



Greene County Public Schools – HB2278 Accessibility Report

Executive Summary:

In accordance with Virginia House Bill 2278 (2025), Greene County Public Schools (GCPS) completed a comprehensive review of the physical accessibility of all school buildings and grounds for individuals with disabilities. As required, this review addresses: (i) physical accessibility challenges in school buildings and grounds; (ii) challenges in access to programming and supports; (iii) the plan to eliminate barriers; and (iv) how state agencies can assist.

This report affirms that:

1. GCPS facilities were constructed in compliance with the building codes in effect at the time of their original construction.
2. All subsequent renovations and additions meet current accessibility standards, including the Virginia Uniform Statewide Building Code (USBC) and the 2010 ADA Standards for Accessible Design; and
3. GCPS has annual processes that support our commitment to ongoing review and improvement.

Methodology of Review

GCPS conducted a comprehensive, facility-by-facility review of all schools, including grounds and athletic facilities. Our review was guided by the methodology of the U.S. Government Accountability Office's June 2020 report (GAO-20-448), K-12 EDUCATION: School Districts Need Better Information to Improve Physical Accessibility of School Facilities," as recommended by the legislation. We also consulted with stakeholders, including our Special Education Department, design professionals, and facilities staff to ensure a thorough assessment and to determine compliance with two key sets of regulations:

1. Current Virginia Uniform Statewide Building Code (USBC), including the Virginia Construction Code (VCC), the Virginia Existing Building Code (VEBC), and referenced ICC A117.1-as well as the 2010 ADA Standards for Accessible Design. We assessed all facilities against current accessibility requirements for any alterations or new construction undertaken since their original build date.
2. Original Construction Codes and the Virginia Maintenance Code (VMC), as applicable: We confirmed that each school building and its original components were constructed in compliance with the Virginia USBC and other applicable state and federal codes in effect at the time of construction.

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Summary of Findings

Based on our detailed review, GCPS affirms that our facilities comply with the relevant building codes from their respective construction dates. Furthermore, all subsequent alterations or additions have been completed in adherence to the Virginia USBC and ADA standards in effect at the time of the work.

Consistent with HB2278's purpose to look beyond historical compliance and consider current conditions, our facilities were constructed according to the standards in effect at the time, and subsequent alterations are intended to comply with applicable code and ADA requirements. This planning review documents potential opportunities to enhance further accessibility for students, staff, families, and visitors.

Greene County Public Schools acknowledges the importance of equitable access to all programming and supports. We ensure that appropriate academic, behavioral, and physical supports are in place for students with and without Individualized Education Programs so that every student can fully participate in both curricular and extracurricular activities.

To address potential challenges in access, the division provides a wide range of intentional supports, including:

- On-staff Board Certified Behavior Analysts (BCBAs) who collaborate with teachers and families to develop behavior support plans, provide staff training, and ensure students receive evidence-based interventions that allow them to participate successfully in school activities.
- Adapted sports programming that enables students with physical, developmental, or medical challenges to engage in athletics alongside their peers in a safe and inclusive way.
- Accessible building design and accommodations, including ramps, accessible restrooms, specialized equipment, and transportation support to ensure all students can navigate school facilities and fully access programs.
- Individualized academic and career planning, with special attention to students who face unique challenges, ensuring they receive tailored guidance, transition planning, and access to opportunities such as CTE pathways, dual enrollment, and work-based learning.

In alignment with HB 2278's emphasis on support and inclusion, specifically the identification and elimination of systemic or structural barriers so that students with disabilities have equitable access to educational opportunities, Greene County Public Schools has strategically focused on strengthening co-teaching teams across the division. Through targeted coaching, professional learning, and collaborative planning, co-teachers are equipped to provide enhanced academic and behavioral support for students within the general education classroom. This approach ensures that students with disabilities can fully participate in classroom instruction alongside their peers, while also maintaining high expectations for

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all learners. By proactively addressing barriers related to access, differentiation, and individualized support, our division promotes inclusive practices that allow every student to engage meaningfully in both curricular and extracurricular activities.

Proactive Action Plan

Ongoing and continued efforts to improve accessibility are key considerations in existing processes for annual Capital Improvement Plan (CIP) development. Each year, the CIP process evaluates facilities, including consideration of accessibility challenges and barriers affecting individuals with disabilities' ability to participate in school activities and programs fully. This process informs CIP planning and prioritizes projects for funding recommendations.

Annual Capital Improvement Plan Inputs

- Administrator requests (program access concerns and site-level observations)
- Facilities Department evaluations (facility condition and barrier observations)
- Capital needs (lifecycle, scope bundling, and cost considerations)
- Security evaluations (circulation, egress, and operational constraints)

Screening & Prioritization

- Evaluate proposals with attention to safety, accessibility, impact on students and staff, feasibility, and alignment with available funding.
- Develop clear project outlines and provide rough cost estimates to help guide CIP planning.

GCPS reviews and updates this planning framework annually within the CIP cycle to reflect current conditions, stakeholder input, and available resources.

Conclusion

Greene County Public Schools is deeply committed to creating safe, inclusive, and accessible learning environments. This report confirms our compliance with applicable codes and outlines a strategic plan for continued improvement. To achieve the goals of HB2278 and ensure access for all, GCPS respectfully requests targeted funding from the Virginia General Assembly. Sustainable progress requires resources to accompany new mandates and avoid the creation of unfunded obligations. We look forward to partnering with state agencies to advance accessibility across all public schools.

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