

Danville City Schools

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ARP ESSER Plan

This plan has been developed to comply with the U.S. Department of Education's requirement that each LEA that receives ARP ESSER III funds submit a plan that describes how it will use ARP Act ESSER III funds.

Section 1: Introduction

The purpose of the American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) III Fund is to help safely reopen and sustain the safe operation of schools and address the impacts of COVID-19 on the nation's students by addressing students' **academic, social, emotional, and mental health needs**. Danville Public Schools (DPS) has been awarded \$29,674,337.01 in ESSER III funds. This plan describes how the awarded funds will be used. Questions about this plan should be directed to Danville Public Schools at 434.799.6400.

Questions regarding the ESSER Application and other uses of funds under Section 4 should be directed to Sharon Barksdale, Director of Finance, at the following email address: sbarksdale@mail.dps.k12.va.us or Catia Greene, Director of Federal Title Programs and Instructional Support, at the following address: cgreene@mail.dps.k12.va.us.

Questions regarding unfinished learning under Section 3 of this plan should be directed to Sharon Barksdale, Director of Finance, at the following email address: sbarksdale@mail.dps.k12.va.us or Takiwi Babalola, Chief Academic Officer, at the following email address: tbabalola@mail.dps.k12.va.us.

Questions regarding the health and safety components under Section 2 and 3 of the plan should be directed to Ms. Renita Townes, Coordinator of School Health and Wellness, at the following email address: rtownes@mail.dps.k12.va.us or Mr. William Chaney, Director of School Safety and Security, at the following email address: wchaney@mail.dps.k12.va.us.

Questions regarding social, emotional, and mental health needs under Section 5 of the plan should be directed to Dr. Marva Tutt, Director of Student Support Services, at the following email address: mtutt@mail.dps.k12.va.us.

Danville Public Schools' response to COVID is addressed in sections 2 and 3 of this document.



Section 2: Prevention and Mitigation Strategies

ARP Act ESSER III funds may be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent [Centers for Disease Control and Prevention \(CDC\) guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning. Danville will use approximately \$2,657,769.61 of its ARP Act ESSER III funds to implement prevention and mitigation strategies as described below.

Danville Public Schools has taken and will continue to take actions to ensure the health and safety of students, educators, and other school and division staff during and following the return to full in-person instruction five days per week for the 2021-2022 school year. New guidance from the Virginia Department of Health (VDH) and Virginia Department of Education (VDOE) allows school divisions to make locally-informed decisions on masking and other mitigation strategies to prevent the spread of COVID-19 in schools. During the July 15 and August 5, 2021 meetings, the Danville School Board approved a recommendation brought forth by Director of School Safety and Security, William Chaney, on mitigation strategies for the 2021-2022 school year.

The approved protocols included the following:

- All staff, students and visitors will wear masks.
- Students will maintain a 3 to 6 feet physical distance.
- Desk/face shields will be used.
- Cafeteria shields will be installed.
- Frequent hand sanitizing.
- Frequently touched surfaces will be cleaned and sanitized regularly.
- The COVID-19 daily dashboard on the DPS website will be reset with the new school year.
- Contact tracing will be conducted immediately upon notification of a positive case.
- Hygenica machines will be used to sanitize the schools.

All staff are required to wear masks, regardless of vaccination status. Masks are required on all buses, and buses will be full capacity.

For athletics, all spectators will be required to wear masks at indoor sporting events, and capacity will be limited at 70 percent to allow for extra space. Coaches and athletes are not required to wear masks during competition, but those not actively participating should have a minimum of three feet physical distance. DPS recommends that unvaccinated spectators at outdoor sporting events wear masks, but mask usage will not be mandated outside.

All athletes and coaches will wear masks while traveling on buses. Any COVID related issues among athletes will be addressed immediately. By order of the Virginia High School League, visiting teams are to obey COVID protocols of the hosting team.



Decisions on the mitigation strategy for the upcoming school year were informed by information provided by the local health department, evaluating levels of community disease transmission, and school-level vaccine coverage for students and adults. In addition, the CDC now recommends students, staff, and visitors wear masks in schools, regardless of vaccination status. DPS encourages eligible students and staff to be vaccinated, as vaccines are a critical prevention strategy. The division will continue to work with the Virginia Department of Health and monitor updates related to local COVID-19 data. Guidance can be accessed at :

- https://www.danvillepublicschools.org/c_o_v_i_d_i_n_f_o,
- [https://go.boarddocs.com/vsba/dps/Board.nsf/files/C4XPHX64B85A/\\$file/Covid%207-15-21.pdf](https://go.boarddocs.com/vsba/dps/Board.nsf/files/C4XPHX64B85A/$file/Covid%207-15-21.pdf),
- [https://go.boarddocs.com/vsba/dps/Board.nsf/files/C5LS527097AF/\\$file/COVID%208-5-21%20\(1\).pdf](https://go.boarddocs.com/vsba/dps/Board.nsf/files/C5LS527097AF/$file/COVID%208-5-21%20(1).pdf), and
- [https://go.boarddocs.com/vsba/dps/Board.nsf/files/C62M9Z590C80/\\$file/Copy%20of%20COVID%2019%20Update.pdf](https://go.boarddocs.com/vsba/dps/Board.nsf/files/C62M9Z590C80/$file/Copy%20of%20COVID%2019%20Update.pdf).

Additional guidance for the 2021-2022 school year (and beyond) will continue to be followed as updates from the CDC, VDH, and VDOE are provided. An overview of efforts following safety recommendations established by the Centers for Disease Control and Prevention have also been outlined below:

Universal and Correct Wearing of Masks

The State Health Commissioner issued a Public Health Order requiring masks to be worn by all individuals age 5 and older in indoor instructional settings in Virginia schools until July 25th. On August 12, the State Health Commissioner issued a Public Health Order requiring all students, teachers, staff, and visitors age 2 and older to wear a mask indoors in private and public PreK-12 school settings, regardless of vaccination status. This is consistent with [the latest recommendations from the CDC](#) for mask use by students and staff in school settings regardless of vaccination status; and the rapidly growing number of COVID cases in Virginia, largely attributed to the highly contagious Delta variant.

Modifying Facilities to Allow for Physical Distancing

Every effort will be made to maintain appropriate distance between students, teachers, staff, and visitors. Students will maintain a 3 to 6 feet physical distance. Desk/face shields will be used. Cafeteria shields will be installed.

Handwashing and Respiratory Etiquette

Schools will continue to teach and reinforce handwashing with soap and water for at least 20 seconds. If soap and water are not readily available, hand sanitizer will be used. Staff and students will be encouraged to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.



Cleaning and Maintaining Healthy Facilities

Cleaning and disinfecting of frequently touched surfaces within the school and on school buses will be conducted to ensure cleanliness of all areas. Danville Public Schools will ensure that ventilation systems operate properly, increase circulation of outdoor air as much as possible, and that ventilation is adequate when using cleaning and disinfection products to prevent inhalation of toxic fumes. Cleaning and disinfecting products will be safely used and stored. Frequently touched surfaces will be cleaned and sanitized regularly. Hygienic machines will be used to sanitize the schools.

Contact Tracing, Isolation and Quarantine

School nurses will continue to provide guidance to schools regarding isolation and quarantine guidelines. Danville Public Schools continues to work directly with the local health department to adjust guidelines and practices to ensure alignment with most recent guidance. Community-specific data, as reported by the Virginia Department of Health, will continue to be monitored and reviewed daily by the division. If there is a confirmed case of COVID-19 in the school(s), the school division will work closely with the local health department to determine a course of action and appropriate notification.

Diagnostic and Screening Testing

During the 2021-2022, employees exposed or testing positive for COVID will have their care directed by their healthcare professional or the health department. Each employee is required to have a note to return to work. Each employee will need to provide documentation of positive results. Students will need a healthcare professional or the health department note to return after exposure or a positive diagnosis. Parents will need to provide documentation of test results. Tracing will be done by the school nurses. Once notified of positive cases, they will contact all within the school system who may have been exposed. They will make their results known to me and their principals. Appropriate letters will be sent out from the schools. Once the positive is identified and tracing is started, that information is sent to Renita Townes, Coordinator of School Health and Wellness, who will then forward the positive information to the health department. The COVID-19 daily dashboard on DPS' website will be updated regularly.

In summary, Danville Public Schools has utilized CARES ESSER I, II, and III funds for prevention and mitigation strategies. More specifically funds have been allocated to include but not limited to the following: the purchase of the Personal Protective Equipment (PPE), signage, sanitization equipment and supplies, stipends for nurses (early return and coordination of vaccinations and testing), GPS tracking systems for buses to support contact tracing, substitutes to cover teachers for vaccination appointments, feeding kiosks, E-hall passes, and controlled access points. In addition, the following positions will be funded: Security Officers at elementary and middle schools to ensure the adherence of CDC guidelines; additional Instructional Paraprofessionals to assist with contact tracing; and bus attendants to ensure social distancing.

Efforts to Provide Vaccinations to School Communities

Danville Public Schools continues to promote and notify families of community vaccination clinics. The Virginia Department of Health's Pittsylvania/Danville Health District and Averett



University, with the support of local COVID-19 response partners, held a COVID-19 vaccination clinic on Saturday, August 21 at Averett University Student Center. This clinic focused on the K-12 vaccination needs, but was open to all.

Most recently, Danville Public Schools and Piedmont Access to Health Services (PATHS) coordinated efforts to provide more opportunities for families to get vaccinated. A COVID-19 vaccine clinic for anyone ages 12 and up will be located at the George Washington High School auditorium., by appointment only, on Saturday, Oct. 16 from 10 a.m. to 2 p.m. COVID vaccines and mandated vaccines will also continue to be offered to students via the PATHS Mobile Health Clinic at multiple locations throughout the community.

Danville's School Board unanimously voted to require all students taking part in extracurricular activities to either take a COVID-19 test twice a week or become vaccinated. This requirement will become effective October 1. The COVID-19 tests will be provided at no cost through Unity Mobile Health. Information regarding local vaccination clinics can also be accessed by families on the division's website at [Danville Public Schools: Vaccinations](#).

Appropriate Accommodations for Children with Disabilities (with respect to health and safety policies)

The previously established exemptions to the mask mandate continue under the new Public Health Order. This follows the expiration of Executive Order 79, requiring students age 5 and older to wear masks when indoors in K-12 instructional settings, which expired at 11:59pm on Wednesday, June 30, at the end of the declared state of emergency.

Coordination with State and Local Health Officials

Through all phases of reopening, Danville Public Schools will follow guidance provided by the Governor's Office, the Virginia Department of Education, the Virginia Department of Health, and the the Virginia Department of Health's Pittsylvania/Danville Health District. Community-specific data, as reported by the Virginia Department of Health, will continue to be monitored and reviewed daily. If there is a confirmed case of COVID-19 in the school(s), the school division will work closely with the local health department to determine a course of action and appropriate notification. Any decision related to a reduction in face-to-face classes, a complete school closure, or a complete division closure will be based on guidance and direction from the Virginia Department of Health, and the Virginia Department of Health's Pittsylvania/Danville Health District.

Section 3: Addressing Unfinished Learning

Section 2001(e)(1) of the ARP Act requires each LEA to use twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. Danville Public Schools will use approximately \$5,934,867.40 (20% of total grant) as well as an additional \$120,000 of its ARP Act ESSER III funds to address unfinished learning as described below.



Administrators, teachers, and staff will address unfinished learning through the implementation of evidence-based interventions, such as summer learning/summer enrichment, comprehensive afterschool remediation programs along with small group and individual intervention opportunities during the school day. Additional funding is requested to provide stipends for teachers and Educational Support Personnel to address learning loss. Danville's calendar for the 2021-2022 and 2022-2023 school year will provide opportunities to improve student academic outcomes through summer school opportunities for students and additional instructional time during the 2021-2022 and 2022-2023 school year. In order to support staff, professional development was provided during the summer of 2021 and will be provided during specified days in October 2021 and February 2022. The Calendar Committee was comprised of representatives from each school site and including both educators and parents of students.

In addition, Danville allocated CARES ESSER I, ESSER I (Set-Aside), ESSER II, and ESSER II (Learning Loss) funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. Using ESSER II (Learning Loss) funds in the sum of \$62,702.59, Danville Public Schools will address identified learning loss in the areas of targeted remediation, extension, and enrichment as well as extended learning time. Remediation and recovery efforts will be tailored to the unique academic needs of each learner based on current assessments and provided via a variety of engaging summer programs. Summer learning opportunities will be prioritized based on multiple factors including student need and achievement data using equity as a decision point when determining summer learning focus areas. Tiered systems of support will be adjusted to meet increased student needs for summer programs that offer extension and remediation activities that support student academic achievement. Curriculum will focus on student mastery of priority standards and address learning gaps, while remaining grounded in research based instructional practices that support deeper learning. Programs will provide opportunities for advancement and access to rigorous learning experiences for all students based on individual needs. In addition, the supplemental programs will allow opportunities to address social emotional needs and to enhance communication skills in a post-COVID environment. It will be critical for DPS to ensure that students continue to develop critical social-emotional skills in a socially distanced world. As a result, DPS' extended learning opportunities will allow administrators and teachers to not just rethink existing approaches to social learning but to also teach children to navigate the new social skills that are needed for life in a post-COVID setting.

Program descriptions include: 1. Fine Arts Program/Creative Arts Program (Aesthete Academy). The program would begin with a two week summer camp to create foundational skills and expose students to the various arts. The program would carry over into the school year twice per week after school to provide enrichment activities that enable students to grow academically, socially, emotionally, and culturally in a post-COVID setting. The focus will include visual arts, photography, dance, theatre, choral music, and instrumental music while



incorporating a standards-based curriculum that focuses on student mastery of priority standards. The program's curriculum will address learning gaps, while remaining grounded in research based instructional practices and access to rigorous learning experiences for all students based on individual needs. 2. Camp Kaleidoscope will provide summer enrichment activities to students with cognitive disabilities. Activities will promote academic, social, and emotional growth focused on the whole child in a post-COVID environment. 3. Project Based Learning (PBL) Camp for Academically Gifted Students for Reinforcement and Recovery of Research and Data analysis skills. Two week summer camp for identified AG students in grades 3-8. 4. K-5 Dual Language/Immersion (DL/I) Summer camp (English/Spanish) whose purpose is to promote language acquisition for multilingual learners (English/Spanish) while promoting intercultural competence in today's diverse educational settings. Research indicates that students from DL/I programs perform higher than their monolingual peers in reading, writing, math and science.

Summer learning opportunities will be prioritized based on multiple factors including student need and achievement data using equity as a decision point when determining summer learning focus areas. By addressing learning loss above and beyond the traditional school and summer school setting, Danville Public Schools will be able to attract more targeted populations of students. Thus, providing multiple opportunities to close achievement gaps. The timeline is as follows: June 2021-June 2022 will include planning for implementation (Committees for each program will meet to assess needs, identify students, identify/develop the appropriate curriculum, and to plan logistics for each respective summer program). Funds will pay for stipends for committee members as well as any contracted services for planning. June 2022-July 2022 will include full implementation of summer programs and program evaluation. This implementation cycle will be mirrored during the 2022-2023 school year as well.

Using ESSER III funds, Danville Public Schools Danville will set aside funds to address learning loss in the following manner: 1. Employee stipends to address learning loss through 5 additional days in Danville's instructional calendar. 2. Stipends for curriculum writers to address learning loss in the development of curriculum and assessments 3. Stipends for extended summer programs to implement evidence based interventions and enrichment opportunities to students in grades K-12. Stipends will be used to recruit and incentivize teachers to participate in the planning and implementing of activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students. Danville Public Schools will also provide online courses for students through Virtual Virginia. Virtual Virginia will provide students with opportunities for instruction that incorporates daily synchronous opportunities and asynchronous learning experiences. Community tutors will also provide tutoring services at 5 locations throughout the community.



Section 4: Other Uses of Funds

Section 2001(e) of the ARP Act permits school divisions to use the ARP Act ESSER III funding not reserved to address unfinished learning to address the impacts of COVID-19 in a variety of ways. Danville Public Schools will use approximately \$20,961,700 of its ARP Act ESSER III funds in accordance with Section 2001(e) of the ARP Act as described below.

Danville Public Schools (DPS) is requesting funding in the amount of \$8,961,516 to renovate an existing building, John M. Langston. The renovation will allow the division to address the impact that COVID-19 has had and continues to have in the local community. There are currently six elementary schools, two middle schools, two high schools, one alternative program, and one Virtual Academy in the school system to accommodate approximately 5,853 students to date. More specifically, DPS will be equipped to better address the needs of face-to-face learners, in grades K-12, while also adhering to CDC guidelines. Due to the social distancing requirements, Danville Public Schools has been faced with the need to accommodate and maintain adequate class sizes that ensure the safety of all stakeholders. In order to increase opportunities for face-to-face learning and to maximize social distancing efforts, in all K-12 buildings, more classroom space is needed in all K-12 schools. Overcrowded classrooms (as a result of social distancing) threatens the health and safety of occupants of each school facility or limits the use of the facility. In some instances, teachers of Exploratories and Specials, are implementing a push-in model due to classroom space being prioritized for teachers of core content areas.

Renovation of Langston (an already existing building) would allow the expansion of face-to-face learning for students throughout the division, in grades K-12. Essentially, Langston would address each school's overcrowding issues. The Langston site would not be a 13th school. More specifically, the site would physically house the overflow of students in each of the division's K-12 school buildings. Each base-school building would still be responsible for its zoned students. For example, Forest Hills, a K-5 school, has already reached its building capacity at certain grade levels (as it relates to ensuring social distancing guidelines). Every classroom and modular is currently occupied. If enrollment numbers continue to increase during the school year, the availability of Langston would allow the overflow of students to be housed at the Langston campus for face-to-face instruction. Langston would offer the opportunity to address such needs for all K-12 schools if there was a need to accommodate the overflow of face-to-face students due to social distancing guidelines.

Schools are facing increased enrollment of face-to face students with limited space in buildings. For example, GLH Johnson currently has an increased enrollment of 442 face-to face students and Woodberry has an increased enrollment of 349 face-to face students. These numbers do not include students attending the Virtual Academy. G.L.H. Johnson Elementary School was placed into service in 1952. It is approximately 57,640 square feet, sharing 11 acres with a newer adjoining pre-school. Five mobile classrooms have been added to meet pre-Covid requirements but are not adequate to sustain.

In addition, Woodberry Hills Elementary School is a single-story building that opened in 1926. It is approximately 38,922 square feet and sits on 13 acres. The school was originally built for a student capacity of 397. Seven mobile classrooms have been added to meet pre-Covid requirements. Like GLH Johnson, the building does not meet the ANSI 117 (ADA) requirements. There have been no upgrades to infrastructure since building the structures.

Both schools are faced with building capacity issues due to the return of 4th and 5th grade students previously zoned for Woodrow Wilson Intermediate School. Although both schools have modulares, the land is neither suitable or adequate, at either site, to add more modulares. In addition, the existing modulares will not accommodate the additional students in a manner that will address the social distancing requirements resulting from the pandemic. Due to the pandemic, class sizes have had to be reduced considerably to ensure social distancing requirements. With decreased class sizes, schools have also had to accommodate additional teachers. Modulares at both schools are approximately 35 years old and will require major work to upgrade. Examples such as Woodberry and GLH Johnson are exemplified throughout K-12 schools in the division.

The renovation of JM Langston will reduce risk of virus transmission and exposure to environmental health hazards. In addition, improved air quality will support student health needs. The renovation of the Langston campus will improve the indoor air quality, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, as well as window and doors. There is no request for land acquisition.

John M. Langston is currently an underutilized school facility with the capacity to support occupancy of approximately 2,220 students. In 2014, Danville Public Schools commissioned Spectrum Design to prepare an "Existing Facilities Assessment" of JM Langston School. JM Langston High School was constructed in its current location (228 Cleveland Street) in 1956. The original construction comprised five buildings. In 1963, an additional classroom building was constructed on the campus. The facility has undergone many changes in use throughout its life, including Langston Junior High School, Langston Focus School, Danville Alternative Program, and currently The Rise Academy. The last renovation was in 2001. As noted in the Executive Summary of the report, Langston is not currently utilized to its capacity. The building currently has 33 classrooms (support and specialized instructional spaces, such as art rooms, are not included in the classroom calculations).

Despite its capacity, there is a great need to address the repairs and improvements of the school. For example, there are visible cracks in the outermost layer of the roof's polyfoam coating. Roof drains are not sealed properly. There are numerous areas within the buildings where roof drains and associated piping are leaking in the ceiling. In order to fully address the

water penetration issues, an extensive roof replacement is required. Major renovation to the existing roof is needed.

Building repairs and improvements, including but not limited to the roof, are needed to enable the operation of the school, to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in the school facility, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement; as well as various other activities are necessary to maintain the operation of and continuity of services.

Danville Public Schools will also use approximately \$5,437,184 of its ARP Act ESSER III funds in accordance with Section 2001(e) of the ARP Act through the purchase educational technology (including hardware, software, and connectivity) for students that aids in regular and substantive educational interactions between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Due to the impact from COVID, Danville Public Schools has experienced difficulty in recruiting and retaining licensed and classified employees. Funding will be allocated to fund retention stipends for all employees. Such funding will ensure that Danville Public Schools is able to maintain operations and continuity of services and continue to recruit as well as retain existing staff. In addition to the retention stipends, funds will be allocated to provide stipends to approximately 250 elementary and middle school teachers to seek a local reading endorsement and to agree to a 2-year retention commitment with Danville Public Schools. Endorsements will provide teachers with the content knowledge and skills to address reading deficits due to learning loss. Teachers will agree to a 2-year commitment with DPS, thus ensuring retention during a critical shortage time.

During the 2021-2022 and 2022-2023 school year, Danville Public Schools will offer face-to-face and virtual options. More specifically, Danville Public Schools will operate the I.W. Taylor Virtual Academy for students who opt for a virtual setting. ESSER III funds will be allocated to provide instructional resources specific to remote learning.

In addition, ESSER III funds will be allocated for contracted services to complete a facility study, digital floor plan, to develop a plan to mitigate the spread of COVID and meet CDC recommendations using existing structures.

Section 5: Addressing Students' Academic, Social, Emotional, and Mental Health Needs

Danville Public Schools will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students, and particularly those



students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. School closures have exacerbated racial disparities in education. National assessment data indicates that students, on average, started school this fall, about three months behind in mathematics. Black and Hispanic students were about three to five months behind in learning while white students were approximately one to three months behind. In reading, students were one month and a half behind historical averages. The COVID-19 impact was greater for Black and Hispanic students than for their white and Asian peers, and for English-language learners and students with disabilities. Students in these groups also demonstrated a slower rate of growth during the first half of the 2020-21 school year. Although Danville Public Schools has made significant efforts to address learning loss, to address digital inequities, and to improve remote learning; disparities in student achievement are still evident.

Using ESSER II (Learning Loss) funds in the sum of \$62,702.59, Danville Public Schools will address identified learning loss in the areas of targeted remediation, extension, and enrichment as well as extended learning time. Remediation and recovery efforts will to be tailored to the unique academic needs of each learner based on current assessments and provided via a variety of engaging summer programs. Summer learning opportunities will be prioritized based on multiple factors including student need and achievement data using equity as a decision point when determining summer learning focus areas. Tiered systems of support will be adjusted to meet increased student needs for summer programs that offer extension and remediation activities that support student academic achievement. Curriculum will focus on student mastery of priority standards and address learning gaps, while remaining grounded in research based instructional practices that support deeper learning. Programs will provide opportunities for advancement and access to rigorous learning experiences for all students based on individual needs. In addition, the supplemental programs will allow opportunities to address social emotional needs and to enhance communication skills in a post-COVID environment. It will be critical for DPS to ensure that students continue to develop critical social-emotional skills in a socially distanced world. As a result, DPS' extended learning opportunities will allow administrators and teachers to not just rethink existing approaches to social learning but to also teach children to navigate the new social skills that are needed for life in a post-COVID setting.

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In addition to prioritizing the health and safety of students and staff as school buildings reopen, the social emotional well-being of students, their families and school division staff are a top priority for Danville Public Schools. ESSER II funds were specifically allocated to fund 5 Social Workers, or Pupil Personnel Specialists, to address such needs. An amount of \$282,547.44 including additional costs for benefits was included in the grant.

Additional funding is requested to provide stipends for teachers and Educational Support Personnel to address learning loss. Danville's calendar for the 2021-2022 and 2022-2023 school year will provide opportunities to improve student academic outcomes through summer school opportunities for students and additional instructional time during the 2021-2022 and 2022-2023 school year. In order to support staff, professional development was provided during the summer of 2021 and will be provided during specified days in October 2021 and February 2022. The Calendar Committee was comprised of representatives from each school site and including both educators and parents of students.

Danville Public Schools will also fund FEV Tutor, an online tutoring service, in core content areas to students and families. Funds will also be allocated for CARES teachers. CARES will be

used to minimize class sizes during face-to face instruction, in an effort to adhere to CDC guidelines

To address social and emotional needs, ESSER III funds will be requested to purchase contracted services to include four-day contracted workshops on “Responsive Classrooms” for all elementary and middle schools in the amount of \$231,000. “Responsive Classroom” is an evidence-based approach that focuses on social-emotional learning while addressing academics, positive community, effective classroom management, and developing mental awareness.

Lastly, Danville Public Schools’ ESSER III funds will be requested to purchase instruments with necessary accessories for grades K-12. Replacement of musical instruments will ensure adherence to CDC guidelines relative to sanitization and mitigation. In addition, the purchase will allow for more opportunities for individual student use.

Section 6: Consultation with Stakeholders and Opportunity for Public Comment

In developing the ARP ESSER Plan, Danville Public Schools conducted consultation in the following ways:

- With stakeholders, including: students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff, and their unions;
- With Tribes (if applicable); civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and
- By providing the public the opportunity to provide input by completing a brief [survey](#) and taking such input into account.

Section 7: Making the Plan Available to the Public

Danville Public Schools has taken the following steps to make this plan available to the public:

- The plan is posted at https://www.danvillepublicschools.org/c_o_v_i_d_i_n_f_o;
- The plan is available in Spanish;
- The plan may be orally translated for parents. Contact Mrs. Anna Fulton, Coordinator of LIEP Instruction at 434.799.6400 to request translation; and
- Upon request, a parent who is an individual with a disability as defined by the ADA may be provided with the plan in an alternative format accessible by contacting Mr. Marcus Chaney, Director of Instructional Technology and/or Dr. Tia Hairston, Director of Services for Exceptional Children at 434.799.6400.