

## **Danville Public Schools**

### **Return to School Instructional Plan 2020-21**

Danville Public Schools (DPS) is in a continuous planning process to support and grow a robust virtual learning program for its students. To enhance distance learning capabilities and ensure a consistent level of educational services to students, a Learning Management System (LMS), Canvas, is being implemented along with a division-wide assessment system. The fall reopening includes the ongoing development of professional learning with Canvas LMS that will unify our online learning and curriculum delivery using a series of integrated tools to enhance student learning. The draft instructional plan includes building out the LMS Canvas Standards of Learning (SOL) aligned modules using DPS Curriculum Units of Study. Training for the use of this system by all stakeholders will be supported by a train the trainer model that teachers participated in this summer. Consultants from Educational Resource Group (ERG) will work with each school to support teacher learning of the Canvas LMS (See Attached Work Plan and DPS Professional Learning Plan). An integrated system for monitoring student achievement will be deployed within Performance Matters. The online assessment system with SOL-aligned item banks will allow teachers the opportunity to monitor the student learning whether at school or home. Finally, the DPS Return to School Instructional Plan 2020-2021 offers parents the opportunity to select two educational delivery models to include the returning to a hybrid face-to-face in-person learning program and an all distance learning program. All students, except Preschool, will return to virtual instruction. Preschool students will attend school Monday-Thursday and Thursday- Friday. On Wednesdays, teachers will work on lesson development, collaborate regarding student progress, attend professional learning and the building will be deep cleaned along with student toys. For grades K-12, teachers will teach virtually from their classrooms. All K-12 students will be assigned to their teachers by program choice (Virtual or Face-to-Face). Mid-September, the superintendent will make the decision based upon the spread of COVID-19 and the phase the state of Virginia is in at that time. When schools open, students who are assigned to the Face-to-Face Program, will transition with their teachers to face-to-face instruction. Transition to the face-to-face program will occur gradually using a week to week timeframe to ensure that safety measures are followed. Phase 1- Week 1: K-3, special education self-contained and high school seniors; Phase 2 - Week 2: Elementary: Grades 4-5; Middle School: Grade 6; High School: Grade 9; Phase 3 - Week 3: Middle School: Grades 7-8; High School: Grades 10-11

Students who are in the 100% Virtual Program will not have any changes to their schedule or teacher. Students cannot change programs or transportation choices until the end of the semester. At any time, students can move from face-to-face to virtual with their teachers.

## Educational Delivery Models

### 1st Nine Weeks Face-to-Face Instruction for Preschool

Level	Monday	Tuesday	Wednesday	Thursday	Friday
Pre-K	Face-to-Face Instruction	Face-to-Face Instruction	Teacher planning, professional learning, and contact with parents. buildings and toys deep cleaned	Face-to-Face Instruction	Face-to-Face Instruction

### 1st Nine Weeks Virtual Learning for Grades K - 12

Level	Monday	Tuesday	Wednesday	Thursday	Friday
Grades K-5	Virtual Instruction	Virtual Instruction	School Assignments at home	Virtual Instruction	Virtual Instruction
Grades 6-8	Virtual Instruction	Virtual Instruction	School Assignments at home	Virtual Instruction	Virtual Instruction
Grades 9-12	Virtual Instruction	Virtual Instruction	School Assignments at home	Virtual Instruction	Virtual Instruction

### Elementary School Weekly Schedule Face-to-Face for Grades K - 5

*(Students will start the school year virtually. During the first 9 weeks, the COVID-19 numbers in Danville/Pittsylvania County and the Phase of the State of Virginia will determine when face-to-face instruction will start. Students will be brought back in gradually.)*

Level	Monday	Tuesday	Wednesday	Thursday	Friday
Grades K-3 SWD, EL	Face-to-Face	Face-to-Face	School Assignments at home	Face-to-Face	Face-to-Face
Grades 4-5 Group A	Face-to-Face	Virtual Instruction	School Assignments at home	Face-to-Face	Virtual Instruction

Grades 4-5 Group B	Virtual Instruction	Face-to-Face	School Assignments at home	Virtual Instruction	Face-to-Face
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### **Middle School Weekly Schedule Face-to-Face for Grades 6,7,8**

*(Students will start the school year virtually. During the first 9 weeks, the COVID-19 numbers in Danville/Pittsylvania County and the Phase of the State of Virginia will determine when face-to-face instruction will start. Students will be brought back in gradually.)*

Level	Monday	Tuesday	Wednesday	Thursday	Friday
Grades 6-8 Group A	Face-to-Face Instruction (4 classes & 2 electives)	School Assignments At Home	School Assignments At Home	Face-to-Face Instruction (4 classes & 2 electives)	School Assignments At Home
Grades 6-8 Group B	School Assignments At Home	Face-to-Face Instruction (4 classes & 2 electives)	School Assignments at home	School Assignments At home	Face-to-Face Instruction (4 classes & 2 electives)

### **High School Weekly Schedule Face-to-Face for Grades 9,10,11,12**

*(Students will start the school year virtually. During the first 9 weeks, the COVID-19 numbers in Danville/Pittsylvania County and the Phase of the State of Virginia will determine when face-to-face instruction will start. Students will be brought back in gradually.)*

Level	Monday	Tuesday	Wednesday	Thursday	Friday
Grades 9-12 Group A	Face-to-Face Instruction (4 classes)	School Assignments At Home	School Assignments At Home	Face-to-Face Instruction (4 classes)	School Assignments At Home

Grades 9-12 Group B	School Assignments At Home	Face-to-Face Instruction (4 classes)	School Assignments at home	School Assignments At home	Face-to-Face Instruction (4 classes)
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In both models, teachers will return to curriculum planning practices, delivery of instruction, and assessment of student learning, and will be asked to put as much as possible in Canvas to ensure we can quickly move from in-person to virtual and back as necessary due to COVID conditions. Teachers will continue to use a variety of core instructional and supplemental materials/resources. Conversations have been held with principals and will be discussed with teachers about how teachers will work with parents and students during the online teaching process. It will be important to explain learning activities and expectations so that students and parents understand the learning objectives. Collaborative Learning Teams (CLTs) will be assigned to co-plan and co-teach processes as appropriate. All students will be instructed according to their needs with appropriate supports, supplemental aids, and accommodations, in alignment with the implementation of EL (English Learner) Service Delivery Plans, Individual Education Plans (IEP), 504 Plans, as well as, other academic, social/emotional, and behavioral support plans. To ensure that students receive instruction on curriculum standards not taught during the school closure, teachers will utilize unit pretests to determine student learning needs and scaffold skills as needed. Following the close of schools in March of 2020, Content Specialists for the core SOL compiled information on standards that had not yet been taught. That information was used to adjust the curriculum and pacing for the first nine weeks of school to ensure that there are no instructional gaps for students.

Teachers of students with disabilities, and teachers of EL students shall offer virtual instruction and/or face to face support at specifically communicated times, as well as ensure they are fulfilling the ongoing expectation that they continue to co-plan for supports, scaffolds, and accommodations as are appropriate and possible under distance learning conditions for their students. Teachers who serve small groups in the self-contained special education class setting shall continue to plan and provide instruction and learning activities and/or resources that support each student's needs. Supports for students with disabilities will be provided in alignment with the student's IEP. In support of the full range of learners, gifted education teachers shall do the same. Specials such as Art and physical education instruction and support will be scheduled throughout the week instead of occurring all on one day.

Expectations to successfully navigate teaching and learning include:

1. All teachers will utilize Canvas as their primary instruction, student learning, and communication platform.
2. Teachers will communicate the same message and information by multiple means; Canvas, email, social media, phone calls, recorded messages, Google Meet or even the

mail as appropriate. We must demonstrate our ongoing commitment to teaching, leading, and learning.

3. All students and families receive virtual and/or in-person/(Face-to-Face) sessions twice per week with each teacher.
4. While Canvas will be the new primary virtual learning management system, teachers may use Google Meet for live virtual learning sessions with students.
5. Teachers will use resources developed and provided by the Division. It is important to start with as few resources as possible so that teachers, parents and students can learn how to use the resource before being introduced to another one. Textbooks will also be used to support student learning at home.
6. All students are instructed and/or supported in their learning by all assigned teachers.
7. Collaborative learning teams will remain on the same page through the continued use of the collaboration and communication tools provided by the Division and/or Canvas.
8. Teachers will be flexible with students and families who experience challenges due to the pandemic or distance learning. Supporting all students and families for success is expected.
9. Co-planning and Co-teaching protocols will be designed for student learning support between partner teachers, teachers of students with disabilities, related service providers, and gifted education teachers. The Office of Exceptional Children (OEC) will provide various supports in co-teaching remote models with general education instruction staff. Training will be provided for co-teaching special education teachers from Virginia Tech T/TAC on teaching strategies in a remote co-teaching program. Case managers will communicate with parents to ensure the IEP is compliant with delivery of services and conduct IEP meetings when necessary. When the IEP is amended, written permission will be required before implementation. In addressing service minutes by grade level, EL teachers will provide direct language instruction for a minimum of 15 minutes daily in grades K-4, a minimum of 30 minutes of direct instruction for ELs in grades 5-8 and the required scheduled classes in grade 9-12 based on the students' proficiency levels and semester schedules. Additional time will be provided through collaborative instruction in Math and English Language Arts classes in grades K-8. At the high school level, additional resource time will be available on Wednesdays or scheduled individually by the EL specialists. Finally, Wednesdays will be used for developing the EL plans, collaborating with grade level teachers and professional development. Specific schedules will be developed by the EL teacher. Lessons will be assigned following instruction to assess student progress and acquisition of English language. Assessments will be conducted at a minimum of every two weeks to monitor progress of learning objectives.
10. Students will be provided multiple and varied opportunities to strengthen and demonstrate new and previous learning. It is planned that when approved, the Literacy Lab will provide opportunities for remediation in reading at the elementary level at E.A. Gibson, GLH Johnson, Park Avenue, and Woodberry Hills Elementary Schools. The Literacy Lab is a Virginia Reading Corps program that embeds full-time, trained tutors in high-need elementary schools to deliver daily, evidence-based reading interventions to students who have reading deficits. The organization works with the Virginia Department of Education's Office of School Quality to provide support to high-need divisions and ensure quality program outcomes and fidelity to the evidence-based model. The model includes:
  - a. Full-time, trained tutors placed in elementary schools for full academic year

- b. A tutor who works 1:1 with students in grades K-3, with a caseload of 15-20 students
  - c. School-based coach who provides support to tutors, aligns interventions with school literacy resources and strategies
  - d. 10 interventions focused on phonics and fluency skills
  - e. 20-minute intervention session, 5 days/week
  - f. Triannual benchmark assessments, weekly progress monitoring
  - g. Exiting criteria. Students are “exited” from the program after 3-5 consecutive progress monitoring scores above upcoming benchmark
  - h. Options for face-to face, hybrid, and predominantly virtual tutoring sessions.
11. Teachers will provide a variety of student learning choices to sustain student interest and meet the needs of the full range of learners.
  12. Teachers will design a variety of student experiences and learning activities that include ones that require technology and ones that do not require technology.
  13. Teachers and school leaders will complete all required training sessions/modules for Canvas and Performance Matters.
  14. Teachers will take attendance and document student participation in all virtual instruction and learning. There will be meaningful interactions between students and staff that allow feedback or input from the student and parent on successes and challenges.
  15. Schools will regularly verify and update contact information for each student and their family/guardian.
  16. Continued learning is expected of teachers and leaders in a variety of ways. Learning will be supported by the division content specialists, coaches and ERG consulting firm. A plan for every professional learning event will include setting and communicating the expectations of the professional learning event, training, review expectations and set up “look fors” and “ask abouts” for observation of implementation, guided teacher practice, expected changed behavior/skill, evaluation through observation or data confirming consistent implementation with quality.
  17. To ensure a consistent virtual experience for all students, the following are the recommended schedules for all schools at each level.
    - a. Elementary, middle, and high schools will offer students daily live virtual instruction.
    - b. Elementary schools will offer students 240 minutes per day, four days a week, virtual instruction in the four core content areas. (Language Arts (including small group instruction), Math, Science, and Social Studies). The daily schedule will consist of virtual instruction, independent practice, formative assessments, remediation, problem-based and project based projects. Structured breaks will be offered in the schedule (snack time, recess, lunch, etc.).
    - c. Elementary students will also receive instruction in special classes such as art, music study, and physical education.
    - d. Middle schools will offer students 50 minutes of virtual instruction per class period per day, four days a week, based on the schedule. The daily schedule will consist of virtual instruction, independent practice, formative assessments, remediation and problem-based and project based projects. Structured breaks will be offered in the schedule (snack time, recess, lunch, etc.). The students will also

receive instruction in special classes such as art, music study, CTE and physical education.

- e. High Schools will offer students four 60 minutes block classes per day, four days a week, and 240 minutes per class per week. It will consist of virtual instruction, independent practice and formative assessments, remediation and problem-based and project based projects. Structured breaks will be incorporated throughout the class period. Teachers will also offer virtual office hours (a minimum of 30 minutes per day) each of the 4 days.

## Elementary Virtual Schedule

Virtual Learning (Mondays, Tuesdays, Thursdays & Fridays) Assignments at home (Wednesdays)		
Time	Teacher Instruction	Student Activity
8:30-8:45	<b>Morning Meeting/Social Emotional Learning Activities</b>	
8:45 – 10:45	<b>Reading/Social Studies</b>  45 minutes of teacher-led direct instruction; 30 minutes of face-to-face of lesson closure and review and feedback	Student independent work; small group instruction (45 minutes)
10:45-11:00	<b>Break</b>	
11:00-12:30	<b>Math/Science</b>  45 minutes of teacher-led direct instruction (Science and Math); 20 minutes of Google Meet for lesson closure and review and feedback in math and science	Student independent work; small group instruction (25 minutes); EL and SPED support
12:30 – 1:30	<b>Lunch/Recess</b>	
1:30 – 2:15	<b>Specials Rotation – By grade level Music/Art/PE/Media/Counselor</b>  20 minutes of teacher-led instruction  *Rest of school will be in an academic class	Student independent work/ activities (25 minutes)
2:15 – 2:30	<b>Break/Recess</b>	
2:30 – 3:00 End of School Day	<b>Intervention/Response to Intervention (RtI)/Enrichment – 30 minutes</b>  English Learners (EL)/ Special Education (SPED)/ Gifted and Talent Development (AG & TD)/ Enrichment Instruction	Individualized student support in reading and/or math

3:00 – 3:30

**Student/Family Conferences**

Teacher feedback and support

## Elementary Hybrid Schedule

<b>Group A – At School (Mondays &amp; Thursdays)</b> <b>Group B – Virtual Learning (Tuesdays &amp; Fridays)</b> <b>Assignments at home (Wednesdays)</b>		
<b>Time</b>	<b>Teacher Instruction</b>	<b>Student Activity</b>
8:30-8:45	<b>Morning Meeting/Social Emotional Learning Activities</b>	
8:45 – 10:45	<b>Reading/Social Studies</b> 45 minutes of teacher-led face-to-face instruction; 30 minutes of face-to-face of lesson closure and review and feedback	Student independent work; small group instruction (45 minutes); EL and SPED support
10:45-11:00	<b>Break</b>	
11:00-12:30	<b>Math/Science</b> 45 minutes of teacher-led direct instruction; 20 minutes of face-to-face of lesson closure and review and feedback	Student independent work; small group instruction (25 minutes); EL and SPED support
12:30 – 1:30	<b>Lunch/Recess</b>	
1:30 – 2:15	<b>Specials Rotation – Music/Art/PE/Media/Counselor</b> 20 minutes of teacher-led instruction	Student independent work/ activities (25 minutes)
2:15 – 2:30	<b>Break</b>	
2:30 – 3:00 End of School Day	<b>Intervention/ Response to Intervention (RtI) - 30 minutes</b> English Learners (EL)/ Special Education (SPED)/ Gifted and Talent Development (AG & TD)/ Enrichment Instruction	Individualized student support in reading and/or math
3:00 – 3:30	<b>Student/Family Conferences - 30 minutes</b>	Teacher feedback and support/ Student Family Conferences

## Middle School Virtual Schedule

### Sample 6th Grade Student Virtual Schedule

Virtual Learning (Mondays, Tuesdays, Thursdays & Fridays)			
Assignments at home (Wednesdays)			
Period	Times	Core	Notes
1	9:00 - 9:15	VTSS/PBIS	
2	9:20 - 10:10	Exploratory- Art	
3	10:15 - 11:05	Exploratory- PE	
Lunch	11:10 - 11:40		
4	11:45 - 12:35	Mathematics 6 <ul style="list-style-type: none"> <li>● 20 minutes Face to Face</li> <li>● 15 minutes Independent Practice/Small Group</li> <li>● 15 minutes Formative Assessment</li> </ul>	SpEd/OEC Support <ul style="list-style-type: none"> <li>● 15 minutes (small group and/or individualized support)</li> </ul>
5	12:40 - 1:30	Language Arts 6 <ul style="list-style-type: none"> <li>● 20 minutes Face to Face</li> <li>● 15 minutes Independent Practice/Small Group</li> <li>● 15 minutes Formative Assessment</li> </ul>	SpEd/OEC Support <ul style="list-style-type: none"> <li>● 15 minutes (small group and/or individualized support)</li> </ul>
6	1:35 - 2:25	Science 6 <ul style="list-style-type: none"> <li>● 20 minutes Face to Face</li> <li>● 15 minutes Independent Practice/Small Group</li> <li>● 15 minutes Formative Assessment</li> </ul>	
7	2:30 - 3:20	Social Studies/History 6 <ul style="list-style-type: none"> <li>● 20 min Face to Face</li> <li>● 15 minutes Independent Practice/Small Group</li> <li>● 15 minutes Formative Assessment</li> </ul>	

## Sample 6th Grade Student Hybrid Schedule

<b>Grade 6</b>	
<b>Time</b>	<b>Group A - At School (Monday &amp; Thursday) Group B- At School (Tuesday &amp; Friday)</b>
7:05-7:25	Arrival, Breakfast, Homeroom
7:25 - 7:45	VTSS/PBIS Expectations Activity
7:45-8:43	Face-to-Face, 1 <sup>st</sup> Core (Group A: Mon. & Thurs., Group B: Tues. & Fri.) Math
8:45 - 9:33	Exploratory 1
9:35 - 10:16	Exploratory 2
10:18 - 11:24	Face-to-Face, 2 <sup>nd</sup> Core (Group A: Mon. & Thurs., Group B: Tues. & Fri.) RELA
11:25 - 11:50	Lunch
11:52 - 12:55	Face-to-Face, 3 <sup>rd</sup> Core (Group A: Mon. & Thurs., Group B: Tues. & Fri.) Science
12:57 - 2:00	Face-to-Face, 4 <sup>th</sup> Core (Group A: Mon. & Thurs., Group B: Tues. & Fri.) History

- The EL teacher will provide direct language instruction to ELs during the exploratory time at each school. (ELs at Bonner Middle School will receive direct instruction during Exploratory 1 and the ELs at Westwood Middle School will receive direct instruction during Exploratory 2)
- Ellevation Math Primers will continue to support ELs throughout the Hybrid model.

## High School - Virtual Schedule

<b>(Monday, Tuesday, Thursday, and Friday)</b>			
<b>Class</b>	<b>Start</b>	<b>Finish</b>	<b>Time</b>
1st Block	9:30	10:45	1 hr 15 min
Break	10:45	10:55	10 min
2nd Block	10:55	12:10	1 hr 15 min
Lunch	12:10	12:50	40 min
3rd Block	12:50	2:05	1 hr 15 min
Break	2:05	2:15	10 min
4th Block	2:15	3:30	1 hr 15 min

- Live face to face instruction by DPS teachers.
- Blocks will be divided into whole group, small groups, and individual instruction
- Students will be working virtually with the teacher and completing individual assignments
- Daily attendance taken
- Graded assignments
- SPED, 504's, and ELs will receive classroom accommodations

<b>Sample 9th Grade Student Schedule</b>		
	<b>Fall Semester</b>	<b>Spring Semester</b>
1st Block (9:30 - 10:45)	Algebra 1 - Part 1	Algebra 1 - Part 2
Break (10:45 - 10:55)		
2nd Block (10:55 - 12:10)	Health / PE 9	Computer Information Systems
Lunch (12:10 - 12:50)		
3rd Block (12:50 - 2:05)	Spanish 1	English 9

Break (2:05 - 2:15)		
4th Block (2:15 - 3:30)	Environmental Science	World History I

- Students will take 4 classes in the fall semester and another 4 classes in the spring semester. This affords students the opportunity to earn 8 credits per year
- High schools have ELs enrolled in scheduled courses during the first and second semesters. These classes will be implemented in accordance with the specific schools. EL specialists will work with the Algebra 1 teachers to incorporate Ellevation Math as part of the students' LIEP. EL students who are not scheduled in ESL classes during a semester will have individually scheduled resource time with the EL specialist on Wednesday hours.

### High School - Hybrid Schedule

Time	Group A	Group B
Block 1 (8:22 - 9:54)	Monday & Thursday	Tuesday & Friday
Block 2 (10:00 - 11:30)	Monday & Thursday	Tuesday & Friday
Block 3/Lunch (11:36 - 1:39)	Monday & Thursday	Tuesday & Friday
Block 4 (1:45 - 3:20)	Monday & Thursday	Tuesday & Friday
Wednesdays	All students will complete school assignments at home.	

- One-half of students attend school **two** days a week
  - Group A- students attend Face-to-Face instruction Monday and Thursday with students completing school assignments at home Tuesday, Wednesday and Friday
  - Group B- students attend Face-to-Face instruction Tuesday and Friday with students completing school assignments at home Monday, Wednesday and Thursday.
- Students assigned to the Danville Alternative Program will attend Monday, Tuesday, Thursday and Friday
- Students assigned to the Extended Day Alternative Program will attend Monday, Tuesday, Wednesday and Thursday

### Division-wide Wednesday Schedule (K-12 teachers)

Time	Teacher Schedule
1.5 hours	Department and Grade Level Meetings (collaborative planning and student performance discussion)
2 hours	District Professional Development/Data and student performance review
1 hour	Student and parent check ins (email, questions,etc.)

2.5 hours	Teacher Planning (face-to-face, home assignments and grading student assignments) and Lunch
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### Division-wide Wednesday Schedule (K-12 students)

Time	Student Schedule
3.5 hours	Assignment Completion
1 hour	Tier 2 & 3 Support
2 hours	Student check ins (email, questions,etc.)
Afternoon Session	Assignment Completion

### ISAEP(TEEN GED) - Hybrid Schedule

Time	Student Activity
12:00 - 1:30	Jobs for Virginia
1:30 - 3:15	Personal Finance and Reading Instruction
3:15 - 3:30	Student Lunch
3:30 - 5:00	Skills Based Classes Different Part time Teachers(Rotation of classes based on TABE testing results--Reading,, Math, Science, Social Studies, Personal Finance)
5:00 - 5:30	Teacher Check In with students (Email, Phone, Google Classroom)

- School Day 12:00 - 5:30
- Students will need to schedule appointments for testing on GEDReady and Pearson GED sites for GED testing.

### Teen GED Student - Virtual Schedule

Time	Student Schedule	Student Activity
12:00 - 1:00	Jobs for Va.	20 - 25 minutes: Live, synchronous whole group instruction through Google Meet and Screencastify, 40 minutes: Independent learning or collaborative learning based on student needs

1:15 - 2:15	Personal Finance	20 - 25 minutes: Live, synchronous whole group instruction through Google Meet and Screencastify, 40 minutes: Independent learning or collaborative learning based on student needs
2:30 - 3:15	Reading	20 - 25 minutes: Live, synchronous whole group instruction through Google Meet and Screencastify, 40 minutes: Independent learning or collaborative learning based on student needs
3:30-4:15	Math	20 - 25 minutes: Live, synchronous whole group instruction through Google Meet and Screencastify, 40 minutes: Independent learning or collaborative learning based on student needs
4:15 -5:00	Science/Social Studies	20 - 25 minutes: Live, synchronous whole group instruction through Google Meet and Screencastify, 40 minutes: Independent learning or collaborative learning based on student needs

**Sample Adult Education Student - Virtual Schedule**

*(Each subject area class will follow the same guidelines for instructional delivery.)*

Time	Student Activity
20 - 25 minutes	Live, synchronous whole group instruction through Google Meet and Screencastify
40 minutes	Independent learning or collaborative learning based on student needs

- Hours of Operation: Monday - Friday, 9:00 - 6:00, Other hours by appointment and for announced classes
- Classes are taught by part time DPS licensed staff.
- Adults are placed in classes by levels based on TABE(Test of Based Education Skills) results in the areas of reading, math, science, and social studies.
- IET (Integrated Education Training) classes are also offered as a career pathway for our students which will be taught in the same instructional delivery model.
- Learning packets will also be available. (For example, the Women City Jail requires learning packets at this time due to the pandemic. No electronic devices can be used, and no instructors are allowed.)
- Students will need to schedule appointments for testing on GEDReady and Pearson GED sites for GED testing.

DPS conducted a parent and staff survey to determine need and there is a potential of 109 families interested in a community sponsored childcare opportunity for students/children. A listing with ~ 25 providers will be shared with the school board on Thursday, August 13. Additionally, division leadership has a meeting scheduled for tomorrow afternoon with City of Danville leadership to discuss items pertaining to child care options. Information from the meeting will be shared with the school board as well. The City of Danville is working to provide Cares funding as needed. The Parks & Recreation, Boys and Girls Club, YWCA, and Danville Community College have offered their assistance. DPS will construct a form for the agencies to complete for submission weekly that will in return be submitted to the City. This will provide a

system for tracing the service and assist the City of Danville with documentation for payment to the agencies.