



# Public Forum

Thursday, February 27, 2020

6 – 7:30 p.m.

# Forum Agenda

- Timeline of events
- Status Report
- Decision Review
- Meeting Mandates
- Supporting Students
- Q & A

# Forum Protocol

While information is presented:

- Actively listen
- Assume goodwill
- Speak respectfully
- Honor Q & A process

# Overview of Timeline

- 2/3 – GSC electrical fire
- 2/4 – Initial contact with VDOE
- 2/4 – Restoration contract issued
- 2/6 – Repair timeline established
- 2/7 – Initial plan released
- 2/8 – Public forums
- 2/11 – Grafton students back in school

# Overview of Timeline

- 2/11 – New VDOE information
- 2/12 – Adjustment planning began
- 2/17 – Additional damage discovered
- 2/20 – Inclement weather
- 2/25 – Revised plan released

# Contributing Factors

- Additional State Guidance
- Students' Best Interests
- Worst-Case Scenario

# Status Report

# Status Report

- Investigation
- Electrical Damage
- Smoke Damage
- Restoration Progress
- Expenses



# Electrical Damage



# Smoke Damage



# Restoration Progress





# Status Report

- Investigation
- Electrical Damage
- Smoke Damage
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- Expenses

# Decision Review

# Selecting Best Strategy for Returning to School

- TregoED Decision-Making Protocol
  - Established 15 criteria including non-negotiables
  - Evaluate 9 strategies against criteria
  - Consider risks of top strategies
  - Select best option



# Original Criteria Examples

- Ensure student safety
- Meet state seat time requirements
- Maintain student enrollment in regional programs
- Deliver special education services
- Have adequate plant infrastructure
- Minimize impact on families
- Protect transportation feasibility
- Maximize extra-curricular and athletic programs
- Ensure equitable access to technology

# Options Considered and Rejected

- Use non-school sites/portables (2)
- Dividing students between multiple schools (2)
- Split day schedules
- Alternating weeks



# Adjustment Planning

- Current schedule – extended day
- GSC students in another building one day a week
- Split day schedule
- 4<sup>th</sup> quarter relocation with alternating days

## Best Option – Alternate Days w/Relocation

- When in school, more like a regular day
- More Instructional hours earlier in the calendar
- Less demand on host school infrastructure (parking lots, meeting spaces, teacher work spaces, food service)

# Best Option – Alternate Day w/Relocation

- Space for additional student support outside the instructional day, especially those without technology resources at home
- Supported specialty programs (NHREC, SOA, etc.)
- Less demand on already stressed transportation system

# Decision Outcome

- All six schools reach 990 instructional hours mandate
- Students maintain as consistent a schedule as possible over the remainder of the year
- Opportunities for face-to-face instruction are captured

# Meeting Mandates

# State Requirements

- Standard School Year – 180 teaching days or 990 instructional hours (Code of VA 22.1-98)
- Standard Unit of Credit – 140 clock hours of instruction for each high school credit bearing course. (8VAC20-131-110)

# State Requirements

## State Code 22.1-98

*When emergency situations result in closing of school for 6 days or more, the school must make up first 5 plus 1 for each 2 days missed in excess of the first 5 by adding days to the school calendar or extending the length of the school day.*

# State Requirements

## Waiver – State Code 22.1-98

*The request shall include evidence of efforts that have been made by the school division to reschedule as many days as possible and certification by the division superintendent and chairman of the local school board that every reasonable effort for making up lost teaching days or teaching hours was exhausted before requesting a waiver of this requirement.*



# Blended Learning

- Began immediate exploration
- State guidance
  - Supplemental tool
  - Student access to devices and technology, student accountability, requirements for instructional rigor through interactive, supervised virtual instruction

# Instructional Matters

- Curriculum Pacing
- Student Support/Remediation
- SOL & AP testing
- Specialty Programs
- Graduation

# Questions and Answers

# Q & A Process

- Tables in Commons for case-specific questions
- Most common questions
- Open the floor to questions
- 1 question per speaker at a time
- Mutual respect



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