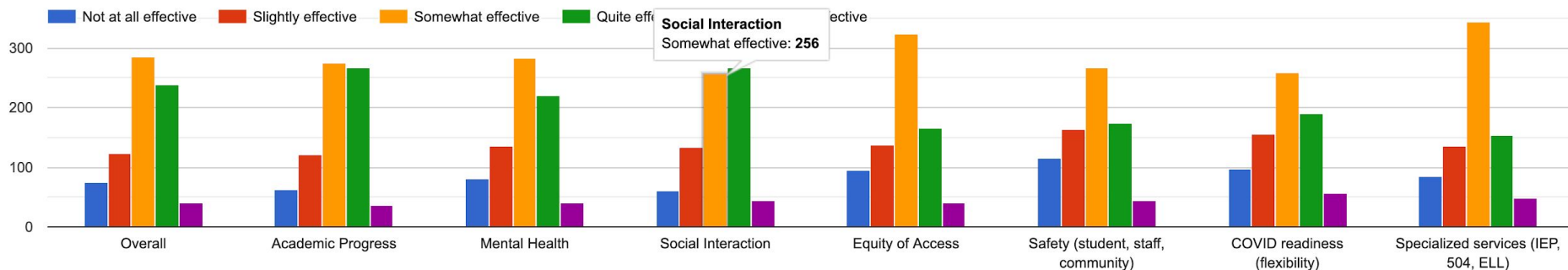


# Current vs. Shift Families

How effectively do you feel the CURRENT MODEL (Semester 1) serves the following student needs, given the challenges of the current pandemic and our resources? (Answer for each area of need)

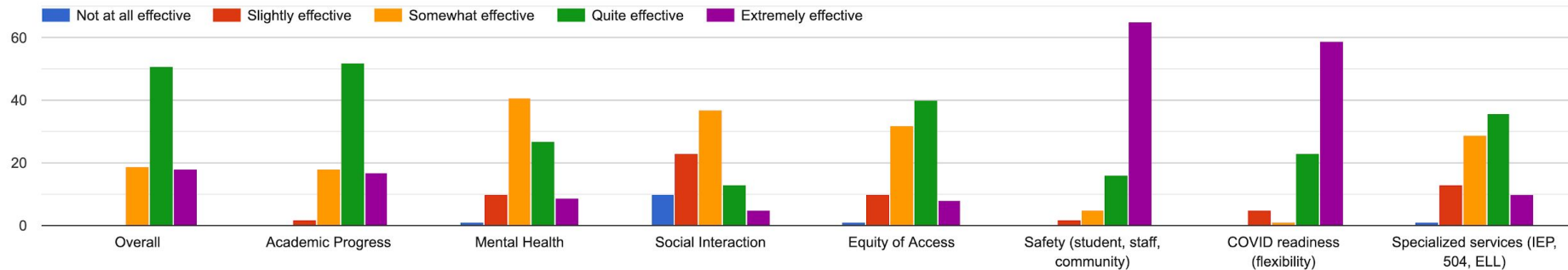


How effectively do you feel the DEPARTMENTAL SHIFT MODEL (SEE PRESENTATION) would serve the following student needs in Semester 2, given the challenges of the current pandemic and our resources? (Answer for each area of need)

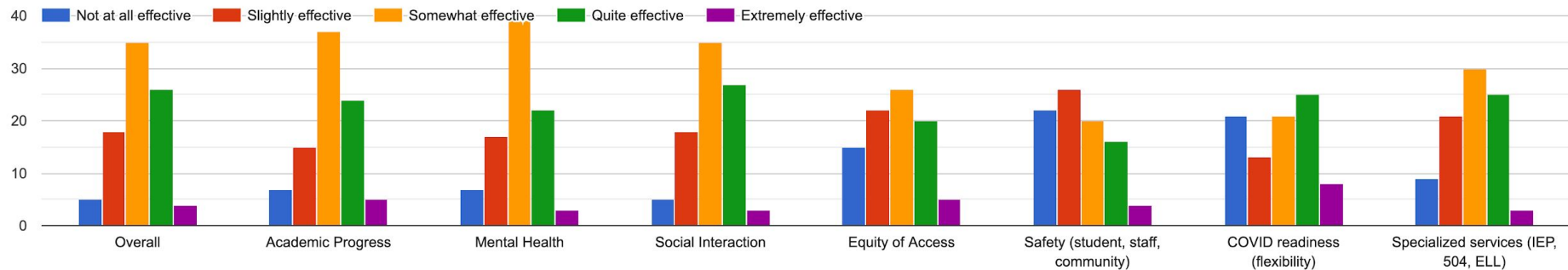


# Current vs. Shift Teachers

How effectively do you feel the CURRENT MODEL (Semester 1) serves the following student needs, given the challenges of the current pandemic and our resources? (Answer for each area of need)



How effectively do you feel the DEPARTMENTAL SHIFT MODEL (SEE PRESENTATION) would serve the following student needs in Semester 2, given the challenges of the current pandemic and our resources? (Answer for each area of need)





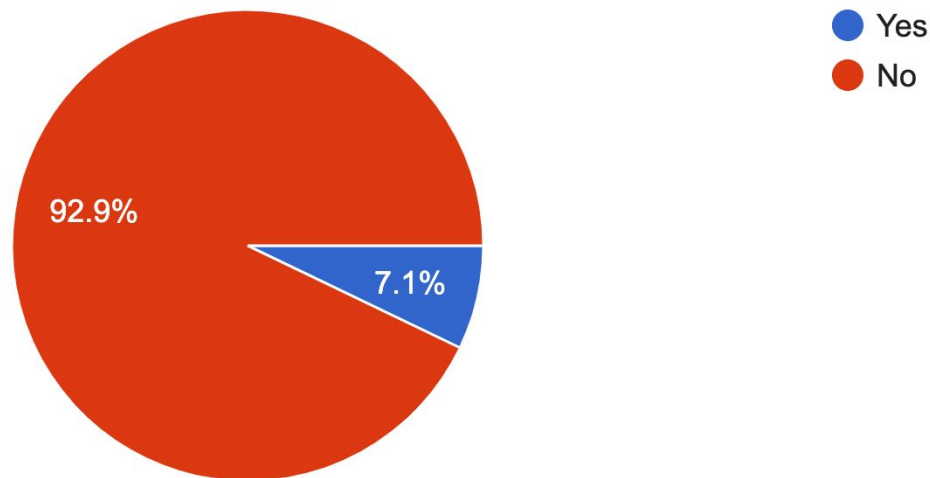


# Family Results

# In School Services

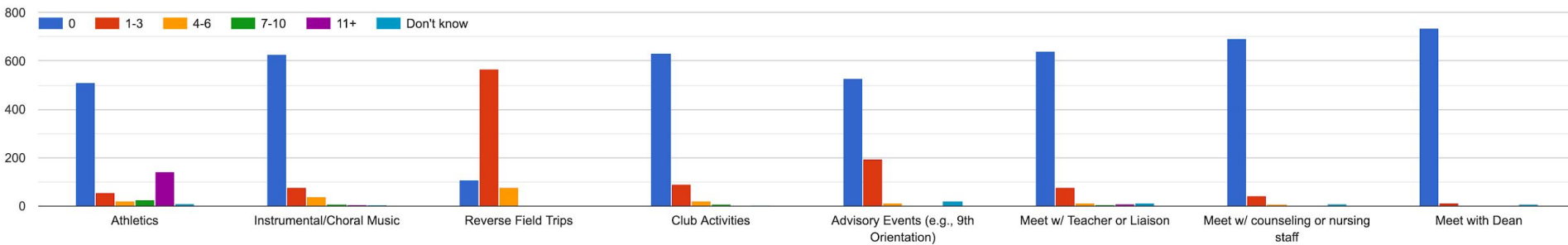
During Semester 1 has your student been receiving any in-school, in-person instruction other than reverse field trips?

757 responses



# In Person Activities School

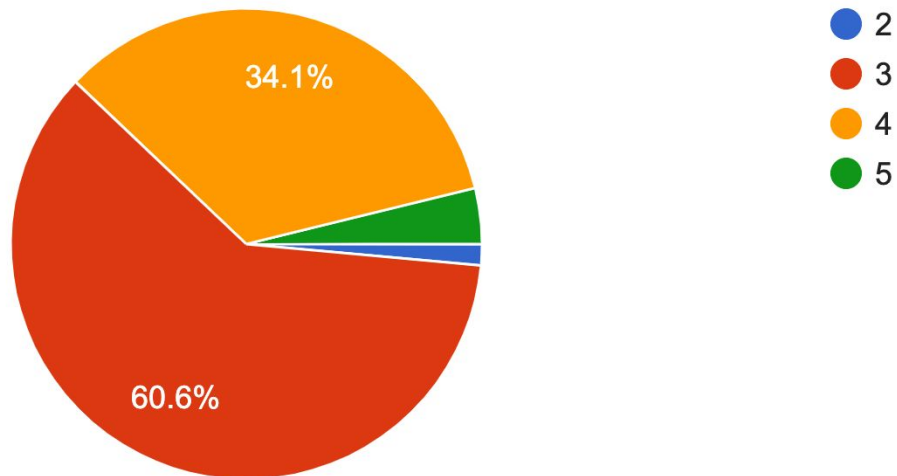
How many school-related, in-person activities has your student attended? (Check all that apply)



# Number of Classes

How many classes is your student taking in SEMESTER 1?

757 responses

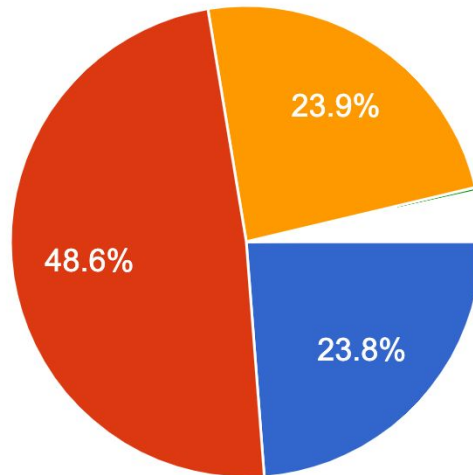




# Remote Choice 4-Cohort

Under the 4-COHORT MODEL in Semester 2, would you choose to have your student be in the All-remote Cohort. They would remain in their current classes and receive all their services remotely.

757 responses

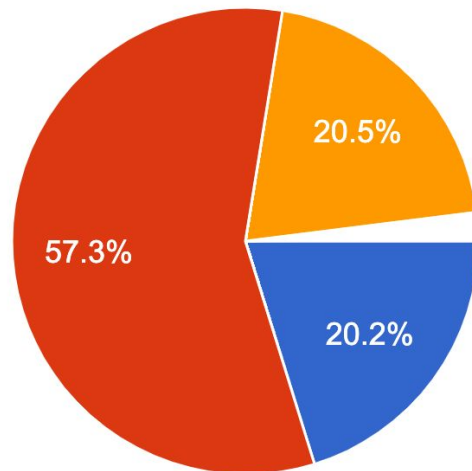


- Yes
- No
- Maybe
- Depends on the covid numbers
- I support keeping the stability of the e...
- IEP
- NA
- I believe my daughter would prefer to...

# Remote Choice Department Shift

Under the DEPARTMENTAL SHIFT MODEL in Semester 2, would you choose to have your student be in the All-remote Cohort. They would remain in t...nt classes and receive all their services remotely.

757 responses

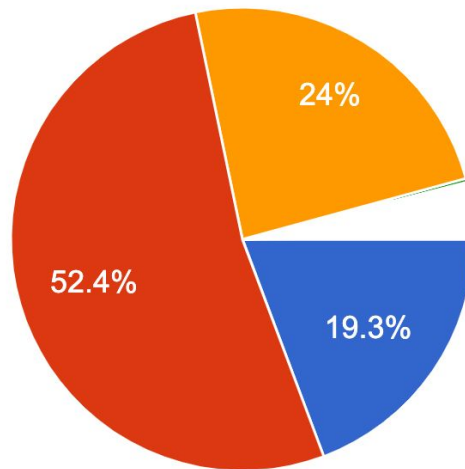


- Yes
- No
- Maybe
- see below
- IEP
- NA
- I believe this would be my daughters p...
- We would hope to have our child enga...

# Remote Choice Grade Shift/2-Cohort

Under the COMBINED GRADE SHIFT/2-COHORT MODEL in Semester 2, would you choose to have your student be in the REMOTE ACADEMY. NOTE: Thi...limited set of offerings, depending on numbers.

757 responses



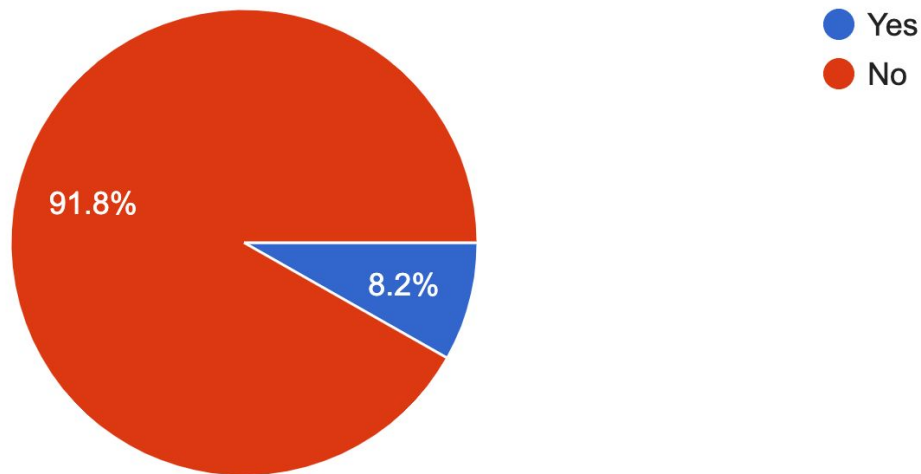
- Yes
- No
- Maybe
- I just hope you don't choose this beca...
- I don't see how the combined grade s...
- Too many limitations. Don't like this m...
- We don't like either of the options in th...
- I think this is too much change and do...

# Student Results

# Student Services

During Semester 1 have you been receiving any in-school, in-person instruction other than reverse field trips?

414 responses

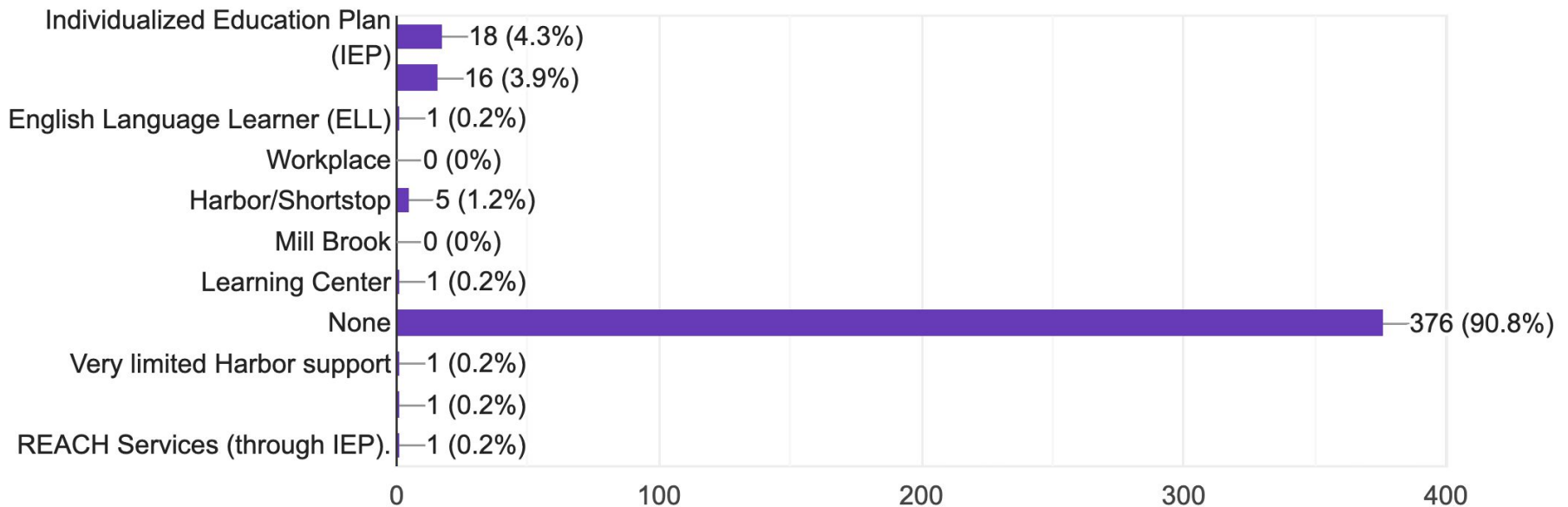




# Student Services

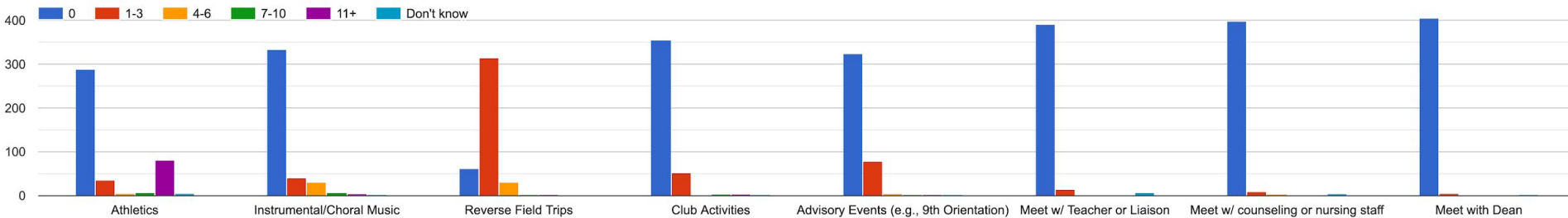
Do you receive any specialized services (Check all that apply)

414 responses



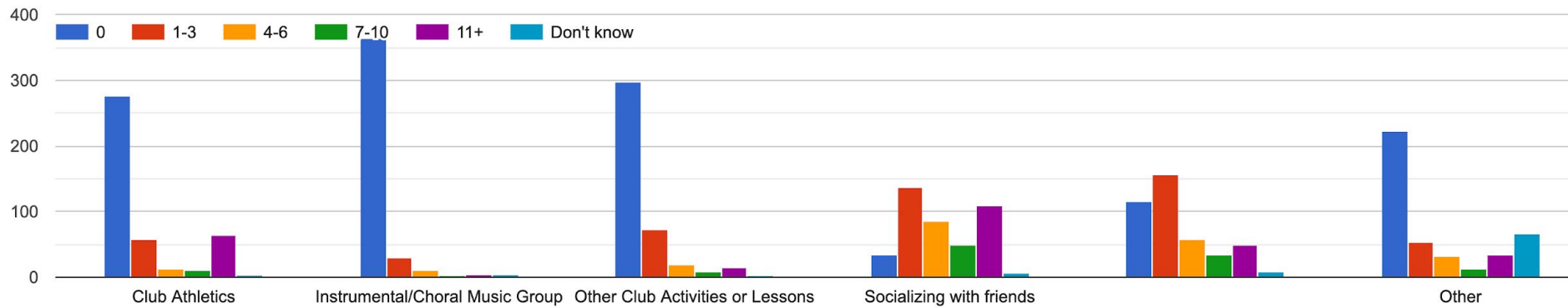
# In Person Activities School

How many school-related, in-person activities have you attended? (Check all that apply)



# In Person Activities Out of School

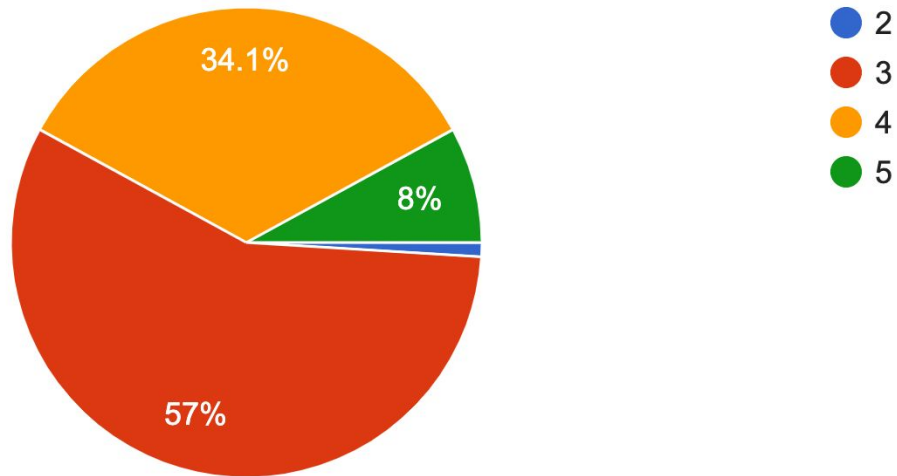
What kind of in-person social interaction do you have outside of school?



# Number of Classes

How many classes are you taking in SEMESTER 1?

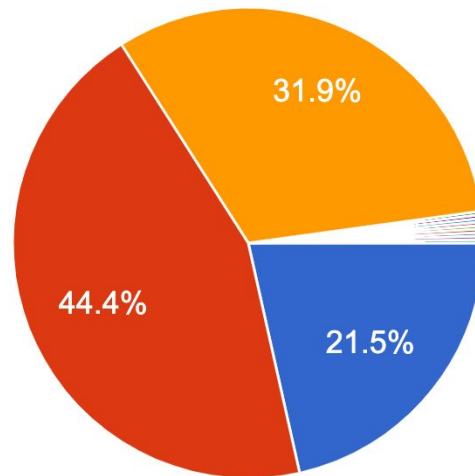
414 responses



# All Remote Choice 4-Cohort

Under the 4-COHORT MODEL in Semester 2, would you choose to be in the All-remote Cohort. You would remain in your regular classes and receive all of your services remotely.

414 responses



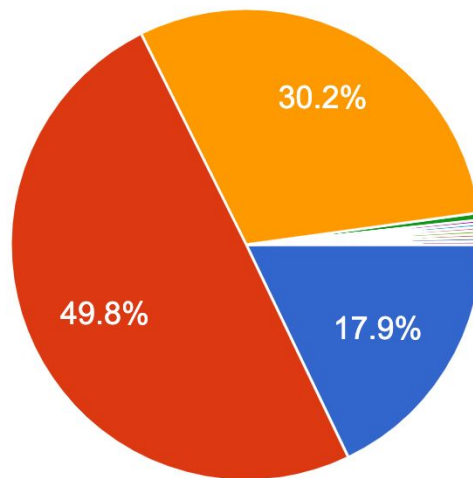
- Yes
- No
- Maybe
- I want a mixture of going to school an...
- It depends on how many cases there...
- depends on how much time we have t...
- keep us online
- Stay home like semester 1.



# All Remote Choice Departmental Shift

Under the DEPARTMENTAL SHIFT MODEL in Semester 2, would you choose to be in the All-remote Cohort. You would remain in your regular classes and receive all of your services remotely.

414 responses

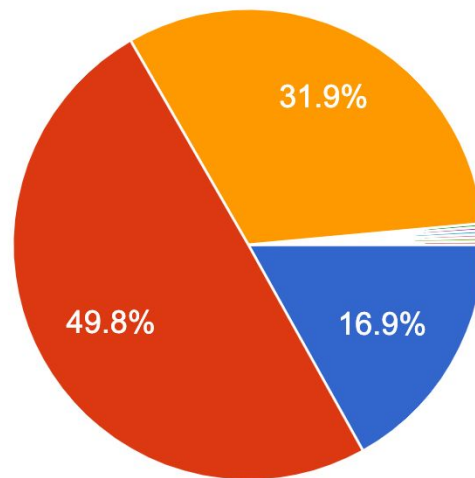


- Yes
- No
- Maybe
- I would choose to go in once every tw...
- I just want to stay all remote as I have...
- This doesn't seem worth it to me. We...
- Stay home like semester 1.
- I think that strictly requiring students a...

# All Remote Choice Grade Shift/2-Cohort

Under the COMBINED GRADE SHIFT/2-COHORT MODEL in Semester 2, would you choose to be in the REMOTE ACADEMY. NOTE: This model would sign...imited set of offerings, depending on numbers.

414 responses



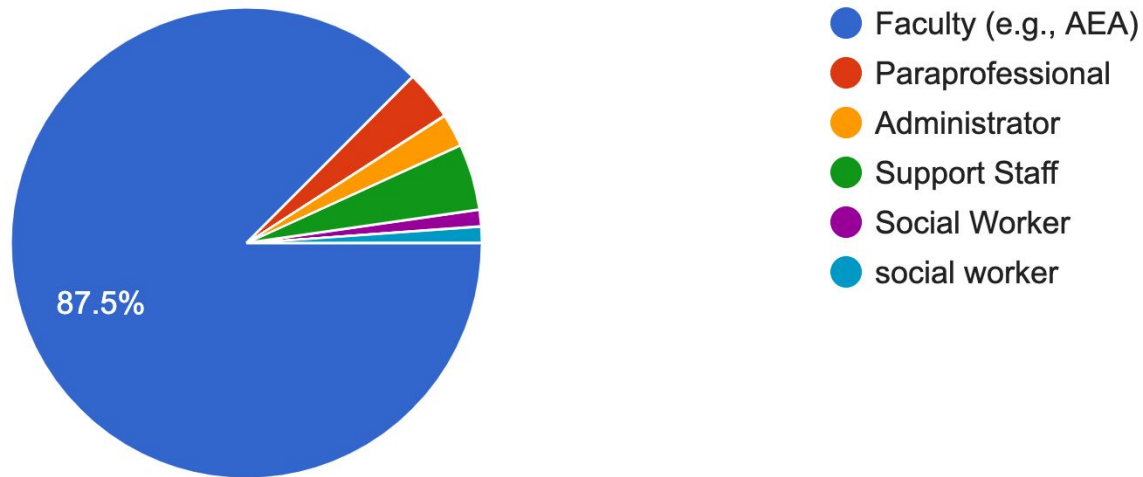
- Yes
- No
- Maybe
- Stay home like semester 1.
- I don't know because this is incredibly confusing and vague and I hate it.
- I would like to be remote but I don't wa...
- Probably
- This might make me more likely to do...
- This model doesn't look very good.

# Staff Results

# Staff Role

Your role? (This survey is for staff only)

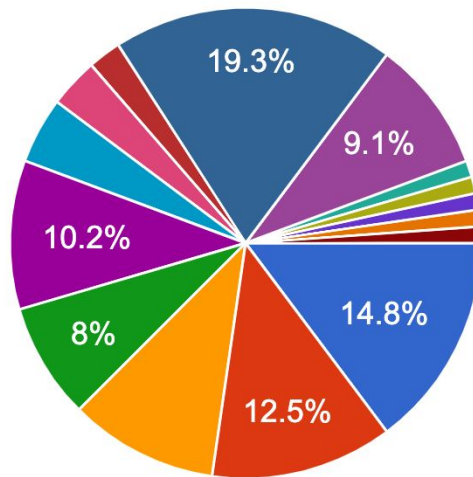
88 responses



# Staff Department

Your Department

88 responses



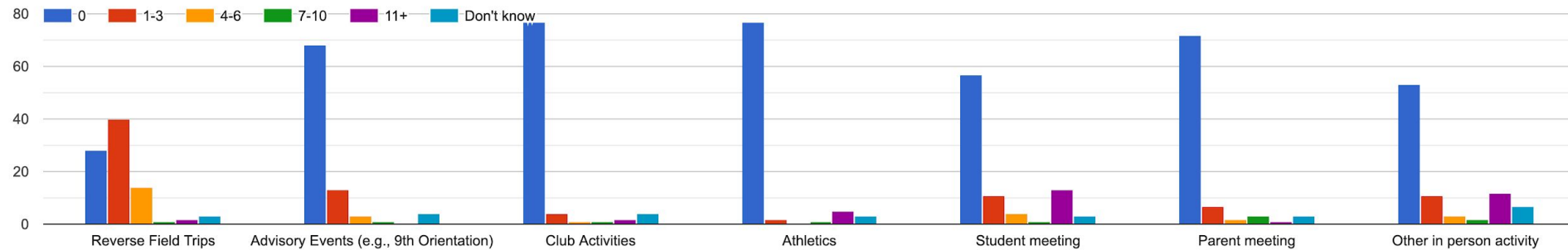
- English
- Math
- Science
- History
- World Language
- Physical Education
- Visual Arts
- Performing Arts

1/2



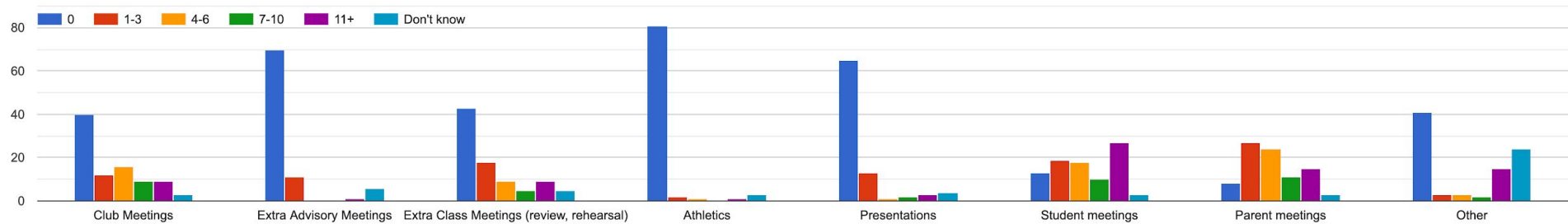
# In-person Activities Staff

How many hours of school-related, IN-PERSON activities have you supervised with students in semester 1? (Check all that apply)



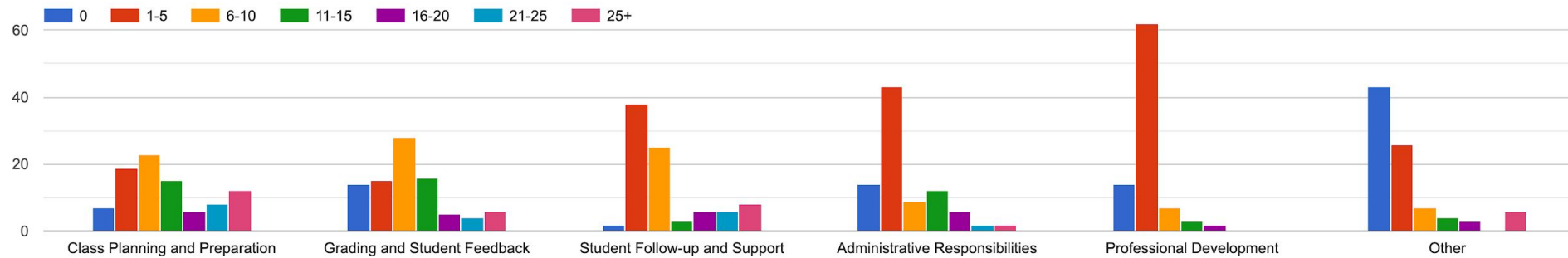
# Extra Remote Activities Staff

How many hours of school-related, REMOTE activities outside of class have you supervised with students this semester? (Check all that apply)



# Staff Workload

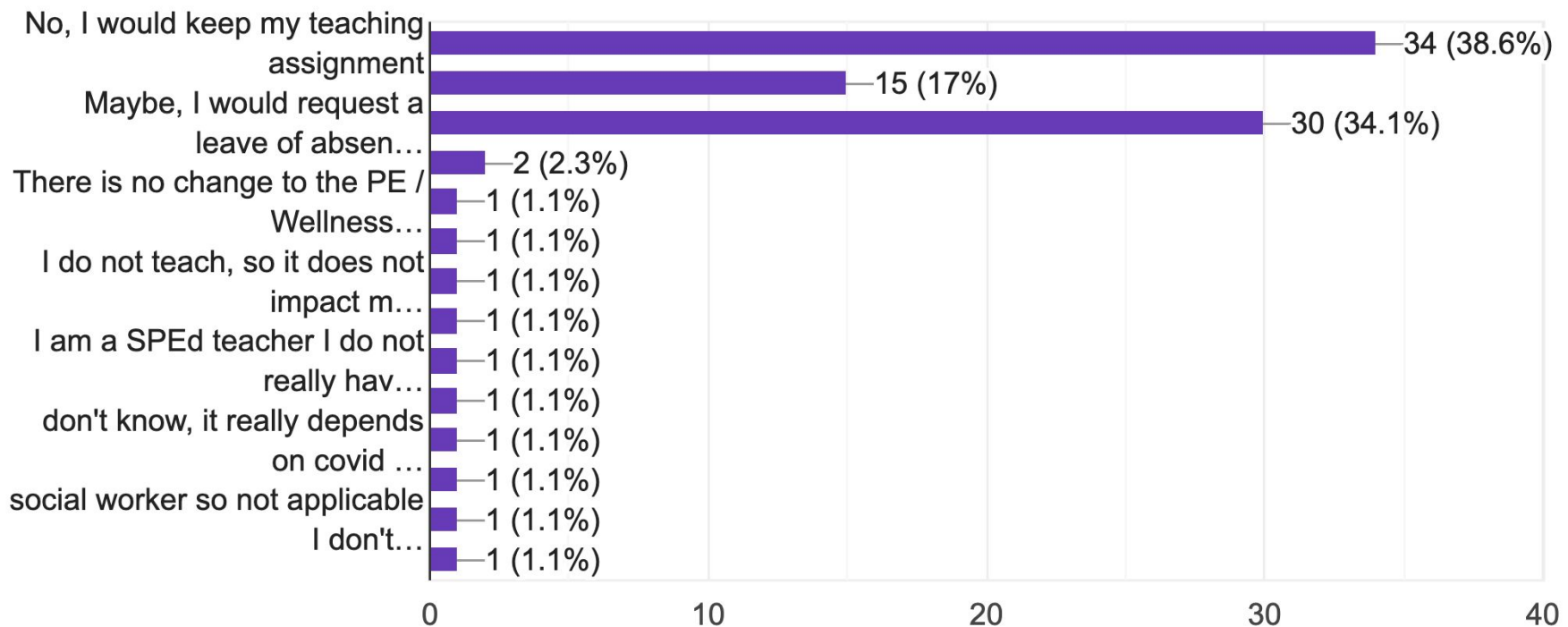
Outside of class how do you spend your work time? (PER WEEK)



# Requests 4-Cohort

Under the 4-COHORT MODEL in Semester 2, would you request a change of assignment or accommodation?

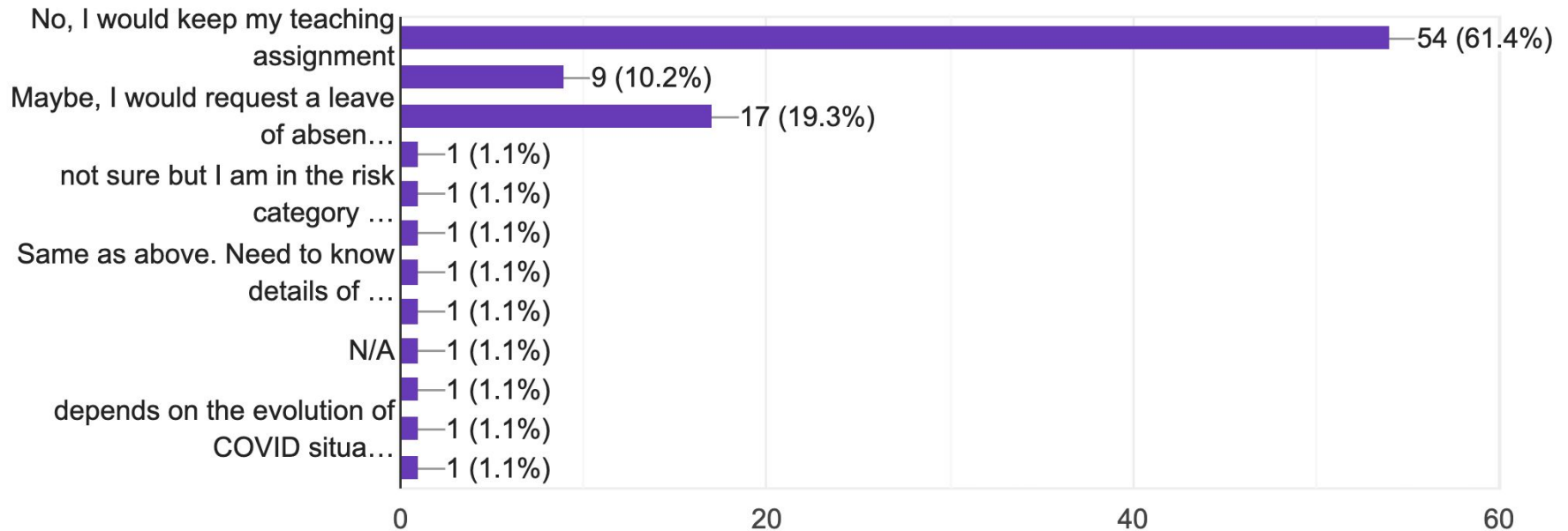
88 responses



# Requests Departmental Shift

Under the DEPARTMENTAL SHIFT MODEL in Semester 2, would you request a change of assignment or accommodation?

88 responses





# Requests Grade Shift/2-Cohort

Under the COMBINED GRADE SHIFT/2-COHORT MODEL in Semester 2, would you request a change of assignment or accommodation? NOTE: Th...limited set of offerings, depending on numbers.

88 responses

