

A Week in the Life of an Alfred-Almond Elementary School Student

Hybrid: A combination of in-person and remote learning.

Bobby is a fourth-grade student at Alfred-Almond Elementary School. Bobby's parents chose the hybrid model for his instruction. If Bobby's parents chose the remote learning model, it would look like this: learning would occur asynchronously and synchronously. Asynchronous learning is when instruction and learning do not happen at the same time for all learners. Students can access learning at a time that works for them and their families. Regardless of the setting, teachers will be expected to provide learning resources and tasks in Google Classroom, and/or ClassDojo. 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, Google Classroom, and/or ClassDojo during a specific time.

Like most students, he attends class at school two days a week (Tuesday and Thursday), and he participates in remote learning the other three days a week. Bobby, like all students, engages in remote learning on Mondays. One of Bobby's neighbors is a first-grade student who also participates in a combination of in-person and remote learning, using a Chromebook that she received from the school. The parents of another child who lives near Bobby have chosen to enroll their child in the 100% remote learning option offered by AACCS.



In comparison with remote learning during the previous school year, remote learning during the new school year is very different for Bobby and other students. During the 2020-2021 school year, he participates in more synchronous (live, interactive, on-line) learning experiences than in the spring of 2020. He also spends more time during the 2020-2021 school year on asynchronous (independent, without live interaction) learning when he is not at the school than he did in the spring of 2020. His schedule for the week is more consistent and more structured. Grades are assigned to Bobby's work. His teacher takes daily attendance every school day, even for students who are not at school physically.

Bobby rides the bus to and from school each Tuesday and Thursday. Student occupancy of Bobby's bus is limited to appropriately space students throughout the bus. Bobby enters the bus wearing a face covering and he sits in his own row. No students sit in the seats in front or behind or next to him. Students also sit in alternating rows on the other side of the bus. If Bobby had siblings, they would be allowed to sit with him.

When the bus arrives at school, Bobby and his peers wait for a school staff member to let them know that it is their turn to exit the bus. Other staff members supervise students arriving at the school by car. After exiting the bus, Bobby and other students may take turns speaking with staff members who ask them 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.

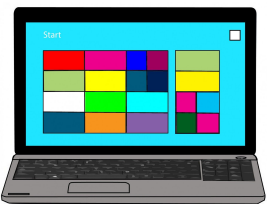


Bobby is in Mrs. Pink's class. Mrs. Pink has 18 students in her class. No more than 10 students are assigned to be in her class on any one day. Mrs. Pink provides in-person instruction four days a week.

Bobby's Schedule

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
120 minutes of asynchronous work time over the course of the day	Reading PE Reading Specials Recess and Lunch Math Science Social Studies	120 minutes of asynchronous work time over the course of the day	Reading PE Reading Specials Recess and Lunch Math Science Social Studies	120 minutes of asynchronous work time over the course of the day

On each day with in-person instruction, the students in Mrs. Pink's class who are not present for in-person learning join the students who are physically at school via Zoom for 30 minutes of synchronous (live, interactive, on-line) learning near the start of the school day. A portion of synchronous learning on this day includes a lesson from Second Step, a social-emotional learning curriculum used by the district. Just as students and teachers collaborate at the beginning of each year to establish classroom norms, expectations, and routines, Bobby and his classmates learn to adhere to physical distancing guidelines and other public health precautions, such as how to properly wear face coverings and handwashing procedures. There are markings on the floor and signs throughout the building to help Bobby and his classmates maintain an appropriate distance from one another.



Bobby's teachers and school staff establish opportunities for students to assume leadership roles through the school's Positive Behavioral Interventions and Supports (PBIS) framework. Just before lunchtime, a staff member delivers hot meals for students who have ordered them. In addition to washing their hands upon arrival at school, Bobby and his classmates wash their hands multiple

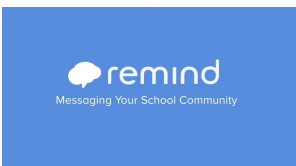
times during the day, including immediately before and after eating lunch. They do not share their food.

Bobby participates in at least one “special” (art, music, PE) each day he comes to school. On Monday, Wednesday, and Friday, Bobby participates in remote learning activities. He uses his Chromebook to join 30 minutes of synchronous learning near the start of these school days. He engages in 120 minutes of independent (asynchronous) remote learning on these days, 30 minutes more than if he were in kindergarten through grade 2. To guide his work, he relies on a personalized schedule of activities that his teacher prepared for his cohort.

On Mondays, all students participate in remote learning without attending school in-person. On Mondays, Bobby participates in a 30-minute whole-group live, interactive (synchronous) learning activity at the start of the day and sometimes a 20-minute, small-group synchronous distance learning activity. He also participates in 120 minutes of asynchronous (independent, without live interaction) distance learning activities drawn from his in-class work. In addition to providing up to two hours of small group instruction that day, Mrs. Pink uses the time for planning and student/parent office hours.



Bobby’s school communicates regularly with the parents of the students regarding its instructional and public health precautions, including physical distancing and frequent cleaning protocols. Communication apps used at Bobby’s school are Remind and ClassDojo. Bobby’s parents regularly access Google Classroom and eSchool, which provides a variety of information to students and families regarding the learning of Bobby and other K-12 students, including information regarding assignments, assignment scores, and whether any activities are overdue.



The teachers at Bobby’s school receive support from their colleagues and the principal. They participate in professional learning facilitated by their school regarding teaching in a blended model, which involves a combination of remote learning and in-person learning.

They also use wellness resources designed for adults. The blended instruction that is provided is not the same as the instruction that was provided before the closure of schools. Nonetheless, significant teaching and learning occur under the new approach. Bobby is meeting new friends, connecting with old friends, and growing as a person. Bobby, his parents, and Mrs. Pink recognize that AACSD focuses on progress (not perfection) and embraces a whole-person, whole-life mentality. They each look forward to a time when conditions allow full-time, in-person learning.

