CTA IPD
INSTRUCTION & PROFESSIONAL DEVELOPMENT

Guide to COVID-Recovery Plans & Expanded Learning Opportunities

BACKGROUND

With state and federal monies being targeted at "COVID-19 recovery," considerable resources will flow into school districts for the 2021-2022 school year (including, but not limited to, Expanded Learning Opportunity Grants, Local Control Funding Formula and Local Control and Accountability Plan funds, and American Rescue Plan Act/ESSER III monies). It is CTA's fundamental belief that educators and other stakeholders should be involved in the local decision-making processes that determines how these funds will be spent. Teachers, specialists, counselors, psychologists, social workers, nurses, librarians, classified staff and other front-line educators know what students need and the structures and programs that will support them as they return to campuses. The needs of students in different schools and communities will vary, but education research and our surveying and focus group work with our own members point to four areas that should be prioritized in any recovery plan.

1) FOCUS ON WELLNESS FIRST (MASLOW BEFORE BLOOM)

Start by focusing on students' social and emotional needs, establishing connections, relationships and classroom community bonds, creating safe and inclusive environments, and ensuring student and educator wellness. These provide the essential foundation necessary before any serious push into academics can begin. Trying to return to "normal" too quickly or to "catch up" by focusing on academics at the expense of social and emotional learning, trauma-informed practices and inclusion fails to address the social, emotional, mental-health, and physical needs of students and educators. Academic progress must coincide with attention to whole-child wellness to provide students with maximum opportunities for success.

Districts should consider a "restorative restart," dedicating the first six weeks of the school year to:
- centering relationships;
- addressing students' whole-child needs;
- strengthening staffing and partnerships;
- ensuring that teaching and learning will be relevant and rigorous; and
- empowering stakeholders to reimagine and rebuild systems so they work for all students.

See Appendix for questions about wellness to consider when developing COVID-recovery plans.

2) PATIENCE OVER PACING

When students return physically to schools and classrooms, they will have a wider range of skills and needs than has been typical in the past, with more – and more varied – gaps in their learning. Expecting accelerated growth with "one-size fits-all" approaches and demanding that teachers immediately return to pre-pandemic pacing plans and teaching grade-level standards to all students at the same time will not address students' post-COVID academic needs. Instead, COVID recovery must be looked at as a multi-year process where teachers must be given the tools and supports they require to meet students' social, emotional and academic needs and the freedom to adapt instruction to provide students with meaningful opportunities to grow and resolve their learning gaps.

See Appendix for questions about pacing, instruction, assessment and professional development to consider when developing COVID-recovery plans.

3) A FULL, RICH, CULTURALLY RELEVANT CURRICULUM

Academically, students will benefit from exposure to a full, rich, culturally relevant curriculum that includes science, social studies, world languages, art, music, technology, physical education, career and technical education, social and emotional learning, and play. Focusing solely on what students lack and spending inordinate amounts of time doing remedial work will hold students back and diminish the joy many feel about returning to school in person. This is the time to do more enrichment, more hands-on activities, and more project-based learning, not less. Enriching instruction can be motivating and rigorous and offers opportunities for students to move forward while working on needed skills.

Teachers will need support to offer a full, rich, culturally relevant curriculum for all students while differentiating instruction to meet specific student needs. Districts must provide high-quality, teacher-driven professional development and additional in-class adult support, allowing students to benefit from more small-group work and individualized attention. Additional in-class adult support also reduces the need to pull students out of class for intervention, which risks isolating them from their peers and causes them to miss important activities occurring in the classroom.

See Appendix for questions about curriculum, implementation, support and professional development to consider when developing COVID-recovery plans.

4) EXTENDING INSTRUCTIONAL LEARNING TIME

AB 86, signed by Governor Newson on March 5, 2021, provides funds for school districts that offer "expanded learning opportunities" to their students as part of their COVID recovery efforts. To qualify for Expanded Learning Opportunities (ELO) Grants[1], district governing boards must have approved by June 1, 2021 initial plans to provide supplemental instruction, support social and emotional well-being, and provide meals and snacks to eligible student groups. ELO Grant monies may be spent on:
1. extending instructional learning time,
2. accelerating progress to close learning gaps,
3. integrated pupil supports,
4. community learning hubs,
5. supports for credit deficient pupils,
6. additional academic services, and
7. training for school staff.

Thus far, many districts seem to be focusing primarily on extending instructional learning time. They are attempting to add minutes to the school day or days to the school calendar, scheduling summer school programs, or planning to expand after-school offerings. None of these are inherently bad ideas; with enough stakeholder input (and negotiation with bargaining units, when appropriate), each of these could be implemented in ways that would benefits students. It is important to remember, however, that extending instructional learning time is only one of seven ways ELO Grant funds can be spent, and no one is going to build back from COVID by extending instructional learning time alone.

In the first three sections of this document, we have highlighted the importance of:
1. focusing on student and staff wellness first,
2. patience and teaching to student strengths and needs rather than arbitrary pacing plans, and
3. offering students a full, rich, culturally responsive curriculum rather than remedial programs.

---

[1] For complete information on AB 86 funds and ELO Grants, visit the CDE webpage and the COVID-19 Relief and School Reopening Grants FAQ.

These three priorities are all consistent with ELO and can all be paid for with ELO Grant funds.[2]

	accelerating progress to close learning gaps	integrated pupil supports	community learning hubs	supports for credit deficient pupils	additional academic services	training for school staff
focus on wellness first	(√)	√	√			√
patience over pacing	√			√	√	√
full, rich, culturally relevant curriculum	√		√	√	√	√

Still, with so many districts focusing on extending instructional learning time, it is worth looking closely at the three most common types of programs to extend instructional time and how, according to research and educator experience, they can be most effective.

Intensive Tutoring

Of the "big three" approaches to extending instructional learning time, research has shown that intensive, high-quality tutoring has the greatest potential to accelerate student learning by targeting specific student needs and filling gaps in learning[3]. While the findings on summer school programs and after-school programs are mixed, a large-scale meta-analysis conducted though the National Bureau of Economic Research found that tutoring programs consistently have positive impacts on learning outcomes. Findings were stronger for teacher- and paraprofessional-led programs than for volunteer-led programs. Programs conducted during school hours generally had greater impact than programs conducted after school, although both resulted in positive academic gains in most cases. Finally, the impacts tended to be greater in the early grades, especially in reading, while math tutoring tended to have more impact in later grades.

Not all tutoring program benefit students, though. According to Adam Egerton of the Learning Policy Institute[4], looking forward to next school year:

> [L]arge, poorly trained, insufficiently compensated tutoring corps would be an inefficient use of precious time and money that would not do enough to accelerate student learning.

Instead, he suggests:

> [P]olicymakers should look to what works. The literature is clear about the characteristics of effective tutoring programs that lead to success in the classroom. Effective tutoring:
> 1. Employs certified classroom teachers when available (whether currently teaching or not), or paraprofessional staff, such as existing paraprofessionals, teacher candidates enrolled in preparation programs, or well-trained tutors who earn a stipend, such as AmeriCorps members;
> 2. Is provided at least 3 days per week for at least 30 minutes, as part of the regular school day, in groups of 5 or fewer;
> 3. Invests in staff capacity building by providing quality training and ongoing support; and
> 4. Builds relationships among students, tutors, and teachers through structured time that is well-aligned with regular classroom curriculum.

---

[2] American Rescue Plan Act/ESSER III allowable funding uses (especially #9-11) are similar to those of the ELO Grants and are also consistent with CTA's priority recommendations.

[3] Darling-Hammond, L. (April 5, 2021). *Accelerating learning as we build back better*. Forbes.com.

[4] Edgerton, A. (2021). *The importance of getting tutoring right*. Learning Policy Institute: Palo Alto, CA.

Other studies go further, pointing to one-on-one tutoring programs like *Education Match* and *SAGA Innovations* where students and tutors met for 50 minutes daily during school for a year[5]. After one year of the program (replicated in the Chicago Public Schools in a randomized study), students grew as much as one *additional* academic year as a result of the intensive tutoring they received.

Clearly, identifying, employing and retaining large numbers of high-quality tutors will be challenging, especially tutors who reflect the diversity of the students and community, but if, as Egerton and others suggest, school districts are willing to train tutors (including existing teachers and paraprofessionals, parents and other community members), pay them competitive wages[6], and dedicate time and resources to tutoring, high-quality, intensive tutoring programs offer empirically the best option for extending instructional learning time and accelerating learning.

See Appendix for questions about tutoring to consider when developing COVID-recovery plans.

After-School Programs

The research on the effectiveness of after-school programs is mixed. A comprehensive meta-analysis conducted by the RAND Corporation found that successful after-school programs tend to produce positive outcomes directly linked to their primary program goals (*i.e.*, academic programs tend to produce positive academic outcomes and social development programs tend to produce positive social outcomes), but there is little evidence for secondary or cross-goal growth. To achieve even these outcomes, content, whether academic or social and emotional, must be intentionally taught, ideally as part of an articulated program or curriculum, by highly qualified instructors, either certificated teachers familiar with the program or non-teaching staff who have been trained in the program. Unstructured "homework help" was found to have no long-term positive effect on students' academic performance, but homework help as part of an organized tutoring effort was found to be effective. Finally, instruction must be of sufficiently high "dosage" (frequency and duration) to have an impact, which means that motivating for consistent attendance and participation is also important.

Also worth noting – aside from direct student outcomes, parents of students who are enrolled in after-school programs reported both higher-than-average levels of confidence that their children were safe during the after-school hours and a higher rate of work-force participation, most likely because of the additional childcare provided by the after-school programs. While not usually the expressed goals of after-school programs, these parental outcomes are not unimportant and can support safer, more economically stable communities... which, ultimately, benefits students, too.

After-school programs can, therefore, be part of an effective of an overall expanded learning strategy, but those developing the programs must be aware of the challenges and avoid pitfalls that have befallen other after-school programs.

See Appendix for questions about after-school programs to consider when developing COVID-recovery plans.

---

[5] Ander, R., Guryan, J., and Ludwig, J. (2016). *Improving academic outcomes for disadvantaged students: Scaling up individualized tutorials (*Policy Proposal 2016-02). The Hamilton Project: Washington, DC.

[6] Note, too, that plans which include training parents and community members and employing them as paid paraprofessionals and/or tutors have the added benefit of increasing communities' capacity to support students academically outside of school as well as providing direct economic injections into those communities (which will most likely be re-spent in those communities, in grocery stores and local shops, meaning that the COVID recovery money will have the chance to benefit those community as many as three different times).

Summer School

As with after-school programs, the research on the effectiveness of summer school programs is mixed, with several studies finding little or no lasting academic benefit to students from summer school participation[7]. A RAND Corporation study of summer school programs and their impact identified two key characteristics of summer schools that did have lasting positive impacts on students:

1. summer school instruction and programming needs to be high-quality and engaging, and
2. programs must adopt intentional strategies that result in students attending regularly.

Several practices associated with high-quality instruction and programming include:

- small class sizes, with opportunities for individualized instruction, and
- comprehensive curricula that go beyond remedial "drill-and-kill" work to provide students with fun, engaging, culturally relevant instruction and opportunities for enrichment.

To ensure high-quality instruction and programming , the study recommends hiring practices that attract and give preference to effective and motivated credentialed teachers and providing teachers with ongoing professional development and support during the summer.

Schools also need to adopt intentional strategies to build enrollment and maximize attendance among targeted students such as:

- notifying parents about the availability of summer school early, before they make other plans,
- offering full-day programs[8],
- providing meals and transportation, and
- marketing a fun, engaging, and culturally relevant curriculum.

Illustrating these characteristics further, a recent report by the Learning Policy Institute suggests six design principles for meaningful summer learning:

- centering relationships,
- creating a culture of affirmation and belonging,
- building from students' interests and taking a whole child approach to their development,
- engaging students' and families' knowledge in disciplinary learning,
- providing creative, inquiry-based forms of learning,
- addressing educator needs and learning.

The report discusses the importance of each design principle, highlights key ideas and practices that are related to each principle, and lists resources and references.

While the RAND Corporation and Learning Policy Institute studies show that well-designed, well-executed summer school programs can provide lasting benefits to students, the overall lack of positive results when summer programs are reviewed suggests that most summer programs do not succeed in implementing all the necessary components. If districts are planning to use summer school as part of their overall expanded learning strategy, they must reflect on the research and offer engaging, high-quality programs.

See Appendix for questions about summer school to consider when developing COVID-recovery plans.

---

[7] Kidron, Y., and Lindsay, J. (2014). *The effects of increased learning time on student academic and nonacademic outcomes: Findings from a meta-analytic review* (REL 2014–015). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia: Washington, DC.

[8] Note that "full-day programs" don't necessarily mean that instructors have to work full-day schedules. One can easily imagine a program where students do academic work in the morning with one set of instructors and then continue into the afternoon, after lunch, with sports, arts and music, and/or career and technical activities with different instructors.

CONCLUSION

Students, educators and communities have experienced over a year of disruption and stress. When planning to return to school campuses for full-time, in-person instruction, it will be important to prioritize what really matters – student and staff wellness, having patience and recognizing students' strengths as well as their needs, and offering students engaging, enriching culturally relevant learning opportunities within a full, rich, culturally responsive curriculum. Where extended instructional learning time is desired, research shows that high-frequency, intensive tutoring has the greatest potential for accelerating learning.

In addition to addressing the instructional issues outlined in this document, it is highly recommended that chapter leaders consult with their CTA Primary Contact staff person (PCS) on related topics that may be bargainable or are otherwise subject to formal consultation processes (such as over the length of the workday or year, class sizes and/or configurations, and the allocation of and pay for extra duties, etc.). For more details and updates on related funding and bargaining issues, chapter presidents, bargaining and organizing chairs may also check www.CTASearch.org regularly.

APPENDIX

Consider the following questions when developing COVID-recovery plans.

FOCUS ON WELLNESS FIRST (MASLOW BEFORE BLOOM)

- Do schools have established Social and Emotional Learning (SEL) programs? If so, will there be refreshers for returning teachers and introductory training for new teachers? Will instructional aides, classified staff, administrators and other school personnel be included in SEL training?

- Do teachers have training in Trauma-Informed Practices (TIP) and are systems in place provide trauma support to students, parents and staff? If TIP have already been implemented, will there be refreshers for returning teachers and introductory training for new teachers? Will instructional aides, classified staff, administrators and other school personnel be included in TIP training?

- What other structures does the school have in place, such as Multi-Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), Restorative Justice, and/or Community Schools offering wraparound services to students and families, and to what extent are these structures implemented authentically with meaningful involvement of educators and other stakeholders? Will there be refreshers for returning staff and introductory training for new staff?

- Will there be time built into daily and weekly schedules specifically dedicated to relationship building and social and emotional learning?

- How much time will be built into the calendar at the start of the school year to focus on relationship building, processing pandemic experiences, and social and emotional learning before the focus shifts to academics? Has the district considered a "restorative restart," dedicating the first six weeks of the school year to focus on centering relationships, addressing students' whole-child needs, strengthen staffing and partnerships, ensuring that teaching and learning will be relevant and rigorous; and empower stakeholder teams to reimagine and rebuild systems that work for all students?

- What steps are being taken to create physically and emotionally safe spaces on campus and in classrooms? What is the shared understanding of what "safe" means; does it simply mean "free from harm," or does it extend to "able to thrive"?
  - Are there particular student groups who may have felt/been less safe in the past who current wellness and safety initiatives need to make extra efforts to reach out to and include? Are members of those groups involved in planning or are plans being made for them without them?

- Will wellness also be viewed through an equity and restoration lens to ensure that all students can benefit and be ready to learn to their fullest potential?

- What is the ratio of counselors, psychologists, social workers and licensed nurses to students, and does that ratio need to be brought lower to ensure that all students have access to the social, emotional and mental health services they need to process their experiences during the pandemic and thrive in school?

- How will staff wellness and self-care be supported?

- How will parents and families be welcomed back into school communities and involved in meaningful ways? For parents who might need additional support, what partnerships do the schools have and what services will available?

APPENDIX

Consider the following questions when developing COVID-recovery plans.

PATIENCE OVER PACING

- How are pacing plans and curriculum expectations established? Do teachers have input on pacing and curriculum? If not, consider forming a curriculum and instruction consultation committee with teacher representatives from different schools, grade-levels and programs.

- Will there be opportunities for cross-grade-level collaboration between teachers to help teachers understand standards and material from other grade levels they might need to tap into to help students grow and fill gaps in learning? Will these opportunities be structured or teacher-directed? Will they occur during the workday or outside the workday?

- What district- and school-mandated assessments are scheduled? Do these assessments really provide teachers with actionable diagnostic and formative information or do they just generate data? Do teachers have input on assessments? If not, consider forming an assessment consultation committee with teacher representatives from different schools, grade-levels and programs.

- How are teachers' professional development needs determined? Is professional development being offered on topics teachers feel they need? Do teachers have input on professional development topics? Who will be conducting professional development (teachers consistently report higher satisfaction with professional development provided by other teachers)? If it doesn't already exist, consider forming a professional development consultation committee with teacher representatives from different schools, grade-levels and programs.

- Is professional development being offered at times and locations that make it accessible and convenient to all teachers? Is it calendared at times in the school year when it will be relevant to teachers and valuable to students? Do teachers prefer pull-out professional development with substitute coverage, paid after-school professional development or buy-back days on Saturdays, during vacations or other non-teaching days? How is the district assuring that teachers who teach multiple grades or subjects receive appropriate professional development for each of their grades/subject? Is anyone being left out (like special education and intervention teachers or specialists)?

- Are instructional aides, classified staff, administrators and other school personnel also receiving professional development, and how will they support school sites?

- How is the district's vision and philosophy being communicated to parents and the community? Will the district's messaging reassure parents and build support for "going slow to go fast," or will it cause anxiety that leads parents to put pressure on students, teachers and schools to make up for perceived "learning loss" quickly? Are there avenues for parents to constructively express concerns about their children – academically, socially and emotionally – and receive answers and support?

APPENDIX

Consider the following questions when developing COVID-recovery plans.

A FULL, RICH, CULTURALLY RELEVANT CURRICULUM

- How are school schedules created? Is there time available in the school schedule for all subjects and not just highly tested subjects like ELA and mathematics? Are there school-wide expectations that students will spend a certain amount of time doing remedial work or using computer software? Do teachers have input on school schedules? If not, consider forming a school-site consultation committee with teacher representatives from different grade-levels and programs.

- How are instructional models (like Project-Based Learning (PBL) and Universal Design for Learning (UDL)) adopted? Are adopted instructional models supported with resources, professional development and planning time? Do teachers have input on the implementation of instructional models? If not, consider forming a curriculum and instruction consultation committee with teacher representatives from different schools, grade-levels and programs.
  - o Widespread implementation of instructional models like PBL and UDL may require mindset shifts on the part of both teachers and administrators in addition to training on methodology and management. Are administrators at the district and site levels ready to support this shift? Will training and support be available to all teachers (and administrators)? When, where, how and by whom will it be delivered? Who will the site-based support providers be? Will there be continued training and support throughout implementation, or will implementation be a one-and-done PD with no further support?

- Is the curriculum culturally relevant to students? What does the idea "culturally relevant" mean to teachers, administrators, students, parents and the community and is there a shared understanding? Is there agreement on the importance of cultural relevancy?
  - o Do teachers have the preparation, materials and support to do culturally relevant teaching?

- Will teachers have time to plan and collaborate with colleagues about the new types of lessons they will be teaching and troubleshot challenges that arise?

- Will the district invest in additional instructional aides and other educational support providers (ESPs) to lower adult-to-student ratios in classrooms? How will the district recruit, train and retain high-quality candidates (higher pay, more hours/full-time status, offering support in transitioning to certificated roles, etc.)? Will aides/ESPs support all students or target particular student groups like English learners or students with disabilities? Will aides/ESPs be provided with high-quality training before the school year to enable them to provide effective classroom support as soon as school begins? Will teachers and aids/ESPs have the opportunity to plan together outside of instructional time to ensure that they are maximally effective in meeting the needs of all students?
  - o If aides are not available (not hired yet, not trained yet, etc.), how will the district provide extra adult support to students and teachers? Consider hiring long-term substitutes as co-teachers or enticing retired teachers back as part-time support. Added bonus – both substitutes and retired teachers who still hold valid teaching credentials can supervise students by themselves, unlike instructional aides and ESPs.

- What is the role of parents in this? With training, could parents provide additional support in classrooms, before or after school, in learning hubs or parent centers, or at home? Recruiting parents into new instructional aide and classified roles can also increase connections between schools and the community and provide an economic boost to families hard-hit by the pandemic.

APPENDIX

Consider the following questions when developing COVID-recovery plans.

EXTENDING INSTRUCTIONAL LEARNING TIME
<u>**Intensive Tutoring**</u>

- Will tutoring be offered as part of COVID-recovery plans? If so, will tutoring be integrated into the school day or offered outside of school hours (or both)?

- Will tutoring be "intensive"? Will it be offered at least 3 days per week for at least 30 minutes per session, individually or, at most, in groups of 5 or fewer? What about one-on-one tutoring?

- Will tutoring be "high quality"? Will it employ credentialed teachers or skilled paraprofessional staff, and how will it attract and retain these highly skilled tutors? Will there be any effort to recruit tutors from diverse backgrounds and/or tutors who reflect the diversity of student backgrounds? Will the program utilize a proven, research-supported methodology, and will tutors receive training and support to employ this methodology successfully?

- Will there be coordination with students' regular teachers and alignment with the regular classroom curriculum or will tutoring be independent of what's going on in the classroom?

- How "universal" will tutoring be? Will all students be invited to participate or only targeted populations? If the focus will be on targeted populations, how will the district avoid stigmatizing participating students and the program as remedial or "only for the _ kids"? And if all students are invited, what special outreach will the district do to high-need populations, and how will that outreach consider the unique needs and obstacles to participation some students face?

- Especially if tutoring is offered outside of school hours, what strategies will be employed to maximize attendance? How will absences be handled and who will follow-up with students and parents to encourage regular attendance? Will incentives be offered, and if so, will they reward perfect attendance, attendance up to a certain target (like 90%), or some other target (like successful completion of a goal)?

- Will there be any connection between tutoring and district health and wellness efforts? Is there any interest in having tutors serve as mentors for students? If so, it becomes even more important to recruit tutors/mentors from diverse backgrounds and mentors who reflect the diversity of student backgrounds. What steps would need to be taken to develop and support this additional facet of the program?

APPENDIX

Consider the following questions when developing COVID-recovery plans.

EXTENDING INSTRUCTIONAL LEARNING TIME
<u>**After-School Programs**</u>

- If the district will be offering an after-school program, will the focus be primarily academic or socio-emotional? If the district is trying to improve student outcomes in both areas, how does it expect to achieve both goals?

- What program or curriculum will be used to work towards academic and/or socio-emotional growth? How much exposure to the program/curriculum will students have – how long will the lessons be and how often?

    o Will academic programs/curriculum offered after school be enrichment over and above what is available during the regular school day, or will they be more remedial in nature, focusing on skills students struggle with. Or will they blend the two?

    o Will programs/curriculum, academic and social, be culturally relevant and meaningful to a broad spectrum of students?

- Will "homework time" be part of the after-school program? How will the program ensure that this time is well-spent and has a meaningful impact on students' learning? Will there be coordination with students' regular teachers?

- Will physical activity be a part of the after-school program – sports, dance, yoga, exercise, etc.? After a long day of regular classes, many students will need an opportunity to move and burn off some energy before being able to focus on after-school activities.

- Who will the after-school staff and instructors be (teachers, paraprofessionals?) and how will they be prepared to conduct the program (training, professional development, planning time, ongoing support, etc.?)? How will the program attract and retain highly skilled staff? Will there be any effort to recruit staff from diverse backgrounds and/or staff who reflect the diversity of student backgrounds?

- Which students will be invited to participate – all students or targeted populations? If the focus will be on targeted populations, how will the district avoid stigmatizing participating students and the program as remedial or "only for the _ kids"? And if all students are invited, what special outreach will the district do to high-need populations, and how will that outreach consider the unique needs and obstacles to participation some students face?

- Will the programmatic offerings (fun, inclusive, enriching, culturally relevant) be used as part of the marketing of the after-school program? Remember that consistent attendance is important, so high-quality programming can be leveraged to motivate students to attend more regularly.

- Will social and emotional supports and other services offered to students and families during the school day also be available after school (including IEP accommodations)?

- How will absences be handled and who will follow-up with students and parents to encourage regular attendance? Will incentives be offered, and if so, will they reward perfect attendance, attendance up to a certain target (like 90%), or some other target (like successful completion of a goal)?

APPENDIX

Consider the following questions when developing COVID-recovery plans.

EXTENDING INSTRUCTIONAL LEARNING TIME

<u>Summer School</u>

- If the district will be offering a summer school program, either this summer or next, how will the district ensure high-quality programming? What size will the groups/classes be? Will the program include an individualized instructional component where individual students' needs are addressed? What will the curriculum and enrichment activities be, or will the focus of the summer program be remediation (or, if both, how will enrichment and remediation be blended together?)?

    o How will programs and curriculum center relationships and create a culture of affirmation and belonging?

    o How will programs and curriculum, both academic and social, be culturally relevant and meaningful to a broad spectrum of students?

    o How will programs and curriculum foster creative and inquiry-based forms of learning and build on student interests?

- Who will staff the summer school program? How will the district motivate credentialed teachers to participate (higher pay/daily rate, flexible scheduling/shared contracts, planning time?)? What professional development and ongoing support will be offered, especially if staff are not credentialed teachers?

- Which students will be invited to participate – all students or targeted populations? If the focus will be on targeted populations, how will the district avoid stigmatizing participating students and the program as remedial or "only for the _ kids"? And if all students are invited, what special outreach will the district do to high-need populations, and how will that outreach consider the unique needs and obstacles to participation some students face?

- Will the programmatic offerings (fun, inclusive, enriching, culturally relevant) be used as part of the marketing of the summer school program? Remember that consistent attendance is important, so high-quality programming can be leveraged to motivate students to attend more regularly.

- What strategies will be employed to maximize attendance? How early, prior to summer, will summer school enrollment be offered? In what forums and by what means of communication (and in what languages?)? Will the program be full-day or half-day, and will transportation be offered? Snacks and meals?

- What will the enrollment window be (*i.e.*, will last minute sign-ups be permitted?)? Will there be a fixed capacity or will any student who wants to enroll be accommodated? If there is fixed capacity, how will enrollment be prioritized, and will there be a waiting list?

- Will social and emotional supports and other services offered to students and families during the school year also be available during summer school (including IEP accommodations)?

- How will absences be handled and who will follow-up with students/parents to encourage regular attendance? Will incentives be offered, and if so, will they reward perfect attendance, attendance up to a certain target (like 90%), or some other target (like successful completion of a goal)?