



Date: June 26, 2020  
To: Navigator Schools Board  
From: Kevin Sved, CEO  
Subject: Proposed 2020-21 Hybrid Model

The COVID-19 crisis is having and will continue to have a major impact on public schools. Navigator Schools created a task force to plan for operating in 2020-21 based on the best information we have available to us at this time. [This guidance](#) from the California Department of Education (CDE) was released on June 8, 2020 and is still under review. Our commitment is to provide the best education possible under the difficult circumstances while adhering to state and county health department requirements to reduce the spread of COVID-19. We will keep our students, staff, and school communities as safe as possible.

We are planning to operate with the following scenarios:

- 1) We will continue with distance learning. This may be required if it is not deemed safe to reopen, if we have confirmed cases that necessitate closing after reopening, or if families choose to keep children in a distance learning program.
- 2) We will operate a hybrid model with social distancing in place, with 12-16 students in a classroom at a time. This would require staggered scheduling on school sites with an AM group and a PM group, with distance learning for the remainder of the student's schedule.

It is important to note that information and guidance related to COVID-19 can change quickly. Additionally, we must also be able to adapt to changing situations in the local context.

Task force work was distributed among the following committees: Academics, Fiscal Impact, Stakeholder Engagement, Human Resources, and Operations. The result from the Fiscal Impact Committee was the development of the proposed 2020-21 budget that incorporates a 10% reduction in Local Control Funding Formula (LCFF) per-pupil funding and additional expenses related to COVID-19 such as personal protective equipment. The Operations Committee developed a draft [manual](#) to operate schools in the fall, and it is now focused on implementing that plan. Reports from the Academics, Stakeholder Engagement, and Human Resources Committees were provided in the June 16, 2020 board packet.

These are the key elements of the proposed hybrid model that staff recommends for Board adoption:

- 1) Hybrid schedule with on-site AM and PM sessions four days a week, with a full distance learning option for parents
- 2) Continued use of team-teaching for core subjects
- 3) Formal Board review of the hybrid model no later than October 6, 2020

These recommendations are further discussed below.

#### Four-day Hybrid Schedule with AM and PM Sessions

Staff have considered a variety of options for providing instruction with social distancing guidelines that limit the number of students per classroom to 12-16. Ultimately, the model we are recommending is a half-day model so that we can engage students in person as many days as possible with the highest leverage face-to-face instruction taking place four days per week. Full-day models with two days of instruction each week are easier for logistics, including transportation and cleaning, but this format would not be as effective instructionally.

In the half-day model, students in each grade will be divided into four groups (usually we have two classes per grade level). Two groups would attend class in the morning and the two other groups would attend in the afternoon. An example is provided in Table 1 below.

Table 1. Sample Half-day Schedule

	<b>2nd Grade Group 1</b>	<b>2nd Grade Group 2</b>	<b>2nd Grade Group 3</b>	<b>2nd Grade Group 4</b>
8:15-11:30	Face-to-Face on Campus	Face-to-Face on Campus	Distance Learning	Distance Learning
11:30-12:30	AM groups: pick up Classrooms: CLEANING and DISINFECTING PM groups drop off			
12:30-3:30	Distance Learning	Distance Learning	Face-to-Face on Campus	Face-to-Face on Campus

In this scenario, school sites would be closed to students and most staff one day per week so that deep cleaning can take place. On the day that the school site is closed, students will be engaged in distance learning. Professional development, coaching, and planning time for teachers would also be scheduled on this day of the week. Wednesday, the traditional day for professional development at Navigator, is the preference of Support Office leadership, as it also allows staff to make mid-week adjustments. However, preliminary feedback from parents after a virtual town hall meeting on June 17, 2020, indicates that arranging childcare for Fridays may be less difficult than Wednesdays. A survey has been sent to parents and staff to help guide the final on-site instructional schedule of M, T, TH, F or M-Th.

The aforementioned parent survey will also provide parents with an opportunity to request an AM or PM preference and to indicate whether they are a first responder or essential worker. In the event that there are more requests for either AM or PM than can be accommodated, staff recommends a random lottery system be implemented, with the following priorities provided: (1.) Students with IEPs (2.) Children of staff members, and (3.) Children of first responders or essential workers (subject to verification).

### Continued Use of Team-Teaching for Core Subjects

We currently have two teachers at each grade level, dividing curriculum into two core areas. One teaches math and science as part of STEM. The other teaches reading, writing, and social studies as part of humanities. By dividing the curriculum up this way, we decrease the amount of intellectual prep time required from the teachers. Teachers deliver curriculum more effectively when they are able to focus their preparation on fewer subjects.

This model has been a key part of the success of Navigator students. However, in the COVID-19 environment, it is necessary to consider a self-contained model as a way to reduce the risk of spreading the virus. While the core subject model requires teachers to interact with up to 60 students each day, a self-contained class will reduce that number by half. Guidelines regarding cohorts recommend that teachers and students be limited to “the extent practicable.” We believe that changing our subject-based model is not practicable, particularly when considering the new curriculum that is being added to adjust to the distance learning and hybrid environment. We will minimize the risk of infection by having our students stay in cohorts and in the same room, with teachers moving from class to class as described in Table 2.

Table 2. Teacher Rotation

	2nd Grade Group 1, Room A	2nd Grade Group 2, Room B
8:15-9:45	STEM Teacher	Humanities Teacher
9:45-9:55	Break	
9:55-11:15	Humanities Teacher	STEM Teacher

In the COVID-19 environment, most middle and high schools will continue to have single-subject teachers teaching multiple groups of students (often as many as 180). Most of these schools will also be minimizing spread by keeping student cohorts together and keeping students in the same classroom while teachers change rooms throughout the day. Table 3 shows a more detailed sample schedule.

Table 3. Detailed Sample Schedule

	Face to Face Instruction		
	Distance Learning		
	Monday, Tuesday, Thursday, Friday		Wednesday
AM Group (8:15-11:15)	Community Meeting	Community Meeting	<ul style="list-style-type: none"><li>Teacher Planning</li><li>Distance Learning</li><li>Clubs</li></ul>
	Group A1 ELA	Group A2 STEM	
	Group A1 STEM	Group A2 ELA	
	Cleaning/ Staff Lunch	Cleaning/ Staff Lunch	
PM Group (12:15 -3:15)	Community Meeting	Community Meeting	
	Group B1 ELA	Group B2 STEM	
	Group B1 STEM	Group B2 ELA	
	Cleaning		
	Home Study (Blended and Reading Primarily)		Cleaning

### **Board Review of the Hybrid Model**

During the Board Meeting on June 16, 2020, it was suggested that a formal review of the proposed academic and operational plans be reviewed and evaluated, so that adjustments can be made if necessary. It is proposed that an evaluation be discussed at the October 6 Board meeting (or earlier if deemed necessary).

### **Recommendation**

It is recommended that the Board approve the proposed operating plans for 2020-21, including the following:

- 1) Hybrid schedule with on-site AM and PM sessions four days a week, with a full distance learning option for parents
- 2) The selection of one non-site day per week of either Wednesday or Friday delegated to the CEO
- 3) The use of a lottery to determine AM or PM placements in the event that parent requests cannot be accommodated, with priorities given to students with IEPs, children of staff members, and children of first responders or essential workers (subject to verification).
- 4) Continued use of team-teaching model for core subjects
- 5) Formal review of hybrid model no later than October 6, 2020 NS Board Meeting