

1. More positives:

You have captured the major items: increased graduation rates, doubled the number of schools accredited, improved teacher compensation resulting in more fully licensed staff, college enrollment rates increasing and increased numbers of students earning industry certificates. The short answer is that we are getting better not worse but that truly depends on what are considered appropriate positives. [News Coverage](#)

Additional information on the current year and long-term plans can be found at the following links:

- [2018-2019 Snapshot](#)
- [2018-2023 Strategic Plan](#)

Additional items are as follows:

Danville was named as Virginia's Fifth Certified Work Ready Community. This is largely the result of the investment in the precision machining programs including the program that began at GWHS in August of 2017. Links that provide additional information are as follows:

- [Media Coverage: The Gazette-Virginian](#)
- [ACT Work Ready Communities \(WRC\) – Danville](#)

Since 2011, Galileo High School has been named one of the 100 Best High Schools Teaching Financial Literacy. It was named 5th in 2018. Links are as follows:

- [100 Best W!se High Schools](#)
- [Department of Education News Release](#)

Improved Partnerships with Local Business, Community Partners and City Government

- Noblis: <https://noblis.org/danville-public-schools-and-noblis/>
- Smart Beginnings: [goDanRiver.com - Danville Register & Bee](#)
- Board/Council Cooperation: [goDanRiver.com - Danville Register & Bee](#)
- Averett University: [VirginiaFirst.com](#) and [WSET - ABC 13](#)

Career Connections Labs at O.T. Bonner and Westwood Middle Schools

- Media Coverage: [goDanRiver.com - Danville Register & Bee](#)

Danville Public Schools, as part of its regional collaboration with community colleges and higher education facilities, expanded capacity in feeder program and increased awareness of career opportunities in the fields of IT/Cyber, precision machining, welding, mechatronics/automation, and advanced materials by establishing Career Connections Labs that expose middle school students to hands-on learning opportunities linked with career exploration in each middle school. All students in grades 6, 7 and 8 will be exposed to the nine career pathways as they matriculate through middle school. The career connections labs will enable students to enter high school with a better understanding and readiness for careers in fields of IT/Cyber, precision machining, welding, mechatronics/automation, and advanced materials, health services and other career and technical education programs.

2. What are some needs going forward?

- a sustainable source for funding Danville Public Schools that takes into account the unique needs of our students and community. Perhaps establishing a target proportion of the city operating budget is a first step given the findings of the Multi-Year Planning Report for Danville Public Schools.
- a commitment to an ongoing and sustainable source for capital funding.
- a commitment to a significant source of funding to support intensive and ongoing professional learning, for all DPS staff, related to trauma informed care, cultural competence, and restorative justice (The School Success Pilot with Smart Beginnings at GLH Johnson is an example of the difference intensive and sustained PD can have for staff, students and families. The staff in that school have received an additional 63 hour of specialized training this year.

Ultimately, Danville Schools needs assistance in creating comprehensive wraparound services for children and families. DPS can provide some degree of support as indicated in a previous email, however, the statutory limits of the school division are defined as follows:

Code of Virginia §22.1-279.3: Parent Responsibility and Involvement Requirements

- A. *Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the standards of student conduct and attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.*
- B. *A school board shall provide opportunities for parental and community involvement in every school in the division.*
- C. *Within one calendar month of the opening of school, each school board shall, simultaneously with any other materials customarily distributed at that time, send to the parents of each enrolled student (i) a notice of the requirements of this section, (ii) a copy of the school board's standards of student conduct, and (iii) a copy of the compulsory school attendance law. These materials shall include a notice to the parents that by signing the statement of receipt, parents shall not be deemed to waive, but to expressly reserve, their rights protected by the constitutions or laws of the United States or the Commonwealth and that a parent shall have the right to express disagreement with a school's or school division's policies or decisions. Each parent of a student shall sign and return to the school in which the student is enrolled a statement acknowledging the receipt of the School Board's **Standards for Student Conduct** and the notice of the requirements of this section. Each school shall maintain records of such signed statements.*
- D. *The school principal may request the student's parent to meet with the principal or his/her designee to review the School Board's standards of student conduct and the parent's responsibility to participate with the school in disciplining the student and maintaining order, and to discuss improvement of the child's behavior and educational progress.*
- E. *In accordance with §22.1-277 of the Code of Virginia, the school principal may notify the parents of any student who violates a School Board policy when such violation could result in the student's suspension, whether or not the school administration has imposed such disciplinary action. The notice shall state (i) the date and particulars of*

the violation, (ii) the obligation of the parent to take actions to assist the school in improving the student's behavior, and (iii) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials.

- F. No suspended student shall be admitted to the regular school program until such student and his/her parent have met with school officials to discuss improvement of the student's behavior, unless the school principal or his/her designee determines that readmission, without parent conference, is appropriate for the student.*

Upon the failure of a parent to comply with the provisions of this section, the School Board may, by petition to the juvenile and domestic relations court, proceed against such parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior.

According to the National Technical Center for Positive Behavior and Supports, Wraparound services is a philosophy of care with defined planning processes used to build constructive relationships and support networks among students and youth and their families. It is a community based, culturally relevant, individualized, strength based and family centered. Wraparound plans are comprehensive and address multiple domains across home, school, and community, including living environment; basic needs; safety; and social, emotional, educational, spiritual, and cultural needs. Another feature of wraparound is that it is unconditional; if interventions are not achieving outcomes desired by the team, the team regroups to rethink the configuration of supports, services and interventions to ensure success at home, school and in the community. In summary, wraparound services are flexible, agile, and arranged to meet the unique needs of the students and their families. Please note that this is a team effort that includes resource beyond the school division. The school division serves as partner in this process.

In summary, I believe that there are enough resources across and among agencies in Danville including; social services, therapy based agencies, Danville Pittsylvania Community Services Board, non-profits and Medicaid funded entities to create an effective system of wraparound services. The school division, as described in a previous message, has some level of resources aimed at prevention, intervention, and supports however many of our efforts are limited primarily to educational services, compliance with laws related to conduct and truancy.

3. Provide an explanation regarding the location of the School Board Office and Galileo. Why have things changed?

On Tuesday, October 30, 2012, Dr. Sue Davis presented a 5-Year reorganization plan at a Joint Meeting of the Danville School Board and the Danville City Council that included the following timeline and school reconfiguration:

- **2013- 2014**
 - Close Glenwood, I.W. Taylor, and Woodrow Wilson
 - Consolidate three middle schools into two middle schools - Bonner and Westwood
 - Reconstitute E. A. Gibson (formerly a middle school) into an elementary school
 - Renovate and expand Forest Hills Elementary School
- **2014-2015**
 - Move 9 - 12 Alternative Education Program to the the current Galileo campus
 - Move Galileo to the Langston campus
- **2015- 2016**
 - Renovate Johnson Elementary School
 - Move the School Board Office to the Langston campus
- **2016-2017**
 - Renovate and update GWHS to include the stadium
 - Renovate and update Gibson Elementary School
- **2016 - 2017**
 - Ultimate Configuration of Danville Public Schools would include: 6 elementary schools, 2 middle schools, 2 high schools, 2 preschools, an alternative school and the School Board office on an existing school campus. **(Note: this is nearly identical to the current configuration of schools)**

Collectively, this plan would reduce operational costs by 4.5 million dollars. Additionally, the Danville School Board has eliminated 189.73 positions (103.57 teachers, 12.5 Administrators, and 77.66 classified/educational support employees) cumulatively from 2009 to 2014.

On December 6, 2012, the School Board considered the reorganization plan at its regular meeting and approved:

- Consolidating the middle school programs to two campuses
- Combining two elementary schools into one to create Gibson Elementary School
- Closing three elementary schools (Glenwood, Taylor and Woodrow Wilson)

The Board did not approve the plan to close the Galileo Campus or relocate the School Board Office.

In summary, it appears that Council members may have interpreted a recommendation/option that was discussed in the Joint Meeting on October 30, 2012 as an actual decision or promise. The record indicates that no formal action was taken by the Board to relocate the School Board Office to a site other than its current location.

Additionally, before occupying the current location, central staff were located in three distinct spaces- the Municipal Building; COA (central office annex); and COA-IAT. Central office staff consisted of a total of 89 staff persons housed at these locations. Once central office moved to the current location, many of staff members were assigned to school sites including: (ITRT's) Instructional Technology Resource Teachers, technology support staff; School Health Facilitator; SLP's; psychologists. Some positions were eliminated or positions/responsibilities were absorbed by another position. Currently there are 58 staff members working in central office including, two custodians.

Note: The lease agreement for the School Board Office expires on June 30, 2024. Perhaps one of the key components of the Education Compact is to identify a site that may be purchased as a permanent site for the School Board office.

4. Looking at demographics...what can be done to help/parents and families better serve our student population?

Note: Please see the response to question 2. I tried to provide an explanation regarding the statutory authority of the school division with regard to helping parents. Our scope of responsibility is primarily educational in nature. To do more would require additional staff, resources and possibly additional facility renovations.

5. Would you provide me the confirmation of our mutual commitment to begin the work of the Educational Compact as soon as possible with the goal of having an agreement in place by the beginning of next school year?

As Superintendent of schools, I am committed to partnering with you as City Manager to develop and Education Compact over the next several months that will serve as a framework for improving investments in public education. The Education Compact should include accountability measures that are aligned with both the Board and Council strategic goals including: improving graduation rates, improving the number of students who are earning industry certifications, improving the number of schools that are accredited, attracting and retaining talented staff, sustaining competitive compensation for staff, enhancing school facilities and investing in state of the art programs (i.e., IT/Cybersecurity, Advanced Manufacturing, Health Occupations, and other Career and Technical Education programs), and finding a permanent location for the Central Office.

Note: DPS had planned to open the IT/Cybersecurity Academy in the fall of 2019. These plans changed with the loss of capital funding for the current year. This investment may serve as a catalyst for attracting student to DPS as a destination school division.

6. Will DPS have enough carry-forward funds to help cover the cost of teacher pay increase last year?

No. DPS has identified \$600,000 in one-time expenditures for the upcoming budget (attached). Since over 97% of teacher positions are filled with fully-licensed teachers, carry-forward funding is no available to defray the cost. Teacher salaries are a recurring expense and require a sustainable funding source. A reliance upon carry-forward funds to cover the cost for salaries is not sustainable or fiscally prudent.