

**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                       | <b>Giles County Public Schools</b> |
| B. Division Number                                | <b>035</b>                         |
| C. Contact Name                                   | <b>Dr. Terry E. Arbogast, II</b>   |
| D. Contact Email                                  | <b>tarbogast@gilesk12.net</b>      |
| E. Contact Phone #                                | <b>(540) 921-1421 (ext. 10)</b>    |
| F. Amount of ARP ESSER funding allocated to LEA - | <b>\$3,630,593.82</b>              |

**Section 2: Transparency and Accessibility**

- A. LEA webpage where plan is posted (provide URL) – **sbo.gilesk12.org**
- 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 may be orally translated for parents. Contact GCPS to request translation**

- 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. **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 Amanda Tickle or Jessica Morris at (540) 921-1421.**

### 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. **When the initial submission was done in August 2021, a draft copy of this plan was shared with school administrators. They were asked to share it with staff and request feedback. We also shared this with our SB members for their review as well. For this update, we will provide the draft copy of this plan to administrators again and request that they seek feedback from their staff members. We will also post this on our school division website for several weeks and request any feedback from community members regarding this plan moving forward.**
- B. Describe how the LEA took public input since August 2021 into account. **If GCPS receives feedback, they will review the information provided and determine how the recommendation/suggestions could be incorporated within this plan.**

### 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 **A draft of this, as well as the previous plan, will be posted on our school division website, where we will request anyone that has comments, to provide them to the SBO. Once all suggestions have been received, we will review them to determine how they could be included within this plan.**  
Uses consulted on  
Feedback received
- B. Families  
Description of consultation conducted **A draft of this, as well as the previous plan, will be posted on our school division website, where we will request anyone that has comments, to provide them to the SBO. Once all suggestions have been received, we will review them to determine how they could be included within this plan.**

Uses consulted on  
Feedback received

- C. School and district administrators including special education administrators  
Description of consultation conducted **A draft of this, as well as the previous plan, will be shared with school administrators. They will be asked to share this information with their staff and request any feedback from them. Once all suggestions have been received, we will review them to determine how they could be included within this plan.**

Uses consulted on  
Feedback received

- D. Teachers, principals, school leaders, other educators, school staff, and their unions  
Description of consultation conducted **A draft of this, as well as the previous plan, will be shared with school administrators. They will be asked to share this information with their staff and request any feedback from them. Once all suggestions have been received, we will review them to determine how they could be included within this plan.**

Uses consulted on  
Feedback received

- E. Tribes, if applicable  
Description of consultation conducted **Not Applicable**

Uses consulted on  
Feedback received

- F. Civil rights organizations, including disability rights organizations  
Description of consultation conducted

Uses consulted on  
Feedback received

- 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. **The draft guidelines were shared with our Director of Sp. Ed. and she was asked to gather feedback from the Sp. Ed. Advisory Committee.**

Uses consulted on  
Feedback received

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

Uses consulted on  
Feedback received

- 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

Uses consulted on

Feedback received

**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. **GCPS held a Summer Opportunity for Academic Recovery (SOAR) program during the Summer of 2021, the Summer of 2022, and will hold another program during the Summer of 2023. The purpose of the SOAR program will be to provide those students that have been identified as needing additional support, based on the previous school year, the opportunity to come to school for a specified period of time (e.g. – June 14, 2021 to July 22, 2021 from 9:00 to 1:00 Monday through Thursday of each week) and receive instruction in Reading and Mathematics to help prepare them for the next school year. In addition, GCPS will post and hire 3 new Reading Specialist positions for the Elem./Middle schools. The purpose of these positions will be to assist their school staff with reading instruction for their students and to help the student's literacy preparation as we move forward. These positions will be for the time period of this funding as well, with the goal of moving them into the budget on a permanent basis. Both of these items are intended to help the students make up for the instructional time that was lost due to the pandemic. Furthermore, we will continue to evaluate throughout the year the progress of our students and make determinations on whether additional after school support/tutoring, as well as future Summer programs, will be necessary.**
- 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. **In addition, GCPS will post and hire 3 new Reading Specialist positions for the Elem./Middle schools. The purpose of these positions will be to assist their school staff with reading instruction for their students and to**

**help the student's literacy preparation as we move forward. These positions will be for the time period of this funding as well, with the goal of moving them into the budget on a permanent basis. In addition, see description above about the Summer Learning opportunities that will be provided.**

- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed. **GCPS will use data provided from the through year growth assessments, as well as data from the CIP (Comprehensive Instruction Program) that we are a part of with other divisions within our Region. We will use this data to evaluate how our students are doing throughout the school year and help make decisions on how we can best address the needs.**

- D. Amount of ARP ESSER funds to address learning loss **Approximately \$725,603.45**

### **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
- a. Total number of new staff hired with ARP ESSER funds – **3 Reading Specialist positions (hired 1 and 2 are now vacant)**
  - b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024 **During the budget process for the 2024-25 SY, we will work to incorporate the 3 Reading Specialist salaries within our operating budget, because of how important they have become working with our students and assisting with our Literacy Program within our school division.**
- 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. **Giles County Public Schools will use approximately \$300,000 of its ARP Act**

ESSER III funds to implement prevention and mitigation strategies as described below. Moving forward, GCPS will be operating on a regular 5 day/week in-person instructional model. This schedule will follow the normal schedule that we operated under prior to the pandemic. We will continue to monitor updated information that is received from VDOE, CDC, and VDH and make sure that we are aligned with the CDC and VDH guidelines in place at that time.

In addition, GCPS will continue to monitor the necessity for each of the following mitigation strategies and implement them as appropriate:

- **Universal and correct wearing of masks** – GCPS ordered face coverings for students and staff for the 2020-21 SY. They were provided to them to use during the 2020-21 SY and were used as a mitigation strategy when 6 ft. of physical distancing wasn't possible. We will monitor the current situation and information received from CDC, VDH, and DOE regarding masking and will make appropriate decisions at that time.
- **Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)** – GCPS began the school year on a Hybrid schedule with students staying within their room for instruction. As we transitioned to more students in person, computer labs or gym space were utilized to help create spaces that would allow classes to have at least 3 ft. of physical distancing with universal masking at the time. In addition, schools added lunch shifts to assist with physical distancing, boxes were utilized to pack lunches to make them easier to take back to classrooms, and tables and chairs were purchased to assist with physical distancing. We will monitor the current situation prior to the school year starting and will determine whether other items need to be purchased to assist meeting any physical distancing requirements that may be in place.
- **Handwashing and respiratory etiquette** – signage was placed within all schools and teachers stressed the importance of washing hands and appropriate respiratory etiquette (i.e. coughing/sneezing into their bent elbow). This will continue to be stressed as we move into a new school year.
- **Cleaning and maintaining healthy facilities, including improving ventilation** – GCPS purchased adequate cleaning supplies to clean school facilities, buses, and frequently touched surfaces. GHS received a grant from Giles Carillion Hospital to purchase room air purifiers. In addition, hand sanitizer was purchased and placed within each classroom and on buses. We also installed touchless water fountains throughout the schools prior to reopening. We are looking into renovations to our HVAC systems at some of our facilities to help update and improve air circulation/ventilation within those facilities. We will continue to purchase hand sanitizer/sanitizing wipes for our schools to utilize during the school year.
- **Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments** – GCPS had designated an isolation area within each of the schools when someone was ill. In addition, GCPS contacted the local health department to work with them in the

event contact tracing was necessary and to determine the appropriate quarantine periods for individuals who tested positive or those that were exposed. Teacher Assistants rode the bus to take temperatures of students and monitor mask wearing for those riding the bus. There also were isolation seats on the bus designated for those students who had a temperature. We will continue to monitor situations and make appropriate decisions at that time.

- **Efforts to provide vaccinations to school communities** – GCPS worked with Giles Carilion Clinic to offer vaccinations to staff members. In addition, GCPS has worked with, and will continue to work with, our local health department to schedule opportunities for our students to be vaccinated.

- **Appropriate accommodations for children with disabilities with respect to health and safety policies** – GCPS followed similar mitigation strategies.

- **Coordination with state and local health officials** – GCPS is constantly in contact with our local health department representatives to ask questions about updated guidelines and to ensure that we are appropriately following them when notified. In addition, we will continue to work with them to provide the safest learning environment for both our students and staff moving into a new school year.

- GCPS has also completed a form for the Va. Dept. of Education to let them know that we would be interested in participating in the ViSSTA (Va. School Screening Testing for Assurance) program for the upcoming school year. This is a collaboration between DOE and VDH to launch a new COVID-19 testing program that could serve as another mitigation strategy for our school divisions for the new school year. This would be a voluntary testing program for students and/or staff at participating schools and would operate under the Pooled testing model.

- 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. **Giles County Public Schools will use approximately \$2,505,413.79 of its ARP Act ESSER III funds in accordance with Section 2001(e) of the ARP Act as described below. GCPS will work with an architect that we have under contract to design projects that will improve the indoor air quality within our school buildings. This will be achieved through the replacement of roofs on school facilities and through the upgrade of the HVAC systems within the school buildings. This upgrade will help improve the indoor air quality within the buildings, thus helping to reduce the transmission of the virus and reduce exposure to other health hazards. This is currently being worked on for Macy McClaugherty at this time.**
- D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below
- E. Amount of ARP ESSER funds for the uses above (A. through D.) See Section 7 for budget

**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>
Summer School	FY22 Extended Summer School	YES	132885.62	132885.62	132885.62	0
Summer School	FY23 Extended Summer School	YES	165000	165000	0	165000
Summer School	FY24 Extended Summer School	YES	165000	165000	0	165000
Other High Quality Tutoring	Reading Specialists to combat learning loss	YES	292125.00	292125.00	108744.96	183380.64
HVAC/Renovation/Capital Projects	NEMS HVAC Project	NO	1106620.04	1106620.04	772567.79	334052.25
HVAC/Renovation/Capital Projects	Macy HVAC Project	NO	1682963.16	1682963.16	0	1682963.16
Other	Virtual/Stride In County Student Fees	NO	86000	86000	40000	46000
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