

**Virginia Department of Education  
School Division/LEA ARP ESSER Spending Plan**

**Introduction**

On October 24, 2022, Governor Glenn Youngkin and state education leaders presented to the public a [summary](#) of the 2022 National Assessment of Education Progress data for Virginia. The data indicate that Virginia had the most significant declines in reading and mathematics in the nation. [Our Commitment to Virginia's Children](#) is a seven step action plan to reverse the downward path of declining achievement and ensure that all children in Virginia have the tools and support structure to get back on track.

In Action Seven of the action plan, Governor Youngkin challenges school divisions to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning like: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses. Action Seven also directs the State Superintendent of Public Instruction to require all school divisions to reengage the public in consultation and to update their American Rescue Plan (ARP) ESSER spending plans, as initially required by federal regulation, by December 31, 2022.

To meet the requirement to update the ARP ESSER spending plan, each school division/Local Educational Agency (LEA) must complete all sections of this template. The completed template must be made publicly available on the LEA website by December 31, 2022. The Office of Federal Pandemic Relief Programs will monitor the public posting of updated plans on LEA websites and the alignment of updated plans with LEAs' applications for ARP ESSER funds. Questions about this template should be directed to [vdoefederalrelief@doe.virginia.gov](mailto:vdoefederalrelief@doe.virginia.gov).

**Section 1: General Information**

- A. School Division/LEA Name      Greene County Public Schools
- B. Division Number                039
- C. Contact Name                    Kyle Pursel, Assistant Superintendent
- D. Contact Email                    [kpursel@greencountyschools.com](mailto:kpursel@greencountyschools.com)
- E. Contact Phone #                 434-939-9000
  
- F. Amount of ARP ESSER funding allocated to LEA \$3,352,960.92

**Section 2: Transparency and Accessibility**

- A. LEA webpage where plan is posted (provide URL) [www.greencountyschools.com](http://www.greencountyschools.com)
  
- B. Describe how the plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, will be orally translated for parents with limited English proficiency: The plan is written in a language that parents can understand by clearly outlining in a

table form and general narrative the spending plan for allocated funds. Parents with limited English proficiency are provided an opportunity for the plan to be orally translated through our EL Family Liaison if the families are Spanish speaking or our purchased services through Language Line that cover all other languages spoken by the parent. Additionally, all surveys sent to parents are translated into Spanish if needed, and other languages by request.

- C. Describe how the plan will be provided upon request in an alternative accessible format to a parent who is an individual with a disability . Any parent who is an individual with disability can request an alternative accessible format by contacting their child's school and/or the division level Department of Special Services. An accessible format will be created based upon that individual's specific needs and disability.

### **Section 3: Opportunity for Public Comment**

- A. Describe how the LEA provided the public the opportunity to provide input on the updated ARP ESSER spending plan since initial submission in August 2021, with emphasis on the 2022-2023 school year . The public has had the opportunity to provide input on the updated ARP ESSER spending plan since initial submission through a periodic series of surveys no more than 6 months apart as well as three additional school board meeting presentations with opportunity for public comment. Most recently, the school division surveyed the public in December of 2022 and provided a public school board meeting presentation with public comment that was live streamed and available in person.
- B. Describe how the LEA took public input since August 2021 into account. Greene County Schools has taken public comment into account through ongoing dialogue with stakeholders, board members, school staff, and the community. The initial plan that was submitted has been revised to reflect these comments with all surveys and public comments being analyzed and incorporated as appropriate.

### **Section 4: Consultation with Stakeholders**

Describe how the LEA consulted with each stakeholder group below. If a stakeholder group is not present in the LEA, indicate Not Applicable in the description of consultation conducted. If the LEA conducted a survey as a consultation method, provide a summary of the survey results as an Appendix to this spending plan.

- A. Students

Description of consultation conducted. Surveys and public comment at school board meetings.

Uses consulted on: Programs and activities to address learning loss to included additional staff, Student social/emotional/mental health wellbeing, Environmental health and safety improvements to facilities, Continued emphasis on technology equipment and success, Additional support for special populations, such as students with disabilities or English learners, Academic remediation to include after-school programs, Positions to support the development of learning loss programs,

Additional staff at each school focused on learning loss, Provide student summer programs to address learning loss in grades K-11, Instructional software, Training for educators to address the strengthening of the core instructional model.

Feedback received. See Appendix

B. Families

Description of consultation conducted. Surveys and public comment at school board meetings.

Uses consulted on : Programs and activities to address learning loss to included additional staff, Student social/emotional/mental health wellbeing, Environmental health and safety improvements to facilities, Continued emphasis on technology equipment and success, Additional support for special populations, such as students with disabilities or English learners, Academic remediation to include after-school programs, Positions to support the development of learning loss programs, Additional staff at each school focused on learning loss, Provide student summer programs to address learning loss in grades K-11, Instructional software, Training for educators to address the strengthening of the core instructional model.

Feedback received. See Appendix

C. School and district administrators including special education administrators

Description of consultation conducted. Surveys and public comment at school board meetings as well as leadership meetings and budgetary planning meetings.

Uses consulted on : Programs and activities to address learning loss to included additional staff, Student social/emotional/mental health wellbeing, Environmental health and safety improvements to facilities, Continued emphasis on technology equipment and success, Additional support for special populations, such as students with disabilities or English learners, Academic remediation to include after-school programs, Positions to support the development of learning loss programs, Additional staff at each school focused on learning loss, Provide student summer programs to address learning loss in grades K-11, Instructional software, Training for educators to address the strengthening of the core instructional model.

Feedback received. See Appendix

D. Teachers, principals, school leaders, other educators, school staff, and their unions

Description of consultation conducted. Surveys and public comment at school board meetings as well as leadership meetings and budgetary planning meetings.

Uses consulted on : Programs and activities to address learning loss to included additional staff, Student social/emotional/mental health wellbeing, Environmental health and safety improvements to facilities, Continued emphasis on technology equipment and success, Additional support for special populations, such as students with disabilities or English learners, Academic remediation

to include after-school programs, Positions to support the development of learning loss programs, Additional staff at each school focused on learning loss, Provide student summer programs to address learning loss in grades K-11, Instructional software, Training for educators to address the strengthening of the core instructional model.

Feedback received. See Appendix

E. Tribes, if applicable

Description of consultation conducted N/A

Uses consulted on N/A

Feedback received N/A

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted. Surveys and public comment at school board meetings

Uses consulted on : Programs and activities to address learning loss to included additional staff, Student social/emotional/mental health wellbeing, Environmental health and safety improvements to facilities, Continued emphasis on technology equipment and success, Additional support for special populations, such as students with disabilities or English learners, Academic remediation to include after-school programs, Positions to support the development of learning loss programs, Additional staff at each school focused on learning loss, Provide student summer programs to address learning loss in grades K-11, Instructional software, Training for educators to address the strengthening of the core instructional model.

Feedback received. See Appendix

G. 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 services

Description of consultation conducted. Surveys and public comment at school board meetings

Uses consulted on : Programs and activities to address learning loss to included additional staff, Student social/emotional/mental health wellbeing, Environmental health and safety improvements to facilities, Continued emphasis on technology equipment and success, Additional support for special populations, such as students with disabilities or English learners, Academic remediation to include after-school programs, Positions to support the development of learning loss programs, Additional staff at each school focused on learning loss, Provide student summer programs to address learning loss in grades K-11, Instructional software, Training for educators to address the strengthening of the core instructional model.

Feedback received. See Appendix

- H. Community based organizations, including partnerships to promote access to before and after-school programming

Description of consultation conducted. Surveys and public comment at school board meetings

Uses consulted on : Programs and activities to address learning loss to included additional staff, Student social/emotional/mental health wellbeing, Environmental health and safety improvements to facilities, Continued emphasis on technology equipment and success, Additional support for special populations, such as students with disabilities or English learners, Academic remediation to include after-school programs, Positions to support the development of learning loss programs, Additional staff at each school focused on learning loss, Provide student summer programs to address learning loss in grades K-11, Instructional software, Training for educators to address the strengthening of the core instructional model.

Feedback received. See Appendix

- I. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school

Description of consultation conducted. Surveys and public comment at school board meetings

Uses consulted on : Programs and activities to address learning loss to included additional staff, Student social/emotional/mental health wellbeing, Environmental health and safety improvements to facilities, Continued emphasis on technology equipment and success, Additional support for special populations, such as students with disabilities or English learners, Academic remediation to include after-school programs, Positions to support the development of learning loss programs, Additional staff at each school focused on learning loss, Provide student summer programs to address learning loss in grades K-11, Instructional software, Training for educators to address the strengthening of the core instructional model.

Feedback received. See Appendix

**Section 5: Addressing Learning Loss (recommended to be 100% of an LEA's remaining allocation and must be at least 20% of an LEA's allocation per federal statute)**

Section 2001(e)(1) of the ARP Act requires each LEA to use *at least* twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. **Governor's Challenge:** in Action Seven of [Our Commitment to Virginia's Children](#), Governor Youngkin challenges LEAs to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning, such as: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses.

- A. Describe how the LEA identified learning loss, including among student groups most likely to have experienced the impact of lost instructional time such as students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students: To identify student learning gaps and learning loss the LEA administered resiliency screeners for Social-Emotional Learning, utilized Spring 2021 and Spring 2022 SOL Results, Fall Growth Assessments, Locally developed formative assessments, and Performance Assessments to identify student learning gaps. The data from these assessments has been analyzed to determine the impact on student groups most likely to have experienced the impact of lost instructional time. This data is broken out into each of the subgroups listed above and is made available and reviewed with division leaders, school administrators, classroom teachers, and specialists.
- B. Provide a detailed description of how the LEA used or will use the funds it reserves to implement evidence-based interventions to address learning loss. Greene County Public Schools will utilize funds to address learning loss that include the hiring of 6 Student Success Coaches and 1 School Psychologist. These 7 individuals will be assigned caseloads of students that have been most affected by the loss of instructional time and include low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. The student success coaches are assigned students who are struggling academically, socially, behaviorally, or have outside circumstances that are negatively impacting their ability to learn and mitigate the effects of learning loss. School psychologists also work with students with disabilities, students in need of counseling, and complete necessary academic testing to determine strengths and weakness of students. Both use of funds in this case are heavily researched based and supported by Corwin Visible Meta Analysis studies with effect sizes that demonstrate their reliability. These include 1. Intervention for students with learning needs (.78), Home-School connections (.22), Self-Regulation (.54), Teacher-student relationships (.47), Decreasing disruptive behavior (.34), Emotional intelligence (.57). Additionally, GCPS is utilizing funds to digitize student records to create space within schools and offices for students and staff to work in smaller groups and ensure accurate record keeping and data analysis of student progress. Small group learning has an effect size of .47.
- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed. Greene County Public Schools has implemented a comprehensive Response to Intervention (RTI) approach to determine the evidence of effectiveness of the interventions employed. This includes ongoing analysis of our formative and summative assessments, SOL's, growth assessments, and PALS. Additionally the division holds quarterly Comprehensive School Improvement Plan meetings with division and school leaders to monitor progress with our plan and adjust as necessary. We also conduct comprehensive needs assessments with all stakeholders, surveys, and school board presentations with public comment. The combination of these different qualitative and quantitative data sources determine the effectiveness of the employed interventions.

D. Amount of ARP ESSER funds to address learning loss \$682,354.11

### Section 6: Other Uses of Funds

Section 2001(e)(2) of the ARP Act permits LEAs to use the ARP ESSER III funds not reserved to address learning loss to address needs arising from or exacerbated by the COVID-19 pandemic. Generally, allowable ESSER activities must meet the guidelines below.

- The use of funds must be intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students;
- The use of funds must fall under one of the authorized uses of ESSER funds; and
- The use of funds must be permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200). In particular, the use of funds must be deemed necessary and reasonable for the performance of the ESSER award.

A. Describe how the LEA used or will use funds to support teacher and staff retention and recruitment strategies. GCPS is utilizing these funds to hire additional staff which allowed the school division to recruit success coaches and a school psychologist.

- a. Total number of new staff hired with ARP ESSER funds: 7
- b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024: Greene County Schools will continue to investigate options to retain staff after September 30, 2024 which could include the reallocation of other personnel resources, use of federal or local funds, and/or reduction in the amount of staff needed depending upon enrollment and the effectiveness of the implementation of interventions.

B. Describe the extent to which the LEA used or will use ARP ESSER funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning. GCPS does not plan to use ARP ESSER funds for prevention and mitigation strategies.

C. If the LEA used or will use ARP ESSER funds for HVAC, renovation, or other capital projects, describe each project, including whether the LEAs has requested and received [approval](#) for the project: GCPS is using ARP ESSER funds to provide the local match for the CSLFRHVAC grant to install 7 roof top HVAC units at Ruckersville Elementary and 17 units at William Monroe Middle School. Both projects have received approval. GCPS will also use funds for other projects such as the installation of new mobile classrooms for the alternative education program at WMHS and WMMS, 3 outdoor classrooms for outdoor learning and enrichment, air conditioning on buses to support summer learning, and an expansion at Greene County Technical Education Center.

D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below: None

E. Amount of ARP ESSER funds for the uses above (A. through D.) \$3,352,960.92



**Section 7: Budget**

<b>Category</b>	<b>Description</b>	<b>Learning Loss Y/N</b>	<b>Budget</b>	<b>Amount Obligated</b>	<b>Amount Spent</b>	<b>Amount Remaining</b>
Other	Salaries for Success Coaches	YES	\$452,379.55			\$452,379.55
Other	FICA on Success Coach Salaries	YES	\$60,000			\$60,000
Other	Salaries for School Psychologist	YES	\$120,000			\$120,000
Other	FICA on School Psychologists Salaries	YES	\$10,000			\$10,000
HVAC/Renovation/Capital Projects	Installation of 2 mobile classrooms	NO	\$100,000			\$100,000
HVAC/Renovation/Capital Projects	Installation of 3 outdoor classrooms	NO	\$50,000			\$50,000
Other	Digital record conversion	YES	\$39,974.56	\$39,974.56	\$39,974.56	\$0
HVAC/Renovation/Capital Projects	Installation of upgraded HVAC systems	NO	\$60,025.44	\$60,025.44	\$60,025.44	\$0
HVAC/Renovation/Capital Projects	2 mobile classrooms	NO	\$700,000			\$700,000
HVAC/Renovation/Capital Projects	3 Outdoor classrooms	NO	\$85,828.41			\$85,828.41
HVAC/Renovation/Capital Projects	Air conditioning on buses	NO	\$124,000	\$124,000	\$124,000	\$0
HVAC/Renovation/Capital Projects	HVAC system upgrades	NO	\$518,922.56	\$376,955	\$376,955	\$141,967.56
HVAC/Renovation/Capital Projects	GCTEC Expansion	NO	\$1,031,830.40			\$1,031,830.40
Choose an item.		Choose an item.				
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**APPENDIX A**

**SURVEY RESULTS AND FEEDBACK SUMMARY**



