



LEAH HALDERSON '23  
PHOTO COURTESY OF LEAH HALDERSON



LEAH HALDERSON '23  
PHOTO BY MADELYN ANDERSON

# A-DAY VS B-DAY SEPARATION

Friends become strangers as the Hybrid A/B schedule divides the school by last names

**A**s the 8:50 bell rang to begin classes on the first Monday at Buffalo High School, students and staff fell into their routines. However, this year the hallways were filled with traffic cones instead of bustling conversations. Many students kept their heads down, quickly texting their friends what to expect as the building was now at half capacity.

This new system, called Hybrid Learning, was a result of the COVID-19 pandemic. Split into "A-Day" and "B-Day", BHS students only attended school two days a week, the remaining days were spent online. Although students were disappointed that they were unable to see all of their peers, which school day was superior quickly became a heated discussion point.

"The only reason I really love B day is because of Mondays at home," **Parker Ryan '21** said. "I work on the weekends so not having to go right to school early on Monday is nice."

Although A-Day students had to attend school every Monday morning, they discovered a new sense of independence and responsibility in their school day compared to last year.

"The atmosphere is kind of chill, but also way different from last year," **Leah Halderson '23** said. "No one is hanging out or talking before school, everyone is just kind of going to classes right away."

While A and B students maintained a lively

debate on which class was preferred by teachers and how manageable the afternoon parking lot rush was, they all agreed on one thing; the feeling of emptiness from the hallways followed them into their classrooms.

"It's very quiet [in class]," Halderson said. "No one is really talking. A lot of it is just the teacher talking. I have my lesson for like the first 40 minutes and after that I usually just hang out because I have nothing else to do."

Even if the rivalry students were able to attend school at the same time, the chairs and desks spaced six feet apart and tape marking off areas on the floor would still affect their attitudes. No matter what day of the week, a stillness washed over the building until students removed their masks at the end of the day.

"At school I'm focused on schoolwork, but also mindless the whole day until I get to cross country," Ryan said. "Then I get the dang life back in me."

"I feel ready to go home when I leave," Halderson added. "I'm kind of relieved."

When the 3:25 bell rang to draw a conclusion to the first week of hybrid learning at BHS, students went home with brains full of unanswered questions. However, the query of what school day is better seemed minimal compared to their hopes of one day learning and laughing with all of their friends again.

-Madelyn Anderson & Grace Bruhn

## Surviving the SPLIT

Friends seek ways to connect after the alphabet divides them



**Remembering the Past** The hybrid schedule split up Emily Barter '22 (right) and Ellie Millard '22 (above), leaving them to find new ways to connect outside of school, including driving around listening to their favorite music. They missed the way they could improvise before the pandemic. "My favorite memory was from the winter when we went to a hockey game," Barter said. "After, we called a few friends to go bowling but it was completely full so we decided to go to a movie instead. It was a really lowkey day but was super fun." "It sucks not being able to see someone that I'm used to seeing everyday," Millard said. "I definitely feel like I never see her anymore because of all of this. We still always try to make time for each other though." Photos by Grace Bruhn

