

American Rescue Plan/ESSER III - LEA Plan of Use Narrative

Agency: Blended Learning Academies Credit Recovery High School 2020 - 2021

Recipient Code: 33915

- The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

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:

Blended Learning Academies will continue to implement and require when necessary the use of mask and social distancing, plexiglass barrier, air purifiers, daily entrance temp checks and daily symptom screening. COVID Ag CARD rapid tests are available to students and staff. Staff are required to submit a daily health screener. Students and staff are equipped with devices and access to internet. This accessibility allows for students to quarantine or isolate if needed based upon CDC guidelines. This accessibility also allows for the building to seamlessly move to a distance learning platform if prevention and mitigation strategies are unsuccessful for short periods of time to keep staff and students safe. Blended learning academies will continue to communicate to students and families the importance of vaccines, mask wearing, social distancing and other mitigating strategies.

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:

Blended Learning academies will provide afternoon/after school programs that include interventions and one on one support with highly qualified content specific teaching staff. Additional summer programming will be provided in late June and July to provide additional interventions, credit recovery opportunities. During both the after school programming and summer programming Social Emotional Learning strategies will be imbedded into the programming. Based upon our student population that has not found success at other traditional high schools a point of focus will be a tiered communication approach to boost students' daily attendance. Based upon our alternative education status and our goals with charter school authorizer Ferris State University we will focus heavily on credits earned toward high school graduation.

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

Along with academics, social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. Blended Learning Academies will continue to implement a mental health screening for all students. Blended Academies will provide to all staff timely, responsive, and ongoing training/professional development as well as the needed tools, resources, and implementation support, focused on a variety of topics, including social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

Blended Academies will work to revamp current standards-aligned curricula within a learning management system to better meet the needs of our individualized self-paced approach for both our in-person and virtual learners. Blended Academies will focus on individualized teaching and learning and include best practices that promote student engagement, consistency, and differentiation. We have set an instructional vision that ensures every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject. Every student will be assessed on their understanding of prerequisite

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skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.

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.

Blended Learning academies will ensure the interventions we implement directly impact the student needs and the loss of services that occurred during the COVID pandemic by ongoing survey communications and benchmark assessment testing including Social Emotional Learning (SEL) screeners, school-wide tier 1 SEL curriculum utilizing TRAILS. Panorama and TRAILS screeners will be implemented 3 times per year in addition to an evaluation of credits earned toward graduation on an individual student basis. Graduation Audits will be performed for each student at least twice a year to identify gaps, credit recovery opportunities and interventions to ensure all students are on-track or reengaging to become on-track for graduation.