

00100000 Arlington
December 10, 2020

Based on the data submitted in the November Student Learning Time (SLT) survey, Arlington is preliminarily not cleared to meet the new SLT standards set by DESE. Per these standards,

- Remote districts must provide an average of at least 40 hours of synchronous instruction over 2 academic weeks and have no fully asynchronous days in their schedule
- Hybrid districts must provide an average of at least 35 hours of live* instruction over 2 academic weeks
- Blended districts (some combination of In-person, Hybrid, and Remote at various grade levels) must meet the regulation that corresponds with each grade level’s instructional model

*Live instruction is defined as the sum of in-person and remote synchronous instruction.

Please see below for additional information related to the data submitted in your November SLT Survey response. As a reminder, this data reflects your instructional model and schedule as of the week of November 2, 2020. Blank data indicates no survey response.

While this report indicates a preliminary clearance determination based on the four grades collected in the SLT survey, districts are responsible for ensuring that SLT requirements are met across all grades served for the appropriate instructional model.

Summary:

Preliminary Status:	Not Cleared
Preliminary Reason:	Hybrid live hours less than 35
Hybrid additional minutes needed per day over two weeks:	12
Remote additional minutes needed per day over two weeks:	0

Additional Detail:

Instructional Model as of November 2, 2020				
Grade 1	Grade 4	Grade 7	Grade 10	Overall Model
Hybrid	Hybrid	Hybrid	Remote	Blend

Live/Synchronous Instructional Hours as of November 2, 2020			
Grade 1	Grade 4	Grade 7	Grade 10
31	31	37	48

Fully Remote Asynchronous Days?			
Grade 1	Grade 4	Grade 7	Grade 10
No	No	No	No

For Blended districts:

Live/Synchronous Instructional Hours Average per 2 Academic Weeks	
Hybrid	Remote
33	48

Structured Learning Time Dec2020 Edit to Nov2020 Submission

Response ID:84 Data

1. Introduction

District Contact Information

District or School Name (list is sorted by public districts, then by collaboratives, then by approved special education schools)

Arlington_00100000

For superintendency union leaders, or for others who are submitting for more than one district, please list all additional districts for which you are submitting.

(Optional) If you lead a private/parochial school and would like to submit your plan(s), please select your school from the list.

If your school or district did not appear in the drop-down menu, please write in the name of your school or district here.

Name of individual submitting this information.

Kathleen Bodie

Your email address

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New Radio Buttons

1. Select the grades you serve, if applicable, along with the primary instructional model you're currently using.

Remote learning model: In this learning model, remote learning is the default mode of instruction for all students, though some High Needs students may still be served in-person, full time or through a hybrid model.

Hybrid learning model: In a hybrid model, students alternate between in-person learning with safety requirements and remote learning.

In-person learning model: For this learning model, students receive in-person instruction full time in school environments that have been appropriately modified to address health and safety requirements issued by DESE.

	Remote	Hybrid	In-person	Not applicable (we don't serve this grade)
Grade 1		X		
Grade 4		X		
Grade 7		X		
Grade 10	X			

2. Do your Grade 1 and Grade 4 students have the same schedule (i.e., the same amount and type of instructional time each day)?

Yes

2. Grade 1

3. Over a normal 2-week span, to the nearest .5 hour, how many hours of instructional and non-instructional time within the

school day does the typical student receive in each learning model in Grade 1? (N.B. Each column should add up to the length of a typical school day (e.g. 6-8 hours)).

	Mon. of Week 1	Tues. of Week 1	Wed. of Week 1	Thurs. of Week 1	Fri. of Week 1	Mon. of Week 2	Tues. of Week 2	Wed. of Week 2	Thurs. of Week 2	Fri. of Week 2
In-person instructional time	45	45	0	0	0	45	45	0	0	0
In-person non-instructional time (lunch, etc.)	15	15	0	0	0	15	15	0	0	0
Remote synchronous instructional time	0	0	35	15	15	0	0	35	15	15
Remote asynchronous instructional time	.5	.5	.5	45	45	.5	.5	.5	45	45
Remote non-instructional time (lunch, etc.)	0	0	1	.5	.5	0	0	1	.5	.5

4. For those students who opted out of in-person learning, over a normal 2-week span, to the nearest .5 hour, how many hours of instructional and non-instructional time within a school day do those students who opted out receive in each learning model in Grade 1?

	Mon. of Week 1	Tues. of Week 1	Wed. of Week 1	Thurs. of Week 1	Fri. of Week 1	Mon. of Week 2	Tues. of Week 2	Wed. of Week 2	Thurs. of Week 2	Fri. of Week 2
Remote synchronous instructional time	4	4	35	4	4	4	4	35	4	4
Remote asynchronous instructional time	1	1	.5	1	1	1	1	.5	1	1
Remote non-instructional time (lunch, etc.)	15	15	1	15	15	15	15	1	15	15

5. Do Grade 1 students with disabilities (specifically students with complex and significant disabilities) receive more in-person instruction than other Grade 1 students?

Yes

6. For those students students with disabilities who receive more in-person instruction, over a normal 2-week span, to the nearest .5 hour, how many hours of instructional and non-instructional time within a school day do those students receive in each learning model in Grade 1?

	Mon. of Week 1	Tues. of Week 1	Wed. of Week 1	Thurs. of Week 1	Fri. of Week 1	Mon. of Week 2	Tues. of Week 2	Wed. of Week 2	Thurs. of Week 2	Fri. of Week 2
In-person instructional time	45	45	0	45	45	45	45	0	45	45
In-person non-instructional time (lunch, etc.)	15	15	0	15	15	15	15	0	15	15
Remote synchronous instructional time	0	0	35	0	0	0	0	35	0	0
Remote asynchronous instructional time	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5
Remote non-instructional time (lunch, etc.)	0	0	1	0	0	0	0	1	0	0

7. Do any Grade 1 students in high need groups, other than the students with disabilities referenced above, receive more in-person learning time? If so, please indicate which groups.

- English learners
- Economically disadvantaged students

3. Grade 4

Over a normal 2-week span, to the nearest .5 hour, how many hours of instructional and non-instructional time within the school day does the typical student receive in each learning model in Grade 4? (N.B. Each column should add up to the length of a typical school day (e.g. 6-8 hours)).

	Mon. of Week 1	Tues. of Week 1	Wed. of Week 1	Thurs. of Week 1	Fri. of Week 1	Mon. of Week 2	Tues. of Week 2	Wed. of Week 2	Thurs. of Week 2	Fri. of Week 2
In-person instructional time										
In-person non-instructional time (lunch, etc.)										
Remote synchronous instructional time										
Remote asynchronous instructional time										
Remote non-instructional time (lunch, etc.)										

For those students who opted out of in-person learning, over a normal 2-week span, to the nearest .5 hour, how many hours of instructional and non-instructional time within a school day do those students who opted out receive in each learning model in Grade 4?

	Mon. of Week 1	Tues. of Week 1	Wed. of Week 1	Thurs. of Week 1	Fri. of Week 1	Mon. of Week 2	Tues. of Week 2	Wed. of Week 2	Thurs. of Week 2	Fri. of Week 2
Remote synchronous instructional time										
Remote asynchronous instructional time										
Remote non-instructional time (lunch, etc.)										

Do Grade 4 students with disabilities (specifically students with complex and significant disabilities) receive more in-person instruction than other Grade 4 students?

For those students with disabilities who receive more in-person instruction, over a normal 2-week span, to the nearest .5 hour, how many hours of instructional and non-instructional time within a school day do those students receive in each learning model in Grade 4?

	Mon. of Week 1	Tues. of Week 1	Wed. of Week 1	Thurs. of Week 1	Fri. of Week 1	Mon. of Week 2	Tues. of Week 2	Wed. of Week 2	Thurs. of Week 2	Fri. of Week 2
In-person instructional time										
In-person non-instructional time (lunch, etc.)										
Remote synchronous instructional time										
Remote asynchronous instructional time										
Remote non-instructional time (lunch, etc.)										

Do any Grade 4 students in high need groups, other than the students with disabilities referenced above, receive more in-person learning time? If so, please indicate which groups.

4. Grade 7

8. Over a normal 2-week span, to the nearest .5 hour, how many hours of instructional and non-instructional time within the school day does the typical student receive in each learning model in Grade 7? (N.B. Each column should add up to the length of a typical school day (e.g. 6-8 hours)).

	Mon. of Week 1	Tues. of Week 1	Wed. of Week 1	Thurs. of Week 1	Fri. of Week 1	Mon. of Week 2	Tues. of Week 2	Wed. of Week 2	Thurs. of Week 2	Fri. of Week 2
In-person instructional time	55	55	0	0	0	55	55	0	0	0
In-person non-instructional time (lunch, etc.)	1	1	0	0	0	1	1	0	0	0
Remote synchronous instructional time	0	0	35	2	2	0	0	35	2	2
Remote asynchronous instructional time	0	0	25	4	4	0	0	25	4	4
Remote non-instructional time (lunch, etc.)	0	0	.5	.5	.5	0	0	.5	.5	.5

9. For those students who opted out of in-person learning, over a normal 2-week span, to the nearest .5 hour, how many hours of instructional and non-instructional time within a school day do those students who opted out receive in each learning model in Grade 7?

	Mon. of Week 1	Tues. of Week 1	Wed. of Week 1	Thurs. of Week 1	Fri. of Week 1	Mon. of Week 2	Tues. of Week 2	Wed. of Week 2	Thurs. of Week 2	Fri. of Week 2
Remote synchronous instructional time	25	3	3	25	3	25	3	3	25	3
Remote asynchronous instructional time	3	25	25	3	25	3	25	25	3	25
Remote non-instructional time (lunch, etc.)	1	1	1	1	1	1	1	1	1	1

10. Do Grade 7 students with disabilities (specifically students with complex and significant disabilities) receive more in-person instruction than other Grade 7 students?

Yes

11. For those students with disabilities who receive more in-person instruction, over a normal 2-week span, to the nearest .5 hour, how many hours of instructional and non-instructional time within a school day do those students receive in each learning model in Grade 7?

	Mon. of Week 1	Tues. of Week 1	Wed. of Week 1	Thurs. of Week 1	Fri. of Week 1	Mon. of Week 2	Tues. of Week 2	Wed. of Week 2	Thurs. of Week 2	Fri. of Week 2
In-person instructional time	55	55	0	55	55	55	55	0	55	55
In-person non-instructional time (lunch, etc.)	1	1	0	1	1	1	1	0	1	1
Remote synchronous instructional time	0	0	35	0	0	0	0	35	0	0
Remote asynchronous instructional time	0	0	25	0	0	0	0	25	0	0
Remote non-instructional time (lunch, etc.)	0	0	.5	0	0	0	0	.5	0	0

12. Do any Grade 7 students in high need groups, other than the students with disabilities referenced above, receive more in-person learning time? If so, please indicate which groups.

English learners

Economically disadvantaged students

5. Grade 10

13. Over a normal 2-week span, to the nearest .5 hour, how many hours of instructional and non-instructional time within the school day does the typical student receive in each learning model in Grade 10? (N.B. Each column should add up to the length of a typical school day (e.g. 6-8 hours)).

	Mon. of Week 1	Tues. of Week 1	Wed. of Week 1	Thurs. of Week 1	Fri. of Week 1	Mon. of Week 2	Tues. of Week 2	Wed. of Week 2	Thurs. of Week 2	Fri. of Week 2
In-person instructional time										
In-person non-instructional time (lunch, etc.)										
Remote synchronous instructional time	55	55	2	55	55	55	55	2	55	55
Remote asynchronous instructional time	.0	.0	35	0	0	0	0	35	0	0
Remote non-instructional time (lunch, etc.)	1	1	1	1	1	1	1	1	1	1

For those students who opted out of in-person learning, over a normal 2-week span, to the nearest .5 hour, how many hours of instructional and non-instructional time within a school day do those students who opted out receive in each learning model in Grade 10?

	Mon. of Week 1	Tues. of Week 1	Wed. of Week 1	Thurs. of Week 1	Fri. of Week 1	Mon. of Week 2	Tues. of Week 2	Wed. of Week 2	Thurs. of Week 2	Fri. of Week 2
Remote synchronous instructional time										
Remote asynchronous instructional time										
Remote non-instructional time (lunch, etc.)										

14. Do Grade 10 students with disabilities (specifically students with complex and significant disabilities) receive more in-person instruction than other Grade 10 students?

Yes

15. For those students with disabilities who receive more in-person instruction, over a normal 2-week span, to the nearest .5 hour, how many hours of instructional and non-instructional time within a school day do those students receive in each learning model in Grade 10?

	Mon. of Week 1	Tues. of Week 1	Wed. of Week 1	Thurs. of Week 1	Fri. of Week 1	Mon. of Week 2	Tues. of Week 2	Wed. of Week 2	Thurs. of Week 2	Fri. of Week 2
In-person instructional time	55	55	0	55	55	55	55	0	55	55
In-person non-instructional time (lunch, etc.)	1	1	0	1	1	1	1	0	1	1
Remote synchronous instructional time	0	0	2	0	0	0	0	2	0	0
Remote asynchronous instructional time	0	0	35	0	0	0	0	35	0	0
Remote non-instructional time (lunch, etc.)	0	0	1	0	0	0	0	1	0	0

16. Do any Grade 10 students in high need groups, other than the students with disabilities referenced above, receive more in-person learning time? If so, please indicate which groups.

- English learners
- Economically disadvantaged students

17. If you have the same grade across multiple schools (i.e. you have 3 elementary schools that enroll first graders), do those students within the same grade receive the same amount of learning time, or does it vary across schools?

	Same across schools	Varies across schools
Grade 1	X	
Grade 4	X	
Grade 7	X	
Grade 10	X	