

**Virginia Department of Education**  
**School Division/LEA ARP ESSER Spending Plan**  
**Reviewed May 6, 2023**

**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                     | Galax City Public Schools   |
| B. Division Number                              | 111                         |
| C. Contact Name                                 | Susan Tilley                |
| D. Contact Email                                | susantilley@galaxschools.us |
| E. Contact Phone #                              | 276-236-2911                |
| F. Amount of ARP ESSER funding allocated to LEA | \$4,665,224.57              |

**Section 2: Transparency and Accessibility**

- A. LEA webpage where plan is posted (provide URL): [www.galaxschools.us](http://www.galaxschools.us)
- 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 plainly with contact information provided to ask for assistance. It may be provided in Spanish or be orally translated upon 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 The plan may be made available in other formats such as braille or through sign language by request. Contact information is provided in the plan.

**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 A public comment period during a School Board meeting was advertised. A survey was given to students and staff.
- B. Describe how the LEA took public input since August 2021 into account Survey results indicate stakeholders are Highly Satisfied or Satisfied with all spending plans with the exception of the online tutoring service and social-emotional learning software. As a result of this feedback, we are currently seeking new vendors to provide improved services.

**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	Survey
Uses consulted on	All
Feedback received	Survey results attached
- B. Families
 

Description of consultation conducted	Advertised Comment Period at School Board Meeting
Uses consulted on	All
Feedback received	No family members spoke at the Board Meeting
- C. School and district administrators including special education administrators
 

Description of consultation conducted	Survey
Uses consulted on	All
Feedback received	Survey results attached
- D. Teachers, principals, school leaders, other educators, school staff, and their unions
 

Description of consultation conducted	Survey
Uses consulted on	All
Feedback received	Survey results attached
- E. Tribes, if applicable
 

Description of consultation conducted	N/A
Uses consulted on	
Feedback received	

- F. Civil rights organizations, including disability rights organizations  
 Description of consultation conducted      Advertised Comment Period at School Board Meeting  
 Uses consulted on                                      All  
 Feedback received                                      No individuals spoke at the Board Meeting
- 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      Advertised Comment Period at School Board Meeting  
 Uses consulted on                                      All  
 Feedback received                                      No individuals spoke at the Board Meeting
- H. Community based organizations, including partnerships to promote access to before and after-school programming  
 Description of consultation conducted      Advertised Comment Period at School Board Meeting  
 Uses consulted on                                      All  
 Feedback received                                      No individuals spoke at the Board Meeting
- 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      Advertised Comment Period at School Board Meeting  
 Uses consulted on                                      All  
 Feedback received                                      No individuals spoke at the Board Meeting

**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      Multiple assessment data points were used to make learning loss determinations including, but not limited, to SOL scores, benchmark test scores, PALS scores, VKRP results, growth assessments, and local assessments.
- 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      Galax has used and will continue to use

funds to provide weekly after school remediation and enrichment, summer opportunities to recover and extend learning, and, through the 22-23 school year, 24/7 on demand tutoring for students and families.

- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed      Post-intervention assessment results, student performance on subsequent assessments, and student grades and current course performance are used to help determine if interventions were effective or if more intervention is needed.
- D. Amount of ARP ESSER funds to address learning loss    \$1,812,345.49    39% of total allocation

### 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: 1 school counselor
  - b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024  
Galax moved this position to the Operating Budget for 2023-2024.
- 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    Galax has used and will continue to use funds to upgrade air quality and provide touchless fixtures to improve student safety.
- 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      Galax received approval to upgrade existing HVAC equipment as well as approval to install new HVAC where none was previously installed. Additionally, Galax received approval to replace deteriorating roofs that contributed to poor air quality. Finally, Galax received approval to install touchless bathroom fixtures to improve student safety.

D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below N/A

E. Amount of ARP ESSER funds for the uses above (A. through D.) \$2,885,834.08

### Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Summer School	SPLASH Expanded Summer Programming – 3 summers	YES	\$1,109,089.37		\$420,367.96	\$688,721.41
Before and After School	Tide Time – After School Tutoring and Enrichment during the school year	YES	\$330,087.74		\$85,712.60	\$244,375.14
Other High Quality Tutoring	GOAT – Galax Online Anytime Tutoring	YES	\$49,999.60		\$25,000.00	\$24,999.60
Other Recruitment/Retention	Educator Recruitment and Retention – TEAL, Tuition for endorsements in high need areas and licensure requirements	YES	\$30,000.00		\$30,000.00	\$0.00
Other Recruitment/Retention	Educator Recruitment and Retention – RARS 2 Tuition for endorsements in high need areas and licensure requirements	Yes	\$30,000		\$13,000.00	\$17,000.00
Professional Development	Mentor Teacher ESSER Funding	YES	\$1,089.00		\$770.00	\$319.00
HVAC/Renovation/Capital Projects	Third Building HVAC	NO	\$500,000.00	\$367,165.75	\$132,834.25	\$367,165.75
HVAC/Renovation/Capital Projects	GHS/GMS Cafeteria and Auditorium HVAC	NO	\$978,508.08	\$743,651.18	\$234,856.90	\$743,651.18
HVAC/Renovation/Capital Projects	Third Building Bathrooms	NO	\$300,000.00	\$300,000.00		\$300,000.00
HVAC/Renovation/Capital Projects	Roof Replacements	NO	\$1,000,000.00	\$577,664.85	\$422,335.15	\$577,664.85
Other	Elementary School Counselor – Mental Health - 2 years	NO	\$107,326.00		\$107,326.00	\$0.00
Other	Suite 360 Software Subscription – Mental Health – 2 years	NO	\$33,400.00		\$27,053.43	\$6,346.57
Other	Ed Puzzle Subscription – 2 years	YES	\$5,954.00		\$3,825.00	\$2,129.00
Other	EL Family and Community Outreach Initiative – 2 years	YES	\$100,000.00		\$16,944.80	\$83,055.20
Other	Headphones for use with Chromebooks	YES	\$9,888.78		\$9,888.78	\$0.00
Other	Region 7 Virtual Academy	YES	\$100,000.00		\$95,834.00	\$4,166.00

## Appendix A: Survey Results

100% of stakeholder respondents indicated they were *Highly Satisfied* or *Satisfied* with each spending plan item with the exception of the 24/7 on demand tutoring service and the social-emotional learning software. As a result of this feedback, we are currently seeking new vendors to provide improved services.