



FOLSOM ELEMENTARY SCHOOL

1357 MAYS LANDING ROAD

FOLSOM, NJ 08037

Phone: 609-561-8666 / Fax: 609-567-8751

www.folsomschool.org

Matthew Mazzoni, Ed.D.

Superintendent

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Folsom School District's Plan for Use of Funds from the American Rescue Plan

- 1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

The replacement of the HVAC systems throughout the school building will increase airflow and air exchanges to limit exposure to the virus.

- 2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.**

Folsom Elementary School will offer a 4-week summer learning program during the month of July. Students invited to attend the program have been identified by staff in need of additional instructional support. The summer learning program will include components of reading and writing, mathematics, social-emotional learning, science, technology, engineering, and design, and physical education. According to McLaughlin & Pitcock, many of the recommendations for creating high-quality summer learning programs include blending academic learning with hands-on or recreational activities (2009). For instance, the program will offer a variety of researched-based programs in reading (Foundations, Guided Reading with A-Z books, and Sunday).

The academic support program will be offered after-school four (4) days a week from 3:30 - 4:30 pm to support students in-person and working remotely due to Covid-19 related issues. The program consists of teachers in three grade bands (K-2, 3-5, 6-8). The program focuses on re-teaching skills and concepts and homework assistance.

The academic support program education provides two basic principles in the success of student achievement: learn to read and read to learn (Saddler & Staulters, 2008, p. 204). At the early elementary grade levels, teachers instructing after school focus on how to read through the implementation of Foundations and Sunday. Both reading programs are a Multi-tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, providing research-based instruction in Tier 1 as well as early intervention (Tier 2) for students at risk for reading difficulties.

Another focus during the program is the emphasis on homework help. Homework guidance from a certificated teacher gives students the needed support and reinforcement. "This type of learning environment allows for students' individual needs and goals to be met as they do their own lessons with the help of the tutor" (Harper & Anglin, 2010, p. 15).



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3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

Folsom administration and teachers will monitor and assess the ARP ESSER funds and continuation of services on a quarterly basis. The committee will analyze student data such as district benchmarks, parent, staff and student surveys to assess the success of how the funds are being used up to this point. The committee will make recommendations for how remaining funds will be utilized in the following areas: Evidence-Based Summer Learning and Enrichment Activities, Accelerated Learning Coaching and Educator Support, Evidence-Based Comprehensive Beyond the School Day Activities, and Mental Health Support Staffing.

4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

The Folsom School District will continue to engage the school-community stakeholders (students, staff, and parents) to ensure the school's plan has a positive impact on the learning, social, emotional, and mental health needs of all students. In order for this to occur, surveys will continue to be dispersed to the stakeholders mentioned above to gain insight on what is working and what still needs to be addressed.

Furthermore, quantitative data will continue to provide a clear picture to the effectiveness of the plan. For instance, the district personnel will analyze student scores, benchmark assessments, disciplinary referrals, counselor referrals, attendance rates as well as survey data to gain more insight to the effects of the plan implementation.

District personnel will continue to engage in meaningful conversations with all stakeholders and look towards the various groups to provide input to the development of the plan. The district has coordinated a number of forums to garnish feedback: grade level meetings, staff meetings, parent meetings, and board of education meetings.



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5. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and 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 students.

Folsom teams up with a local school district for the special education parent advisory group (SEPAG). The SEPAG is committed to providing quality programs for students receiving special education services.

Furthermore, the Folsom staff continues to meet with outside agencies (i.e. AtlantiCare, DCP&P, AtlantiCare, Youth Advocacy Program) and committees such as the Folsom Leadership Team, I&RS, and CST to support all students, including those underserved or facing other challenges that have a negative impact on their learning.