



Carney-Nadeau Public School

151 N. Hwy 41
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Board of Education



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ESSER III Plan of Use Narrative

As found in the "Plan of Use" portion of our school's American Rescue Plan/ESSER III funds application, Carney-Nadeau Public School has offered the following responses as to how we feel these funds will best serve our students:

1. Please describe 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:

As a means to keep our students as socially distanced as possible, Carney-Nadeau Public School intends to purchase a new (or newer) school bus in order to facilitate our continued running of five separate bus routes rather than four as has been done in the past. Fewer kids on each bus means greater degree of spacing between passengers which not only reduces the likelihood of COVID transmission between students but also lessens our number of close-contact quarantines in the event that there is an outbreak. We have hired a daytime custodian to ensure that commonly touched surfaces are routinely cleaned during the school day. Those same surfaces are of course also then cleaned each evening by our nighttime custodial crew.

2. Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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:

Carney-Nadeau Public School offered summer school learning recovery courses during the summer of 2020-21. These classes were well-attended by students and praised by parents, and, as such, it is our intention to offer these same classes during the summer of 2021-22. We have secured a separate grant to provide after school tutoring classes during this school year, and here, too, participation and parental response have exceeded our expectations, so this, too, is something we would like to see continued in the 2022-23 school year.

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

All of Carney-Nadeau Public School's ARP ESSR funds will be spent on addressing lost instructional time, learning recovery, student academic and social-emotional well being, and CDC guidelines for social distancing and cleanliness.

4. Please describe 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 (see below) 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.

To help address students' heightened social, emotional, and mental health needs, CNPS has hired a part-time Student Services Coordinator for the 2021-22 school year. We will also be increasing our instructional aide offerings by some 12 hours per day to help address learning loss in elementary classrooms by dint of both pull-in and push-out supplemental instructional services in the core areas of both reading and math.



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Section 11t Equalization Fund, Plan of Use Narrative

As found in the "Plan of Use" portion of our school's Section 11t Equalization funds application, Carney-Nadeau Public School has offered the following responses as to how we feel these funds will best serve our students:

1. Please describe 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:

While we have used portions of our various ESSR funds for COVID mitigation strategies such as hiring a daytime custodian and the purchase of an additional school bus (which then allows us to maintain greater distance between passengers on our bus routes), we are instead using our 11t funds for the sole purpose of attending to learning loss. Save for a few scattered COVID-related "shutdown" days, our school has been continuously open for in-person learning since being allowed to do so in the Fall of 2020.

2. Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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:

As a means to address the learning loss amongst our economically disadvantaged students that stemmed from COVID-related school shutdowns, CNPS intends to once again offer both afterschool tutoring during the 2022-23 and 2023-24 school years in the subjects of reading and math to applicable students in grades K-12. Specifically, we intend to employ a total of six teachers (one in lower elem, two in upper elem, two in junior high, and one in high school) to provide 60 minute tutoring sessions two times per week (3:30-4:30 pm, every Tuesday and Thursday) for the entirety of both school years. This program has already been established through a grant we received during the 2021-22 school year, and we were quite pleased with our rates of participation, particularly at the elementary level.

Similarly, we also intend to offer summer school tutoring and credit recovery in grades K-12 to applicable students at the conclusion of the 2022-23 school year. We employ two teachers and up to three aides in elementary for these purposes and two teachers for junior high and high school. Classes run from 9:00 am until 1:00 pm every Tues-Thurs for an eight-week period during the summer months. We provide pick-up and drop-off transport as well as meals and snacks to all participating students. The cost of this program exceeds the amount we intend to devote to it from our 11t funds, but the balance will be supplemented from our general fund to ensure this program continues.



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

As noted in our Plan-of-Use responses, we are exclusively utilizing these 11t funds to attend to learning loss via afterschool programming, expanded summer school programs, and the hire of a Special Populations Coordinator, who will be spending the majority of her workday both identifying those low-income and special needs students who are struggling to attain grade level benchmark performance standards and implementing evidence-based strategies by which these students' performance can improve in the subjects of English and math.

4. Please describe 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 (see below) 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.

Learning loss amongst or economically disadvantaged and special education students (respective designations under which the majority of CNPS students fall) continues to pose the greatest pandemic-related challenge at our school. As a means to address these issues and bring these students back-up to grade-level benchmark CNPS intends to use the balance of its 11t funds--some 65%--to employ a reading specialist/special populations coordinator to help both identify students who are struggling (largely by dint of assessing NWEA and Accadience benchmark testing data) and work beside our elementary teachers in a co-teaching capacity to implement evidence-based interventions to the portions of our student population who evince the greatest levels of academic need. We are extremely fortunate to have a member of our alumni, a former special education director at a local ISD with some 20+ years of experience serving special populations--apply for this position, having recently moved back into our community. Her expertise as it relates to supplemental reading and differentiated instruction is especially strong and these are the areas in which we intend for her to focus as they presently rank rather high as our school's greatest need. Ultimately, we want to put these 11t funds where we feel they will bring the most amount of good to the highest number of students, and hiring a specialist into this role is the most effective means by which we feel we can achieve this end.