

Arlington High School



Semester 2 Sample Models

These Slides

These slides focus primarily on explaining 3 sample hybrid schedules for the purpose of getting feedback on needs, preferences, and priorities.

At the end of the slides there is more information on goals, constraints, rationales, and current conditions.

The survey information will be used to focus, refine, and detail our service plan

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

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

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

Bell 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		

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

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.
D/Fs - 216 at 7 weeks vs. 296 after Q1 in SY 2020 (comparable to previous year, should improve)
- 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 mental illness

What We See

- Provides more teacher led, structured time with students
- Provides time for teacher planning, grading, follow-up
- Teachers are getting proficient with remote, long block, semesterised format
- Are developing programming for connection, e.g., reverse field trips, clubs, athletics, Wellness Month, Freshman Orientation
- Ventilation is now safe for almost all rooms up to their capacity

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

3 Sample Models

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

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		Chorus 40'	Independent 8:30-11:30 a
			Chemistry 40'	
			English 40'	
			History 40'	
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 - $1 \times 40' \text{ in-person} + 3 \times 50' \text{ remote} + 260' \text{ independent} = 450'$
- 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

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

M/T	Th/Fr	M/T	Th/Fr
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>	English '60	<i>History '80</i>
T	<i>Chorus '80</i>	Chemistry '60	<i>English '80</i>	<i>History '80</i>
Th	<i>Chorus '80</i>	<i>Chemistry '80</i>	<i>Chemistry '80</i>	<i>History '80</i>
F	Chorus '60	<i>Chemistry '80</i>	<i>Chemistry '80</i>	<i>History '80</i>
M	<i>Chorus '80</i>	<i>Chemistry '80</i>	<i>Chemistry '80</i>	History '60
T	<i>Chorus '80</i>	Chemistry '60	<i>Chemistry '80</i>	<i>History '80</i>
Th	<i>Chorus '80</i>	<i>Chemistry '80</i>	<i>Chemistry '80</i>	<i>History '80</i>
F	Chorus '60	<i>Chemistry '80</i>	<i>Chemistry '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

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
Chorus - 80'	Chorus - 80'	<i>PE- 40' 8:30a-</i>	Independent	Independent
		<i>PE-40' 9:15a-</i>		
Chemistry - 80'	Chemistry - 80'	<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'***
English - 80'	English - 80'	X/Counseling 60' 12:00p-	Independent	Independent
History - 80'	English - 80'	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: $2 \times 80'$ in person + $310'$ independent = $450'$
 - Remote Week: $4 \times 80'$ 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)

3 Sample Models

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Supplementary Materials

These slides provide information about ongoing activities, details of options considered, and constraints controlling our planning

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

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/1H0txJfzhdqi2zLwIToVGghYprc7WxKY77GbBSVdoY0Y/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.).

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
Total	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.