



Belmont High School Hybrid Task Force

Updates & Recommendations



Agenda

- Introduction of the Hybrid Task Force
- Process to Date: Key Actions July 2020-November 2020
- Charge of the Hybrid Task Force
- Hybrid Task Force Process
- Introduction of Model 1
- Introduction of Model 2
- Superintendent Recommendation to School Committee
- Discussion of Next Steps: High School, Middle School and Elementary



Introduction: Hybrid Task Force

The hybrid task force was comprised of students, families, educators, and school leadership. The following members served as members of the task force:

- Isaac Taylor (Principal), Chair
- Sandi McKinley (Parent)
- Nancy Healey (Parent)
- Ben Delorio (Educator)
- Risa Carp (Educator)
- Cole Lemack-Bremen (Student, Gr. 10)
- Hamza Masoud (Student, Gr. 11)



Process to Date: Key Actions July 2020-November 2020

- **July 2020:** Building-based leadership researches area proposals (Acton-Boxborough, Lexington, Arlington, and Wakefield) for hybrid models
- **August 2020:** School Committee approves phased-in return to learning
- **August 2020:** A Scheduling Committee identifies three potential hybrid models for Belmont High School
- **September 2020:** The School Committee approves a hybrid model for BHS
- **October 2020:** BHS is slated for a hybrid start on 10/22
- **October 2020:** The School Committee pauses the return to hybrid and convenes a task force to put forward alternative hybrid schedules based on community feedback

Researching Hybrid Models

Gathering Stakeholder Input

Developing Hybrid Model

Preparing for Implementation

Iterating & Improving

BHS HYBRID MODEL
DEVELOPMENT



Charge: Hybrid Task Force

The hybrid task force was established with the goal of **reviewing relevant data** (survey data from students, parents, and teachers; models from like-communities; etc.) **to evaluate hybrid schedule models** in an effort to make a recommendation to the Superintendent of Schools and the School Committee.

The hybrid task force will continue to convene after implementation of a hybrid schedule to discuss *successes* and *challenges* with the implemented model and to recommend ***refinements*** as data and learning from implementation surfaces.



Process: Hybrid Task Force

Step 1: Analyze Data

Examined data to determine **key priorities**.

- Survey feedback
 - Parent surveys (730)
 - Student surveys (659)
 - Staff surveys (86)
- Hybrid models from comparison schools (13)

Step 2: Iterate Models

Used **key priorities** as guideposts to develop **models** for review and discussion by the task force.

Models were evaluated against the **key priorities**.

Step 3: Recommend

After reviewing various draft models, incorporating feedback, and focusing on the **key priorities**, two **models** were ultimately selected to present to Superintendent Phelan & the School Committee.

Nov 5

Nov 9

Nov 12

Nov 17



Individual Takeaways from the Process



TASK FORCE Key Priorities & Non-Negotiables

1. Maximize synchronous instructional time, at or above our current remote model
2. Maintaining access to courses and teachers for all students
3. Consistency of class periods (length and order) for all cohorts

Additional Evaluation Criteria

1. Ensure resource allocation to implement the model safely
2. Impact of schedule on instructional practices and academic strategies
3. Experience for Hybrid and Remote-Only students



Constraints

1. Size of facility based on number of students
2. Number of teachers per hundred students is lower than in most comparison districts
3. Moving to hybrid mid-year without disrupting students schedules
4. Shared staff between buildings and part-time staff

Model 1

COHORT A

ALL STUDENTS

COHORT B



	Monday	Tuesday	Wednesday	Thursday	Friday
7:35-8:00	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep
8:00-9:15	Yellow	Green	Synchronous remote Yellow 8:00-8:20 Lt. Blue 8:30-8:50 HR: 8:55-9:05 Pink 9:10-9:30 Green 9:40-10:00 Dk.Blue 10:10-10:30 Orange 10:40-11 Purple 11:10-11:30	Light Blue	Pink
9:20-10:35	Light Blue	Pink		Yellow	Green
10:40-11:50	LUNCH 1 Homeroom	LUNCH 1 Homeroom	Faculty Meeting 12:30-1:15 Curriculum Time 1:15-2:25	LUNCH 1 Homeroom	LUNCH 1 Homeroom
	Homeroom LUNCH 2 Homeroom	Homeroom LUNCH 2 Homeroom		Homeroom LUNCH 2 Homeroom	Homeroom LUNCH 2 Homeroom
	Homeroom LUNCH 3	Homeroom LUNCH 3		Homeroom LUNCH 3	Homeroom LUNCH 3
11:50-1:05	Orange	Purple	Dk. Blue	X Block	Purple
1:10-2:25	Dk. Blue	X Block			

Model 2



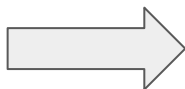
	Cohort A	Cohort A	Cohort A&B	Cohort B	Cohort B
Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
800-855	YELLOW	GREEN	800-825 YELLOW 830-855 Lt. BLUE 900-925 PINK 930-955 Dk. BLUE 1000-1025 GREEN 1030-1055 ORANGE 1100-1125 PURPLE 1125 - DISMISSAL	YELLOW	GREEN
900-955	Lt. BLUE	PINK		Lt. BLUE	PINK
1000-1055	ORANGE	PURPLE		ORANGE	PURPLE
1100-1155	Dk. BLUE	In-person X-BLOCK		Dk. BLUE	In-person X-BLOCK
1155-1250	DISMISSAL/TRAVEL to HOME/LUNCH				
1250-110	YELLOW	GREEN	1135-1210 Teacher Prep & Lunch 1230-115 Faculty Meeting Time 115-225 Teacher Planning/Curriculum Time	YELLOW	GREEN
115-135	Lt. BLUE	PINK		Lt. BLUE	PINK
140-200	ORANGE	PURPLE		ORANGE	PURPLE
205-225	Dk. BLUE	Remote- only X-BLOCK		Dk. BLUE	Remote- only X-BLOCK

Comparing the Models

Model 1

(Hybrid Student)

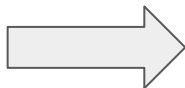
I arrive at school at 8am. I attend 2 classes.



I attend HR, where I also eat lunch.



I attend 2 more classes and am then dismissed.



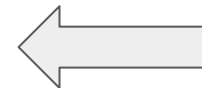
Monday	
7:35-8:00	Teacher Prep
8:00-9:15	Yellow
9:20-10:35	Light Blue
10:40-11:50	LUNCH 1 Homeroom
	Homeroom LUNCH 2 Homeroom
	Homeroom LUNCH 3
11:50-1:05	Orange
1:10-2:25	Dk. Blue

Model 2

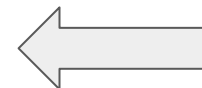
(Hybrid Student)



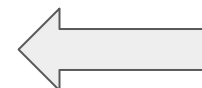
I arrive at school at 8am. I attend 4 classes.



I am dismissed and walk home. If I cannot get home, I remain at school.



I attend the same 4 classes virtually in the afternoon.



	Cohort A
Time	MONDAY
800-855	YELLOW
900-955	Lt. BLUE
1000-1055	ORANGE
1100-1155	Dk. BLUE
1155-1250	DISMISSAL/TRAVEL to HOME/LUNCH
1250-110	YELLOW
115-135	Lt. BLUE
140-200	ORANGE
205-225	Dk. BLUE

Model 1

The **in-person cohort** will attend classes that consist of:

1. Students who are stationary to maintain social-distancing
2. **Limited group work and collaboration beyond “turn and talk” (due to our finite bandwidth, in-person students cannot utilize google meet consistently)**
3. Teachers delivering lessons at the board
4. **Note-taking, video-watching, use of google classroom and Pear Deck**

The **at-home cohort** virtually participates by signing on and watching the class or completing a task.

Remote-only students livestream the class when their assigned cohort is in school.

Students can *interact and collaborate* with their entire class grouping one time a week.

Model 2



Model 1 PLUS...

Afternoon sessions that bring an **entire class section together** and best practices that promote 21st century skills.

The afternoon sessions provide students an opportunity to:

1. **Collaborate via breakout rooms**
2. Participate in debates, discussions, simulations
3. **Find social connections within a larger peer group**

Remote-only students have their own X-Block twice a week to build relationships with teachers and get academic support.

Students can *interact and collaborate* with their entire class grouping three times a week.



Superintendent Recommendation: Model 2

Recommend that the School Committee approve Model 2 as the preferred model for hybrid instruction with the caveat that the School Department continues to collect data about implementation (strengths and challenges) and works to ***refine*** the model based on feedback.

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Next Steps: BHS Hybrid Focus Group

BHS Hybrid Task Force

BHS Hybrid Focus Group



Plan for
Hybrid

Implement
Hybrid

Identify
Successes &
Challenges

Leverage
Strengths

Respond to
Challenges

CONTINUED INSIGHTS & REFINEMENT