

A Week in the Life of an Alfred-Almond Secondary Student: Hybrid Approach for “Reyna”

This narrative is based on a 7-12 student, “Reyna,” who participates in our hybrid model of learning. Reyna is a 9th grade student at Alfred-Almond. Like many of her peers, she attends in-person classes two days per week on the same day as her 2nd grade brother. Reyna's Gold cohort attends on Wednesdays and Fridays, while the other cohort of students attend on Tuesdays and Thursdays. The family of another child who lives near Reyna have chosen to enroll their child in the 100% distance learning option offered by AACCS. In the remote learning model, learning can occur asynchronously and synchronously. Asynchronous learning is when instruction and learning do not happen at the same time for all learners. Students access learning at a time that works for them and their families. Teachers will be expected to provide learning resources and tasks in Google Classroom. Synchronous learning is an approach where teachers and students are engaged in learning at the same time. The teacher provides learning resources and tasks through video-conferencing enabled by Zoom and Google Classroom during a specific time.

In comparison with distance learning during the previous school year, distance learning during the new school year is different for Reyna and other students. During the 2020-2021 school year, she participates in more synchronous (live, interactive, on-line) learning experiences than in the spring of 2020. She also spends more time during the 2020-2021 school year on asynchronous (independent, without live interaction) distance learning when she is not at school than she did in the spring of 2020. The school takes daily attendance every school day, even for students who are not at school physically. Reyna’s teachers provide assignments to instruct, and provide feedback to help Reyna track her progress and measure mastery of the content and competencies.

Reyna rides the bus to and from school each Wednesday and Friday. Student occupancy of Reyna’s bus is limited to appropriately space students throughout the bus. Reyna enters the bus wearing a face covering and she sits in her own row. No students sit in the seats in front or behind or next to her. If Reyna had siblings, they would be allowed to sit with her. Students also sit in alternating rows on the other side of the bus.

When the bus arrives at school, Reyna and her peers wait for a school employee to let students know it is their turn to exit the bus. Other staff members supervise students arriving at the school. Before entering the building, Reyna and other students speak with a staff member and answer NYS Department of Health-required questions about how they feel physically, to identify if they are experiencing any COVID-19 symptoms. All students have their temperature taken with a no-touch thermometer before entering the school.

Each of Reyna’s classes meets the guidelines of 6’ spacing between students. Some classes have 8 students, some have up to 15 students. There are markings on the floor and signs throughout the building, including her classrooms, to help Reyna and her classmates maintain appropriate distance from one another. As much as possible, students will remain in their classrooms to limit traffic in the hallway, and teachers will travel between classrooms.

Reyna’s Weekly Gold Schedule (In-Person on Wednesday and Friday)

<u>Monday</u> Groups Blue and Gold will be Remote and Asynchronous	<u>Tuesday</u> Group Gold Remote	<u>Wednesday</u> Group Gold In school	<u>Thursday</u> Group Gold Remote	<u>Friday</u> Group Gold In school
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Example of what Reyna’s Daily Schedule as a 9th grader may look like. Exact times of classes are still being determined.

	1	2	3	4	5	6	7	8	9	10	11
CLASS	English 9	Living Env.	Health	Chorus	Chorus	Lunch	Living Env. Lab	Phys. Ed.	Study Hall	Algebra	Spanish 3

Just as students and teachers collaborate at the beginning of each year to establish classroom norms, expectations, and routines, Reyna and her classmates learn to adhere to physical distancing guidelines and other public health mitigation strategies, such as how to properly wear face coverings and reminders that students will wear masks the entire day with the exception of break times in designated areas.

Just before lunchtime, a staff member delivers hot meals to Reyna’s classroom for students who have ordered them. The school nurse ensures the teacher is aware of any students’ food allergy care plans. In addition to washing their hands upon arrival at school, Reyna and her classmates wash their hands multiple times during the day, including immediately before and after eating lunch. They do not share their food.

On Tuesdays and Thursdays, Reyna participates in distance learning activities and logs in during her classroom times. In comparison with distance learning during the previous school year, distance learning during the new school year is different for Reyna and other students. During the 2020-2021 school year, she participates in more synchronous (live, interactive, on-line) learning experiences than in the spring of 2020. She also spends more time during the 2020-2021 school year on asynchronous (independent, without live interaction) distance learning when she is not at school than she did in the spring of 2020. The school takes daily attendance every school day, even for students who are not at school physically.

She uses her Chromebook to complete her assignments independently. Each week, Reyna devotes approximately 40 minutes per class when working asynchronously, for a total of up to 4-6 hours per week. To guide her work, she relies on Google classrooms where she has access to all of her courses, due dates, and resources for all of her distance learning, both synchronous and asynchronous.

On Mondays, no students attend in-person classes. On that day, Reyna participates in asynchronous learning activities for each class. On Mondays as well as her remote days, Reyna has an opportunity to meet with her teachers during their designated Office Hours. Classroom teachers work with co-teachers to ensure IEP accommodations and instructional goals are addressed. Teachers monitor student engagement, attendance, and grades to communicate with students and families in order to ensure student academic success. Teachers also rely on the school's support teams and the administration to ensure students receive the social-emotional support they need.

Reyna also participates in student government and is the 9th grade Vice President. She has joined the "9th Grade Student Government" Google Classroom and collaborates with the other class officers and the class advisor to plan virtual spirit weeks and other activities to promote school spirit in the school building and online.

AACS communicates regularly with parents regarding its instructional and public health precautions, including physical distancing and frequent cleaning protocols. Reyna's parents regularly access eSchool, which provides information to families regarding assignments, assignment scores, and whether any activities are overdue. The Remind App may also be used to communicate with teachers. Webinars will provide parents information regarding how to support their children's learning in their education.

The teachers at Reyna's school receive support from their colleagues, the principal, and district-level staff. They participate in professional learning facilitated by their school regarding teaching in a blended model that involves a combination of distance learning and in-person learning. Reyna, her parents, and all of her teachers recognize that AACS focuses on progress (not perfection) and embraces a whole-person, whole-life mentality. We look forward to a time when conditions do not significantly limit options for in-person learning by requiring a reduction in building occupancy.

