

# Leveraging Summer 2020 Learning Programs: A Strong, Healthy Summer Start

Updated May 29, 2020

## Purpose

This communication highlights guiding considerations and allowable practical strategies for 2020 Summer Learning Programs offered by Vermont supervisory unions/districts (SUs/SDs) as they engage in planning efforts to support Continuity of Learning and a strong healthy start to the 2020-2021 school year.

## Introduction

Supervisory Unions/Districts (SUs/SDs) that have afterschool and summer programs in place can consider how to leverage those existing investments to support planning for continuity of learning and a strong healthy start to next school year. The Agency of Education (AOE) offers the following guiding considerations and practical strategies when planning for summer programming.

## Update May 29, 2020

Using local discretion and professional judgement, Supervisory Unions, districts and schools may use the table below to assist in deciding if and when to hold in-person summer programming. Summer programming under this guidance includes all programs managed by SUs/SDs and schools including but not limited to: 21CCLC-funded programs, adult technical education courses and summer programs, early education programs, Extended School Year (ESY) services for students with disabilities as indicated by their Individualized Education Program (IEP), summer tutoring, and other summer programs managed by schools.

**Table: Summer Programming Decision Components Flow Chart**

<b>Strong, Healthy Start Summer Component</b>	<b>Strategies to Get to Yes</b>
1. Program start dates are established? (If yes, move down to #2)	If programs are not ready to open yet, consider advancing or changing the start date to provide sufficient time to be ready and move on to the next step.

## Contact Information:

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<b>Strong, Healthy Start Summer Component</b>	<b>Strategies to Get to Yes</b>
<p>2. All core legal educational responsibilities are met? (If yes, move down to #3)</p>	<p>Example: If a student eligible for special education was previously determined to need Extended School Year (ESY) services prior to school closure on March 18, 2020, then the student would continue to need ESY and eligibility should continue. ESY services may need to be delivered virtually or as a hybrid of in-person and virtual services</p>
<p>3. <a href="#">Vermont Department of Health guidelines</a> can be implemented with fidelity? (If yes, move down to #4)</p>	<p>If uncertain about the level of fidelity, contact the Vermont Department of Health for further guidance. Consider how you might leverage existing federal or state investments to support adherence to health guidance.</p>
<p>4. Communication capacity exists to communicate pertinent information to and with families in a timely and meaningful manner? (If yes, move down to #5)</p>	<p>Ensure programmatic and contact tracing systems can be executed.</p> <p>Prior written notice applies to some students eligible for Extended School Year (ESY) services per their IEP.</p>
<p>5. Programs support a 2020 Strong Healthy School Start and support local strategic planning and continuity of learning? (If yes, move down to #6)</p>	<p>Engage your leadership team, community, local stakeholders and school board to assist in crafting the strategic path.</p>
<p>6. Organizational capacity exists to implement a safe, high-quality program over the period of service? (if yes, continue to bottom)</p>	<p>Consider changes to size, scope, and sequence of programming. Return to start of flow chart #1.</p> <p>While it may not be possible to serve all students this summer in the same way as in the past, that does not mean no students should be served. Consider those populations who may be entitled to services or those who require critical supports.</p>

**If components 1-6 are satisfied, programs are ready to operate.**

## Guiding Considerations

- High-quality summer programming, particularly for five weeks or more, is a research-based model to prevent learning loss while providing a rich variety of social-emotional and academic-based programming, meals, and other engaging opportunities for youth. Programs are flexibly delivered using different models in partnership with school staff and community partners.
- Schools that currently have 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) funding (currently 100 Vermont schools) can be planning, in close coordination with district-level administrators, 21<sup>st</sup> CCLC project directors and other partners, to determine what adaptations might be necessary or prudent to successfully deliver programming in 2020, as allowable.
- Summer programs using funds other than 21CCLC (e.g., Local, Title 1, Perkins V, etc.) should also be evaluated for their potential ability to run or expand with multiple contingencies addressed.
- Summer learning is a defined allowable use of CARES Act federal funding.

## Practical Strategies for Summer Planning

- An assessment system for potential prioritization of summer services inclusive of social-emotional and academic needs designed with all students in mind and in coordination with districts' Multi-tiered System of Supports (MTSS).
- Revised summer schedules and approaches that account for increased social-emotional learning time and other changes or innovations needed as a result of COVID-19 and the remote learning context.
- Developing jobs, contract structures and identifying potentially available staff for work if a "green light" is given to proceed.
- Identifying additional personnel needed or time to be allocated to staff for programming, enhanced oversight/leadership, nurses, guidance counselors, food, custodial and/or transportation staff.
- Leveraging knowledge from districts that have *Essential Care* program experience can provide a baseline understanding of possible adaptations needing review, such as reduced staff to student ratios, constraints on how rooms and hallways are used, changes in rotational class models, and pedagogical innovations for instruction and collaborative activity.
- Identifying effective communication strategies for families to assure and clarify how any program will be safe and appropriate, as well as programmatically engaging and effective so that families have transparent information to make good decisions.

## **Resources**

[National Summer Learning Association](#)

[2019 Sample Vermont Summer Schedules and Brochures from the 21st CCLC Program](#)

## **Decision Chart Associated Resources**

[Department of Health Summer Guidance](#)

[Initial Considerations for Compensatory Education and Extended School Year \(ESY\) Services](#)

[End of School year Gatherings and Graduations](#)

[Supplemental 21CCLC Guidance](#) (For 21<sup>st</sup> CCLC funded programs)