Initial Arlington High School Reopening Proposals for 2020-21 School Year
Rev. July 22, 2020

This memo presents initial contingency plans for reopening in the fall. The Arlington Public School administrative team has considered the guidance from the state; staff, student, and family input; facilities constraints; the current climate and context within the Arlington community; as well as research and advice from the science community.

The state has requested that schools develop three distinct plans (1) Remote, (2) Hybrid, and (3) In-Person. In addition, the state has determined that there should be an option available for students to remain all remote under all three models.

This memo develops details of the three plans built on a common semesterised course schedule.

The State has issued health guidelines indicating that students and staff will be expected to:

- maintain social distances of three to six feet
- wear face-masks (grades 2-12)
- organize students at the middle and high school levels by cohorts to minimize interaction
- regularly wash hands across the school day and frequently disinfect all used surfaces
- The state guidance would allow groupings of 15-24+ in some of our classrooms.

Guiding Principles for Planning

This past spring, school closed suddenly without planning or guidance. We understand that this created significant gaps in terms of learning opportunities, engagement, and equity for our students. While this fall will not be an ideal learning situation, we expect it to be very different from this spring. We learned a great deal this spring about the demands of remote learning and the needs of our students. There will be more planning, an emphasis on synchronous instruction, adjustment of the schedule, and preparation focused on student engagement and support. At the same time, we continue to aim at a moving target in terms of both epidemiology and policy. Our planning will be guided by the following commitments:

- Decision making based on the latest research and epidemiology as well as input from staff, students, and families
- Prioritizing the health, safety, and well-being of our students, staff, and families above all else
- Equity will remain at the core of our work as we design learning programs for students
- We will support student and staff social-emotional well-being, acknowledging that the school experience will be very different when compared to previous years
- Support for teacher planning, preparation, and training, both before and during the school year

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Fall 2020 Common Program Elements

Because the situation is both unpredictable and likely to change over the course of the year, we are committed to developing an **overarching framework that will adapt to all three options** with the ability to switch to all-remote or phase-in hybrid instruction as appropriate. For this reason, all three program plans are built on a common semesterised course schedule. The final process and decision for beginning schooling this fall will need to balance medical safety, mental health, equity, and educational goals. All three plans share the following elements.

As they do currently, students take the following number of classes during the school year. Final options will depend on available offerings.

- Grade 9 - 5 required, 1 elective, PE
- Grade 10 - 5 required, 1.5 electives. PE
- Grade 11 - 5 required 1-2 electives or possibly PE
- Grade 12 - 5 required 1-2 electives or possibly PE

Educational Program Details

- Schedule with 4x80 minute blocks per day with semester long classes
- One day per week for prep/review for AP/Math/WL/MCAS, Community Block, planning, and staff meetings (replaces the Tuesday early release)
- Physical Education all or mostly remote
- Teachers teach 5 classes per year (3 one term and 2 another)
- Students would take ~3 classes per semester, plus PE
- Students can register for 6-7 classes per year, plus PE (see above)
- Consider heterogeneous grouping (Honors and Curriculum A combined) for specific 9-11 requirements to increase equity, teacher attention, and even class sizes
- Special Education, ELL, and 504 services will be delivered per student plans
- Instrumental/chorus can register yearlong
- Some electives may move all or mostly remote
- Open campus - students leave or are assigned when not in class

- No homeroom
- 8:30a-2:56p School Day

Common weekly 4x4 schedule

Monday	Tuesday	Wednesday	Thursday	Friday
A1 - 80”	A2 - 80”	Prep/review AP/Math/WL/MC AS Health	A1 - 80”	A2 - 80”
B1 - 80”	B2 - 80”		B1 - 80”	B2 - 80”
Lunch - 30”	Lunch - 30”		Lunch - 30”	Lunch - 30”
C1 - 80”	C2 - 80”	Community	C1 - 80”	C2 - 80”
D1 - 80”	D2 - 80”	Meetings	D1 - 80”	D2 - 80”

Sample yearly 4x4 schedule

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

Pros

- Adapts to remote, hybrid, and in-person programs.
- Allows students to focus on 3 or 4 classes (reduces stress and organization demands)
- Allows teachers to focus on 2 or 3 classes (reduces course planning demands)
- Teachers able to focus on 40-60 students (increases attention and relationships)
- Emphasizes depth over breadth
- Accommodates support services

Cons

- Continuity of content areas
- Alignment with testing schedules (schedules are undetermined and prep/review period will help address)

Fall 2020 Remote Learning Program Elements

The state has indicated that all students have the option to choose a remote learning option. The Remote Learning Program will be available to all students and may be determined to be the appropriate way to start the school year. In addition, should we need to switch to remote learning midway through the year, we would follow this schedule.

Educational Program Details

- Remote learning will combine synchronous online lessons with independent work such as videotaped lectures, readings, online quizzes, projects, and written assignments.
- Students in each class section alternate one cohort in synchronous online instruction and one cohort working independently (2 days per week “in person seminars” and 2 days per week independent work.
- Cohorts would meet on alternating days by period so that students have breaks between synchronous online classes.
- One day per week for prep/review for AP/Math/WL/MCAS, Community Block, planning, and staff meetings (replaces the Tuesday early release)

Remote weekly 4x4 schedule (alternating cohorts on alternating days)

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
A1 - 80”	A2 - 80”	Prep/review AP/Math/WL/MCAS Health	**A1 - 80”**	A2 - 80”
B2 - 80”	**B1 - 80”**		B2 - 80”	**B1 - 80”**
Lunch - 30”	Lunch - 30”		Lunch - 30”	Lunch - 30”
C1 - 80”	C2 - 80”	Community	**C1 - 80”**	C2 - 80”
D2 - 80”	**D1 - 80”**	Meetings	D2 - 80”	**D1 - 80”**

Pros

- Maximizes the safety of students, staff, and community
- Adapts to all remote, hybrid, and in-person programs
- Can be used in connection with a phased start to engage students safely and focus in-person staffing and space on our most vulnerable students
- Allows staff with family health or childcare concerns to better balance school and personal obligations

- Allows students to focus on 3 or 4 classes (reduces stress and organization demands)
- Allows teachers to focus on 2 or 3 classes (reduces course planning demands)
- Teachers able to focus on 40-60 students (increases attention and relationships)
- Emphasizes depth over breadth
- Accommodates support services

Cons

- Limits personal interactions between teachers and students
- Puts pressure on families to support independent learning and supervise students
- Continuity of content areas
- Alignment with testing schedules (schedules are undetermined and prep/review period will help address)

Fall 2020 Hybrid Learning Program Elements

The Hybrid Learning Program combines in-person instruction with independent student work to provide space and staffing for social distancing and limiting classroom contact among students and staff. If levels of community spread of COVID-19 are low and school-based precautions can be shown to be safe, we could use this option to allow for more interaction. We might start the year with this option or phase it in following a period using the Remote Learning Program.

Educational Program Details

- Hybrid learning will combine 80-minute in-person seminars (9-12 students) with independent work such as videotaped lectures, readings, online quizzes, projects, and written assignments.
- Students in each class section alternate one cohort in synchronous online instruction and one cohort working independently (2 days per week “in person seminars” and 2 days per week independent work.
- Cohorts would meet on alternating days to keep class groupings between 9-12 students
- Select programs needing additional support (e.g., substantially separate programs) could be scheduled 4 days per week.
- The Remote Learning Program will be available to all students by request. Students will choose a program option.
- One day All Remote per week for prep/review for AP/Math/WL/MCAS, Community Block, planning, and staff meetings (replaces the Tuesday early release)

Safety Program Details

- Distancing - 6 feet distancing in all classes and activities
- Density - Cohorts create smaller groupings 9-12 for classes (or much bigger rooms)
- Air Quality - Classrooms are being reviewed for ventilation. Air conditioning is being

added in rooms adjacent to the construction or as necessary. Only rooms with adequate outside ventilation will be used.

- Passing time - 10+ minute passing time would be scheduled with one-way hallways and shifts to minimize interactions
- Lunches - 4 lunch periods in 2 different lunchrooms (Cafeteria and Blue Gym) with individual tables and 6 foot distancing. Shifts allow cleaning between groups.
- Busing - capacity will be ~12 students, requiring multiple runs (~3) per Boston bus route
- Monitoring - self-certification, monitoring, and testing protocols are being developed above state guidelines in coordination with our nursing staff and the Board of Health
- PPE - Students and staff will be required to wear masks (available on request). Face shields and barriers will be available and used where appropriate.
- Hygiene - handwashing, sanitizer, cleaning, sanitizing units
- Community Behavior - Students and families are requested to maintain social distancing discipline outside of school.

Hybrid weekly 4x4 schedule (alternating cohorts by day)

<table>
<tr><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>A1 - 80”</td><td>A2 - 80”</td><td rowspan="2">Prep/review AP/Math/WL/MC AS
Health</td><td>A1 - 80”</td><td>A2 - 80”</td></tr>
<tr><td>B1 - 80”</td><td>B2 - 80”</td><td>B1 - 80”</td><td>B2 - 80”</td></tr>
<tr><td>Lunch - 30”</td><td>Lunch - 30”</td><td></td><td>Lunch - 30”</td><td>Lunch - 30”</td></tr>
<tr><td>C1 - 80”</td><td>C2 - 80”</td><td>Community</td><td>C1 - 80”</td><td>C2 - 80”</td></tr>
<tr><td>D1 - 80”</td><td>D2 - 80”</td><td rowspan="2">Meetings</td><td>D1 - 80”</td><td>D2 - 80”</td></tr>
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Pros

- Contact - Reduces class contacts to 30 per student and 60 per staff
- Creates building space and staffing for 6 foot social distancing
- Allows students to focus on 3 or 4 classes (reduces stress and organization demands)
- Allows teachers to focus on 2 or 3 classes (reduces course planning demands)
- Teachers able to focus on 40-60 students (increases attention and relationships)
- Emphasizes depth over breadth
- Accommodates support services

Cons

- Increases risk to students and staff

- High school students are adults. Research on high school age students raises concerns about student behavior, infection rates, and transmission to older adults (staff).
- Extended time in classroom groups raises infection concerns.
- Contacts are still high (30-60) and mixing raises concerns about secondary contacts.
- Building is already at 90% capacity and limiting classes to full-size ventilated classrooms will create significant scheduling challenges.
- Teaching staff includes a large proportion of both high risk populations and families with children. Staffing difficulties are likely to arise from staff requests for remote teaching assignments, leave requests, and resignations.
- Teacher and student absences created by symptoms will mean disruption, even without COVID-19 cases.
- Puts pressure on families to support independent learning and supervise students
- Continuity of content areas
- Alignment with testing schedules (schedules are undetermined)

Fall 2020 In-Person Learning Program Elements

The In-Person Learning Program returns all of our students to the school building under conditions intended to limit the spread of COVID-19. Under this plan, students would meet in regular classes 5 days a week. Given the limits of space and staffing, this is only possible under the state's guidelines that allow for 3 feet of spacing between student chairs and a 6 foot space for teachers. Even with these considerations, Arlington High School will be hard pressed to schedule our student population in full-sized, adequately ventilated spaces. With increased enrollment (currently 1521 students) and a building already at 90% capacity, the loss of internal or small classrooms will require use of every corner (e.g., library, gyms) to accommodate the required limits on space and class sizes.

If levels of community spread of COVID-19 become extremely low and school-based precautions of 3 feet can be shown to be safe, we could use this option to return to a more normal version of school and classroom instruction.

As students are able to choose the Remote Learning Program, it is possible that in-person enrollment would be lower, but this option might be better achieved by beginning with Remote Learning and then targeting in-person instruction to our most vulnerable students.

Educational Program Details

- In-Person learning will involve classes of 18-24 students which meet 4 times a week in 80 minute blocks.
- The Remote Learning Program will be available to all students by request. Students will choose a program option.
- One day per week for prep/review for AP/Math/WL/MCAS, Community Block, planning, and staff meetings (replaces the Tuesday early release).

Safety Program Details

- Distancing - 3 feet distancing in all classes and activities. Teachers at 6 feet at the front of the classroom.
- Classroom arrangement - All students facing forward and seated at desks.
- Air Quality - Classrooms are being reviewed for ventilation. Air conditioning is being added in rooms adjacent to the construction or as necessary. Only rooms with adequate outside ventilation will be used.
- Passing time - 10+ minute passing time would be scheduled with one-way hallways and shifts to minimize interactions
- Lunches - 4 lunch periods in 3 different lunchrooms (Cafeteria, Blue Gym, and Red Gym) with individual tables and 6 foot distancing. Shifts allow cleaning between groups.
- Busing - capacity will be ~12 students, requiring multiple runs (~3) per Boston bus route
- Monitoring - self-certification, monitoring, and testing protocols are being developed above state guidelines in coordination with our nursing staff and the Board of Health
- PPE - Students and staff will be required to wear masks (available on request). Face shields and barriers will be available and used where appropriate.
- Hygiene - handwashing, sanitizer, cleaning, sanitizing units
- Community Behavior - Students and families are requested to maintain social distancing discipline outside of school.

In-person weekly 4x4 schedule (4 x per week - no cohorts)

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
A - 80”	**A - 80”**	Prep/review AP/Math/WL/MCAS Health	**A - 80”**	**A - 80”**
B - 80”	**B - 80”**		**B - 80”**	**B - 80”**
Lunch - 30”	**Lunch - 30”**		**Lunch - 30”**	**Lunch - 30”**
C - 80”	**C - 80”**	Community	**C - 80”**	**C - 80”**
D - 80”	**D - 80”**	Meetings	**D - 80”**	**D - 80”**

Pros

- Returns instruction to in-person classrooms
- Reduces pressure on families to support independent learning and supervise students
- Allows students to focus on 3 or 4 classes (reduces stress and organization demands)
- Allows teachers to focus on 2 or 3 classes (reduces course planning demands)

- Teachers able to focus on 40-60 students (increases attention and relationships)
- Emphasizes depth over breadth
- Accommodates support services

Cons

- **Increases** risk to students and staff
- Forward facing classrooms will make student interaction difficult and limit instructional practices.
- High school students are adults. Research on high school age students raises concerns about student behavior, infection rates, and transmission to older adults (staffs)
- Extended time in classroom groups raises infection concerns.
- Contacts are higher 60 per student and mixing raises concerns about secondary contacts.
- Building is already at 90% capacity. Limiting classes to full-size ventilated classrooms will create significant scheduling challenges. With full classes this will exclude more classrooms.
- Teaching staff includes a large proportion of both high risk populations and families with children. Staffing difficulties are likely to arise from staff requests for remote teaching assignments, leave requests, and resignations.
- Teacher and student absences created by symptoms will mean disruption, even without COVID-19 cases.
- Continuity of content areas
- Alignment with testing schedules (schedules are undetermined)