

Summer Learning Program Planning Guide Summer 2014

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Introduction and Acknowledgements

Development of the Summer Learning Program Planning Guide would not have been possible without the commitment, contributions and support of the boards that participated in the Summer Literacy Learning Project since 2010, and the Summer Numeracy Learning Project since 2012. Throughout this Guide, their comments, ideas, strategies and successes have been used in order to assist future implementation of the summer program. As well, our sincere thanks and appreciation are extended to the regional leads, lead researchers and the Council of Ontario Directors of Education (CODE). In turn, CODE and the lead researchers would like to congratulate the Literacy Numeracy Secretariat, school boards, parents and community organizations for the successes of the Summer Learning Programs.

Collaboration, cooperation and partnerships are powerful tools. The Summer Learning Programs demonstrate that when teachers, principals and parents and our communities work together, the outcome is significant and worthwhile.

Council of Ontario Directors of Education

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What Does This Guide Do?

The Summer Learning Program Planning Guide has been developed to help boards, principals and teachers implement effective summer learning programs in literacy and numeracy. This Guide also provides information on key aspects of the summer program, including the development of strong connections and partnerships with both parents and the community.

The Guide provides a framework for educators charged with implementing, instructing and overseeing the summer programs. It outlines key responsibilities, activities, strategies and timelines.

In developing this Guide, there was considerable discussion among summer learning regional leads and lead researchers. The success stories and good ideas they shared with the authors, which helped form the content that follows, were based on the valuable data and anecdotal evidence passed along by the many individual boards who participated.

Note: In 2013, the Summer Literacy Learning Project (SLLP) became known simply as the Summer Learning Program (SLP) to better reflect the expanded scope of the project, which now includes literacy, numeracy and a literacy program supporting First Nations, Métis and Inuit (FNMI) students.

Background to the 2014 Summer Learning Programs

Laying the groundwork: the first Summer Literacy Learning Project (2010)

From the outset, the Summer Literacy Learning Project was designed to examine and determine the effects of a summer literacy program on the reading levels of invited primary students who were experiencing challenges in literacy learning. Consisting of two integrated components – a Summer Literacy Learning Program for students in grades 1, 2 or 3, and a research protocol focused primarily on the effects of summer learning loss – the initial project was launched in the summer of 2010 with strong support from the many participating boards. The research protocol initially included a non-participating control group, in addition to the group of students who took part in the Summer Literacy Learning Program. Both the control group and the participating students were tested at the end of June and at the beginning of September to determine changes in reading achievement levels.

2010 Findings

- Students who are highly vulnerable, such as those with IEP's and low PMB/DRA scores, had substantially decreased learning loss when they attended summer programs – a significant accomplishment.
- Parents of SLP students, provided with opportunities to learn new skills to help their children succeed in school, became “active partners” in the program and developed stronger relationships with local schools and teachers.
- Teachers expressed overwhelming support for the summer program, and appeared energized by their students' success and confidence.

The full report on the 2010 Project can be found on the CODE website (www.ontariodirectors.ca).

Building on what was learned: the second project

As in the first year, the 2011 Summer Literacy Learning Project was designed to study and document the effects of a summer literacy program on the reading levels of board-selected primary students while offering these young learners an engaging and teacher-instructed experience. Once again, the project coupled a qualitative and quantitative research study with a summer literacy instructional program designed for grade 1-3 students in need of early literacy intervention. One clear distinction from the 2010 project was noted: the sample of summer literacy learning students participating in 2011 appeared to experience more academic and social challenges than their school classmates (the latter formed the representative control group for the research project).

2011 Findings

- Students attending both English and French language summer programs narrowed literacy gaps with their peers. This represented significant progress over the previous year's program (for English students) and a successful continuation of 2010's French language program.
- Teachers and parents alike outlined specific examples of how students gained academically, while noting the summer program's reinforcement of literacy skills, positive social interactions and healthy lifestyles.
- Overall, confidence in the reliability of the Summer Literacy Learning Project results was increased.

The full report on the 2011 project can be found at www.ontariodirectors.ca

The Continuing Journey

Based on the successes of the Summer Literacy Learning programs, the project was broadened in 2012 to include a Summer Numeracy Pilot Project (SNPP) and summer literacy classes for First Nations, Métis and Inuit (FNMI) students. The scope of the research component was extended to include an examination of strategies designed to increase and enhance parent engagement and parent involvement in student learning.

2012 Findings

After the successful conclusion of the third project, the lead researchers indicated that the three-year study had provided them with sufficient data to confidently state that summer learning programs:

- Make a difference for students experiencing literacy challenges;
- Minimize summer learning losses; and
- In many cases, increase literacy achievements

The full report on the 2012 project can be found at www.ontariodirectors.ca

The Summer 2013 Learning Program

The Summer Learning Program continued its expansion, with increases in both the number of boards and classes offering literacy and numeracy programs, and the number of classes supporting FNMI students. The research protocol was slightly modified, eliminating the control group for the literacy programs (control groups were still required for the Numeracy and the FNMI literacy programs). A longitudinal study, added to the research component of the Summer Learning Program, examined the sustainability of the gains acquired during summer learning over time. Six boards participated in this longitudinal study and will continue to participate during the next two years.

An engaging and upbeat video providing an overview of the Summer Learning Programs has been produced in English and French. *Summer Learning Is...* can be found at www.ontariodirectors.ca

The Summer 2014 Learning Program

The Summer Learning Program continues to grow, with an increase in the number of boards and classes for literacy and numeracy. The number of classes offered to support FNMI students is also increasing. The research protocol will remain mostly the same as for 2013, with some aspects simplified. For this year, the longitudinal study will continue with the six English-language boards who participated in 2013, along with three French-language boards.

Summer Learning: Deliverables and Expectations

There are *deliverables* for each program (see Letter of Agreement):

- Delivery of a 2014 Summer Learning Program for Senior Kindergarten, Grades 1, 2 and/or 3 students
- Collaboration and participation in the Research Component of the 2014 Summer Learning Project
- Assignment of appropriate resources and staff
- Completion of a board plan on the provided template (due June 27, 2014) and a final financial report (due November 27, 2014)
- Submission of requested data for use by the research team
- Management and reporting of funds provided for the Summer Learning Program
- Participation by the supervisory officer responsible for the Summer Learning Program in either a telephone or face to face discussion with the regional lead to review the success of the Summer Learning Program

There are *expectations* for the participants:

- Organize Summer Learning Program class(es) with no fewer than 15 students according to funding allocations
- Offer a minimum of 45 hours of student literacy or numeracy instruction in each organized summer learning class
- Embed high-quality and engaging literacy or numeracy instruction; offer literacy support for FNMI students; and include a recreation component (e.g., physical activity, drama, art and music)
- Employ a qualified teacher(s) to instruct the students in the Summer Learning Program
- Assign a Summer Learning Program Lead to act as liaison to Regional Leads and the research team
- Complete tasks including a pre- and post-student testing component as well as all other tasks required for the research study component in collaboration with the research team

- Foster a partnership with parents in order to enhance student participation and success
- Explore and establish partnerships as appropriate with community organizations and agencies regarding the recreation, arts, drama and music components of the program
- Develop and implement a process for reporting (to September receiving schools) the information on students who attended the Summer Learning Program
- Extend professional learning for teachers and parent engagement activities as appropriate into the regular school year
- Collaborate with coterminous boards as appropriate

About the Summer Learning Program Research Protocol

From its inception in 2010, the Summer Learning Program has incorporated a significant research study to examine the factors that minimize summer learning loss.

Among the many findings after four years of data collection, analysis, classroom visits, parent surveys, teacher questionnaires/interviews and board collaboration, several clear facts have emerged: summer learning programs reduce achievement gaps and, in many cases, increase literacy and numeracy achievement. In addition, summer programs not only play a critical role in closing achievement gaps, they also provide policy-makers with critical information needed to formulate recommendations and make decisions to further support students in literacy and numeracy achievement.

Like the classroom component, the SLP research protocol has evolved over this time. In 2013, a longitudinal study was added to begin exploring this question: Do gains from summer learning influence future learning, and do these gains stay with the students throughout their school career?

Beginning in 2014, the research component of the SLP will be contained in a separate document that clearly outlines expectations, timelines and “how to” tips and instructions for your board, including management of the longitudinal research study (note: for 2014, only six English-language boards and three French-language boards are involved in this study).

The summer program and the research protocol have the same objective: to benefit students and reduce summer literacy and numeracy learning losses. With the help of all SLP stakeholders, this research protocol is developing important data needed for strong evidenced-based policy making, and the further enhancement of high-quality summer programs in Ontario.

Roles and Responsibilities

A well-planned Summer Learning Program can accomplish many things: academic skills are increased, self confidence is built, students and parents become more engaged and teacher professional development is enhanced.

Expectation: *Strong board teams* work together and share responsibility for the planning, implementation and review of the Summer Learning Program. Each member of the team understands their role, knows what needs to be done, and follows through with commitment and proficiency.

This team:

- Includes experienced primary teachers with strong backgrounds and expertise in literacy/ numeracy and support for FNMI students
- Relies on the leadership and support of superintendents, consultants and program leads, recognizing that these experts are also crucial to the success of the SLP
- Looks to support staff and volunteers to add a further dimension to the summer program
- Recognizes and values the importance of including parents as an integral part of the program team

Summer Learning Program Planning Guide

ROLES AND RESPONSIBILITIES

Why it's important:

- An effective and engaging summer literacy/numeracy/FNMI program is implemented
- A collaborative relationship with parents is established
- The research protocol is completed in a timely manner
- Student summer learning loss is minimized or eliminated or improved
- Students sees themselves as learners
- An active student experience within the program and the community is provided
- Professional development of teachers is enhanced

What it involves:

- Planning and resourcing a comprehensive literacy or numeracy program and/or a literacy program to support FNMI students (45 hours over 3 weeks) with integrated parent and community components
- Understanding and following through on the research requirements involved
- Assessing and evaluating individual student gains from the beginning to the conclusion of the program
- Meeting student needs with a student-centred program that reflects their skill levels and interests
- Actively planning and collaborating with parents and community as partners in the program design and implementation

REGIONAL LEAD

Is someone who: provides the comprehensive link between school board personnel, researchers and CODE through coordination and monitoring.

Is responsible for:	By this deadline:	How to do it:	Who else is included?	Resources/help
Providing and facilitating clear direction and ongoing communication with researchers, board/site leads according to Letter of Agreement and CODE/LNS direction Visiting, as decided in consultation with CODE coordinator, each program site to identify and validate successful practices Providing ideas regarding allocation of funds for resources within established SLP guidelines Supporting and facilitating a network among summer learning educators	Ongoing	Lead a spring information session/teleconference to discuss successful practices and collaboratively identify challenges and valuable strategies Offer ideas regarding allocation of funds for resources Share information for testing and reporting according to the approved research protocol	CODE Coordinator Superintendent Board Lead Site Lead Site Principal	Problem-solving and solutions are shared

Important tip: Building relationships, supporting implementation of summer programs and facilitating the research component are key components of the regional lead's role.

SUPERINTENDENT

Is someone who: communicates the vision of the Director to the staff and will oversee the planning and implementation of the summer learning program.

Is responsible for:	By this deadline:	How to do it:	Who else is included?	Resources/help
<p>Developing and implementing a summer literacy, numeracy or FNMI program that is based on the board's vision, mission and strategic plan</p> <p>Hiring qualified teachers and staff who have a sound foundation in literacy/numeracy/ FNMI learning</p>	<p>April to September</p>	<p>Identify key components of a student-centered program model</p> <p>Follow board policies and procedures to recruit and hire SLP staff</p> <p>Give preference to qualified teachers who have demonstrated skills in primary literacy and numeracy education</p> <p>Manage budget</p> <p>Oversee reporting</p> <p>Network with neighbouring boards</p> <p>Support planning time for staff before program begins</p> <p>Identify participating students and criteria for student selection</p> <p>Identify and define the role of Board Lead</p> <p>Ensure communication with parents regarding the purpose, expected student outcomes and the logistics of the program.</p> <p>Ensure programs are offered for a minimum of three weeks with literacy or numeracy instruction scheduled daily for at least a half day</p> <p>Organize programs with no fewer than 15 students per class</p>	<p>CODE Coordinator</p> <p>Board Lead</p> <p>Site Lead</p> <p>Director</p> <p>Superintendent colleagues</p> <p>Principals</p>	<p>CODE Letter of Invitation and Letter of Agreement received by the Director</p> <p>Literacy/numeracy/ FNMI consultant</p> <p>Other school boards who have participated in a SLP</p> <p>Regional Lead assigned to the board</p> <p>Union representatives</p>

Important tips: A successful program depends on a collaborative approach among school board staff, parents and community. Research data will validate the successful elements of the literacy and numeracy summer program.

When inviting students it is suggested that preference be given to students experiencing achievement gaps and students who have social and economic challenges. This does not limit boards from inviting students other than those referenced.

BOARD LEAD(S)*

Is someone who: Provides leadership to all members of the program team.

*The Board Lead and Site Lead may be the same individual.

Is responsible for:	By this deadline:	How to do it:	Who else is included?	Resources/help
<p>Joining with site lead to coordinate, organize and support the development of a program that is based on a Balanced/ Comprehensive literacy and numeracy model and support for FNMI students</p> <p>Attending April information sessions</p> <p>Making decisions regarding the organization of resources</p> <p>Providing clear expectations to the program planning team about goals, assessment for learning, materials and resources</p> <p>Identifying a theme that will provide a framework for planning</p> <p>Ensuring the literacy/ numeracy/FNMI program focus is evident in the recreational component</p> <p>Ensuring the SLP plan conforms to the board's strategic direction and focus</p> <p>Ensuring spreadsheet is completed</p> <p>Initiating a process to report to September receiving schools information on the success of participating summer learning students</p>	<p>April</p>	<p>Collect a range of materials including: computer programs, manipulatives, a variety of text forms, levelled texts, picture books and non-fiction materials</p> <p>Consult attendance policies, emergency health information, permission for photographing students, etc.</p>	<p>Regional Lead Superintendent Literacy, numeracy or FNMI consultant Site principals and teachers</p>	<p>Review and consider the board strategic plan and identified system needs that may include:</p> <ul style="list-style-type: none"> • curriculum expectation • learning goals • teaching strategies • culminating tasks • criteria for success <p>Consider using technology both to support program development and student learning</p>

Important tips: The board lead should be selected in March (if possible) in order to provide leadership to the Summer Learning Program. Board leads are invited to participate in the April information sessions/teleconferences to benefit from the experiences of other boards. Ideally, board leads would remain in the position over the summer months and provide the leadership for the overall coordination, organization, structure and problem solving for the Summer Learning Program.

SITE LEAD

Is someone who: coordinates the day-to-day program implementation, recreational activities, collection of research data and overall well-being of the students.

Is responsible for:	By this deadline:	How to do it:	Who else is included?	Resources/help
<p>Joining with planning team to coordinate, organize and support programming</p> <p>Considering the following components:</p> <ul style="list-style-type: none"> • curriculum expectations • learning goals • teaching strategies • culminating tasks • success criteria • resources • experiential components <p>Investigating student profiles before the program commences</p> <p>Developing individual program response for each student profile</p> <p>Overseeing Health and Safety requirements and practices for the site, as determined by their school board policies.</p> <p>Initiating a process to report to September receiving schools information on the success of participating summer learning students</p>	<p>April to September</p>	<p>Support the purchase and delivery of resources</p> <p>Establish timetable and routines</p> <p>Schedule nutritious meals/snacks and recreational physical activity</p> <p>Attend program site on an ongoing and regular basis, solve problems, respond to attendance issues and to parent and community questions</p> <p>Ensure communication and coordination with board literacy/numeracy/FNMI experts</p> <p>Build on skills learned in previous grades</p> <p>Provide consistent contact with regional lead</p> <p>Delineate role of support staff</p> <p>Consider program identity through naming (Camp Heat) and visible symbols such as water bottles, t-shirts, etc.</p> <p>Consider technology that stimulates reading, speaking, writing, interviewing, problem-solving skills, etc.</p> <p>Use video cams, cameras, Skype, emailing, texting, etc.</p>	<p>Site Principal</p> <p>Literacy, numeracy or FNMI consultant</p> <p>Regional Lead</p> <p>Board Lead</p> <p>Parents</p> <p>Support staff</p>	<p>Consider system focus and board strategic plan</p> <p>Teacher aides, senior secondary students, faculty of education, early childhood education students and parent/community volunteers may support the program.</p>

Important tips: As a team, board staff working together can support the SLP and assist participating students to achieve greater success in acquiring literacy or numeracy skills.

TEACHER

Is someone who: coordinates, organizes and supports the on-site literacy/numeracy program and/or literacy program for FNMI students and completion of the research protocol (as required).

Is responsible for:	By this deadline:	How to do it:	Who else is included?	Resources/help
<p>Participating in planning activities before program begins</p> <p>Expanding her/his repertoire of literacy/numeracy/FNMI teaching strategies and instructional materials</p> <p>Offering a wide range of teaching materials and strategies.</p> <p>Collaborating with colleagues on a daily basis</p> <p>Taking daily attendance and maintaining attendance records</p> <p>Ensuring regular communication with parents</p> <p>Developing through ongoing assessment a flexible program that responds to student needs</p> <p>Providing timely and constructive feedback to students</p> <p>Developing a strategy that connects parent, student and program staff</p> <p>Offer students an opportunity to self-evaluate on personal gains and feelings</p>	<p>June to August</p>	<p>Expand individually or with colleague SLP teachers a repertoire of literacy/numeracy/FNMI strategies and engaging resources, both text and technology</p> <p>Coordination of tasks may be assigned to the site teacher</p> <p>Consider a home reading program with parents as partners to reinforce program activities</p> <p>Develop a daily vehicle for communication with home</p>	<p>Teachers</p> <p>Board Lead</p> <p>Site Lead</p> <p>Literacy/numeracy/FNMI consultant</p> <p>Parents</p> <p>Students</p>	<p>Expert Panel Report and Ministry Guides to Effective Literacy Instruction.</p> <p>www.eworkshop.on.ca</p> <p>The Ministry website includes a variety of resources, podcasts etc. for both educators and parents</p>

Important tips: Effective summer learning is closely linked with engaging and focused instruction. Qualified teachers with a background in primary literacy/numeracy learning and Aboriginal Education and who have demonstrated experience and skills in the area of primary school education are more likely to be able to offer a high-quality and engaging program to senior kindergarten and grades 1, 2 and 3 students.

SUPPORT STAFF

Is someone who: contributes in a meaningful and positive way to building each student's success

Is responsible for:	By this deadline:	How to do it:	Who else is included?	Resources/help
Participating in planning and implementation where appropriate and when available	June to August	Determine the make-up of the support staff team and define clearly the roles and responsibilities of support staff	Members may include educational assistants, senior secondary students, faculty of education students, early childhood education students, parents, community individuals, volunteers, clerical, custodial	Recognition of the employment and volunteer guidelines within your own board

Important tip: Collaborative, detailed and ongoing communication involving all members of the SLP team is key to the success of the program.

Developing and Implementing the Program

As in previous years, the key expectation for the SLP is for district school boards to develop and implement an engaging summer literacy/numeracy/FNMI program for invited students. Providing rich summer programs helps to reduce summer learning loss and, in some cases, increases student achievement. The key aspects of the SLP are as follows:

- Provide a program for students, identified by their classroom teacher and/or principal, who would benefit from a summer learning program.
- Increase parental involvement and provide opportunities for parents to learn more about how their children learn and how to support learning at home.
- Increase student achievement and close achievement gaps for participating summer students.
- Develop opportunities for teachers to gain expertise and experience in teaching primary literacy/numeracy/FNMI expectations and outcomes.
- Develop and use learning resources that build literacy or numeracy skills and are appropriate to the learning levels of the summer students.

Beginning the process as early as possible will help everyone to be better prepared and ready to implement an effective summer learning program. Using a team approach and building upon the expertise within the board is an excellent way to develop an engaging and rewarding experience for all stakeholders. Remember that reporting on the program (to parents, the board, September classroom teachers and CODE) is an expectation of the SLP. This valuable information will assist boards to plan future programs, enhance existing ones and support students both in summer programs and throughout the school year.

Program Planning and Reporting Requirements

Good planning and understanding of the proposed tasks and reporting requirements to be accomplished each month by the board team will help ensure the success of the Summer Learning Program.

APRIL		
For this month: Gain knowledge about the program requirements and begin to make a plan.		
Make sure to:	Who else is included?	Resources/Help
<p>Submit signed Letter of Agreement to CODE</p> <p>Notify principals, parents and teachers of the proposed summer learning program and provide details</p> <p>Identify school sites, grade levels and classes Make arrangements with plant department and principals</p> <p>Assign and have team (board SLP lead, literacy/numeracy/FNMI consultant, principal) attend CODE April information session or teleconferences hosted by regional leads</p> <p>Identify team member who will coordinate and have responsibility and ownership for spreadsheet</p>	<p>Director</p> <p>Superintendent</p> <p>Board SLP Lead</p> <p>School Principal</p> <p>Literacy, Numeracy, FNMI Consultant</p>	<p>Contact CODE coordinator or regional lead if clarification is required</p> <p>Refer to information and samples posted on the CODE website</p>
<p>Important tips: Engage the literacy/numeracy/FNMI consultant/board SLP lead as soon as possible in April.</p> <p>Notify both the school system and parents of the upcoming summer learning program.</p>		

MAY

For this month: Start building the specifics of the program's structure.

Make sure to:	Who else is included?	Resources/Help
<p>Prepare a board plan to be sent to CODE at the end of June</p> <p>Identify, invite and begin to enrol the summer students</p> <p>Recruit qualified teachers and interview as per school board hiring practices</p> <p>Hire/assign staff to carry out the requirements of the research protocol</p> <p>Begin the summer learning program planning</p> <p>Gather and/or purchase teaching/learning resources</p> <p>Explore partnerships as appropriate with community organizations and agencies in regards to the recreation component of the program</p>	<p>Board SLP Lead</p> <p>Site Lead</p> <p>Principal</p> <p>Literacy/Numeracy/FNMI Consultant</p> <p>Teachers</p> <p>Parents</p> <p>Community Partners</p> <p>Regional Lead</p>	<p>Network with boards who have previous experience with SLP</p> <p>Contact regional lead who can provide assistance regarding the collective knowledge and experiences of many school boards</p> <p>Consult board policies for hiring practices and posting procedures. Speak with board human resources department</p> <p>Encourage partners to align their recreational activities with program themes</p>

Important tip: Attend to the foundational details of the SLP (outlined above). This will benefit future planning and overall success of the program.

JUNE

For this month: Collect research data (as required)

Make sure to:	Who else is included?	Resources/help
<p>Email the completed Board plan to CODE by June 30</p> <p>Become familiar with the requirements of the research protocol (including parent surveys, testing of students, collecting of data and completion of the spread sheet). This may vary from year to year.</p>	<p>Board Lead</p> <p>Site Lead</p> <p>Researcher</p> <p>Regional Lead</p> <p>Parents</p> <p>Teachers</p>	<p>Consult board policies for confidentiality guidelines and collection of data procedures</p> <p>Contact research team staff as necessary for help with issues specific to the research protocol</p>

Important tip: Input as much data as required into the spreadsheet in June. This is *critically important*.

JULY/AUGUST

For these months: Students will benefit from a well planned, engaging and student centered summer learning experience.

Make sure to:	Who else is included?	Resources/help
Implement summer learning program Record attendance to be entered on the spreadsheet Record parent and student comments that may be relevant to the teacher questionnaire Take photos that can be shared and complete parent permission form for use of student photos by the board and CODE	Board Lead Site Lead Teachers Parents Community Partners Volunteers Support Staff Researcher Regional Lead	Share program details with regional lead in discussion or during the site visit Engage parents in a two-way dialogue about their child's involvement in the SLP

Important tip: Be sure to celebrate!

SEPTEMBER

For this month: Honour those culminating tasks which will determine the overall success of the SLP 2014.

Make sure to:	Who else is included?	Resources/help
Complete research requirements and email data as required to regional lead Complete report for use of program funds to be sent to CODE	Board Lead Site Lead Teachers Researcher Regional Lead	Contact regional lead or research staff for help with issues specific to the individual boards

Important tip: Complete the program and evaluation cycle for the SLP.

Students

Expectation: Students considered for the SLP are those who experience greater challenges in achieving the provincial standards and/or experience greater socio-economic challenges than their peers, and would benefit most from an engaging and effective Summer Learning Program.

These students:

- Are currently registered in Senior Kindergarten, grades 1, 2 and 3
- May not have the same opportunities as their peers for educational summer opportunities
- Can benefit from a small student to adult ratio
- Would profit from a boost in skill development and self-confidence
- Will enjoy the extended activities, recreational opportunities and nutritional support
- Would feel more confident about going into the next grade in September
- Will be provided with necessary resources and supports if they have been identified as exceptional students
- Have SLP teachers and classroom teachers who have an opportunity to discuss student profiles before the summer program begins

IDENTIFYING AND INVITING PRIMARY STUDENTS

Make sure to:	By this deadline:	Identify students who:	How to do it:
Identify and invite primary students currently enrolled in grades 1, 2 or 3 or Senior Kindergarten to participate in the SLP	<p>March Principals and classroom teachers are informed regarding the SLP and identify possible candidates for the SLP</p> <p>April and May Parents are contacted and decisions are made regarding their son or daughter participating in the program Student participants are confirmed. SLP teachers and classroom teachers discuss student profiles</p> <p>May and June SLP teachers and classrooms teachers communicate final details with parents and begin to plan the SLP</p>	<p>Would benefit from rich programs in literacy/numeracy/ literacy support for FNMI students</p> <p>Require extra support to achieve the Ontario curricular expectations at grade level</p> <p>Are struggling to become independent readers and/or increase competencies in mathematics</p> <p>Would benefit from a small student to adult ratio</p> <p>Would profit from a boost in skill development and self-confidence</p> <p>Would enjoy the extended activities, recreational opportunities and nutritional support</p>	<p>Teachers recommend SK or primary students based on the characteristics and criteria identified for the SLP</p> <p>Principal and teachers communicate with parents by telephone, in person and by mail regarding the SLP</p> <p>Some boards send invitation letters to all SK or primary students and allow for parent referral</p> <p>Invite students who attended the previous year</p>

STUDENT FEEDBACK

Students participating in previous SLPs commented that they:

- Learn to actually *like* going to school
- Feel that they have become readers or discover that they like math
- Begin to do writing or math activities independently, even at home
- Look forward to the school day
- Have built a larger repertoire of reading materials; fiction and non-fiction
- Feel they have a head start on next year
- Feel confident about going to the next grade in September
- Have made new friends
- Had fun!

Parents

Expectation: Opportunities are offered to parents to become involved in the Summer Learning Program in an effort to increase their capacity to support their child's learning and to become more effective partners in supporting their child's literacy/numeracy development.

Parents of SLP students:

- Are contacted first and all aspects of the summer program are shared with them (information night, newsletter, personal phone call, notice)
- Have an opportunity to make an informed decision and commitment to the program, and have the final decision as to whether their son or daughter participates
- Can expect ongoing and clear communication throughout the Summer Learning Program
- Are afforded opportunities, through interaction with SLP staff, to learn how to assist their children with the acquisition of literacy and/or numeracy skills and increased academic achievement
- Are more able to offer improved levels of support at home
- Experience a positive school experience which is transferred to the next school year
- Are given opportunities during the program to connect with other parents who have similar expectations, challenges and needs
- Are offered information and insights on how their child is achieving success during the summer program

HOME AND SCHOOL COMMUNICATION AND PLANNING

What it means: Awareness, Pre-planning, and Registration

Make sure to:	By this deadline:	How to do it:	What it does/Resources:
Create awareness of the Summer Learning Program in selected school sites	April and early May	Parent information nights Parent newsletters Notices on school or board website Notices on school bulletin boards Parent-teacher interviews Phone calls to parents Newspaper advertisement Personal phone calls home by classroom teachers	Parents have a greater understanding of the goals of the program and their applicability to their child Helps support levels of student attendance in the summer learning program Provides an opportunity for teachers, parents and board staff to discuss the summer learning program Refer to information on the CODE website
Communicate the benefits of a structured Summer Learning Program Invite families to have their son or daughter participate	April – June	Direct contact with parents Parent Teacher Interviews Invitation by principal and classroom teacher Consideration of students who participated in previous years School principals, classroom teachers, literacy/numeracy/FNMI consultant/lead, board lead, parents	Students who would benefit from the program are invited Classroom teachers and school principals are aware of the summer learning program Parents have an opportunity to make an informed decision and commitment to the program

Important tips: It is essential that a thorough dialogue take place with parents regarding the suitability of their child's participation in the summer learning program. If exceptional students are invited to join the summer learning program, the board has a responsibility to ensure that the appropriate resources and supports are in place in order that all students can be successful.

ENCOURAGING PARENT PARTICIPATION

What it involves:	When:	Description of activity:
Parental participation in the SLP	Daily Time assigned varied from 30 minutes per day to 90 minutes per day	Parents/grandparents/caregivers were invited to attend the first half hour of summer school along with their child. The teacher taught or modeled a literacy or numeracy strategy or skill through a “Read-a-loud” based on the curricular expectation that had been highlighted for the day.
Parental participation in the SLP		Parents/grandparents/caregivers were invited to attend the final half hour of summer school each day. At this time, the teachers presented an activity that would become the “At Home Learning Activity” for the day (a child-centered task or game designed to encourage the child to practice the skill or strategy related to the learning focus of the day). Parents helped the child prepare and practice the game or task before taking it home.
Parent Drop-In Programme		Parents gathered daily in the staff room for refreshments provided by the school. It wasn’t long before the parents brought treats to share. Younger siblings were welcome. The lead of the program, seeing an opportunity to help expand the parent’s knowledge, asked them to name topics about which they would like to learn more. The topics included safety on the Internet, healthy food, sibling rivalry, etc. The lead then brought in speakers to talk, share tips, and answer questions. These speakers were usually school board personnel (for example, social workers, information technology experts or dieticians from the community).
Morning Sign-in Process		Parents were told they could not “drop off” their child; rather, they had to park and sign their children in. This procedure was reversed at the end of the day. This not only assured a safe arrival and departure, but also gave the staff an opportunity to talk with parents and update them regarding progress or issues.

Important tips: The SLP has the potential to become *a valuable opportunity to involve parents in meaningful ways to support and encourage their children*. Further, it can develop a positive relationship with parents which will continue into the regular school year.

BUILDING PARENT CAPACITY AND COMMUNICATING STRATEGIES FOR LITERACY/NUMERACY AND SUPPORT FOR FNMI STUDENTS

What it means: Activities designed to assist parents in helping their children develop literacy/numeracy skills at home.

What it involves:	When:	Description of activity:
Communication log used daily between summer program and home	Every day	<p>A sample communication log is described below:</p> <p><i>Daily Communication Log:</i></p> <p><i>Date:</i> July 4, 2014</p> <p><i>Letters/Words/ Word Family of the Day:</i> the “at” and “ate” family</p> <p><i>Literacy Focus:</i> Today we focused on how to make predictions. Before reading a book, we ask the children a question: “What do you think this book is going to be about?”</p> <p><i>At Home Learning Activity:</i> Today’s Make and Take is the Rhyming Chain Game. To play the game, give each player a different rhyming picture and place the remaining cards in a paper bag. Have one player draw a card. If the two cards they are holding rhyme, the player may use a link to attach the cards together and take another turn. If the card does not rhyme, the player places the card back in the bag and passes it to the next player. Play until each player attaches six rhyming cards.</p> <p><i>Student’s Learning:</i> Casey worked on the “at” family today at several activity centers.</p> <p><i>Teacher’s Observations/Comments:</i> Casey participated well. She responded well with our guided reading.</p>
Newsletters to SLP Parents	First and last day of the SLP	Newsletters were written by the summer classroom teacher and sent home to parents to let them know about the program, the curricular expectations, the themes and learning activities, as well as to provide ideas for follow-up at home.
Newsletters to SLP Parents	Beginning of the SLP	A newsletter, provided at the beginning of summer school, outlined the SLP programme goals and learning objectives.
At-home Strategies Handout	Conclusion of the SLP	Parents were given a handout of literacy/numeracy/FNMI strategies they could use at home to provide on-going support.
Lending Library for Parents	Daily	A lending library was set up with a number of books (aimed at parents) that encourage children to read, as well as the reasons why literacy and numeracy is critical in a child’s life experience. Included in the library were some wonderful storybooks for parents to borrow. This library was a layered book shelf positioned right inside the entry door that parents passed through as they brought their children to and from the school site. Parents needed only to sign that they had borrowed a book, making this an easy initiative to implement.
Mini Report Card	Conclusion of the SLP	A mini report, providing a written summary about each child’s progress and specific next steps to work on over the summer, is shared with parents and the September receiving school.

ENCOURAGING CHILDREN'S PARTICIPATION

What it means: Activities to encourage children's participation in the SLP.

What it involves:	When:	Description of activity:
Student Book Bags	Daily	<p>Students were able to select a book or two to take home each day in their book bag, for reading at home and sharing with parents. Books related to the literacy/numeracy/FNMI theme and expectations in the classroom.</p> <p>Teachers provided a rich selection of levelled books that students could read independently. Non-fiction as well as fiction books were featured.</p> <p>Example: There was a daily update giving tasks to parents and informing them of the day's progress. Parents were requested to note that they had read to their child, and would initial that this had been done. There was a philosophy and expectation that parents were partners with the SLP staff.</p>
Final Day Celebration	Conclusion of the SLP	<p>Parents and other family members were invited to attend on the final morning of the program to share in a celebration of learning. A slide show depicted highlights of the summer program, and students took parents for a walk-about to see the centers and displays of their work, which was set up in the gym.</p> <p>Students made presentations, and were then awarded certificates. Refreshments were offered.</p>

Important tip: Connecting students, teachers, and parents through a number of planned activities builds a strong foundation for student literacy/numeracy and support for FNMI students.

Community

Expectation: Through the Summer Learning Program, boards can create opportunities to expand existing community partnerships while at the same time identifying and building exciting new ones. These partnerships should be recognized and celebrated for their ability to enhance students' SLP experiences and provide context to the program.

Key benefits of community partnerships:

- Provide the foundation for the recreational component of the SLP
- Enrich and support the program
- Build upon and align with the academic learning taking place during the SLP
- Integrate drama, music and the arts into literacy, numeracy and FNMI activities
- Offer financial support, resources, expert advice and volunteers to the program
- Provide breakfast and snack programs and assistance in building knowledge and understanding of healthy lifestyles

EXAMPLES OF PARTNERSHIPS

Partnership:	At this time:	Description of Partnership:
Rotary Club	Daily	The Rotary Club provided and served breakfast to the campers, parents, volunteers and staff.
Boys and Girls Club	Daily	Local youth leaders supervised lunch and conducted recreation sessions.
YMCA	Weekly	Swimming lessons took place at the pool once a week from 1:00 to 3:00 p.m.
YMCA	Daily	YMCA personnel taught swimming lessons and led activities for 90 minutes per day. SLP teachers were also present and assisted.
Community Swimming Pool	As negotiated	Summer students were bussed to local pool where students participated in swimming activities that incorporated literacy learning through the use of a variety of plastic letters/words and other strategies to engage the students.
Community Museum	As negotiated	Museum staff organized a session teaching Victorian games.

EXAMPLES OF PARTNERSHIPS

Partnership:	At this time:	Description of Partnership:
Community Library	Weekly	The library provided an opportunity for students to open a library account and take advantage of community library programs and resources. The visit to the library was up to 90 minutes per week.
	Daily	The SLP program was held at a community library where librarians took an active role in supporting the students' literacy program. As the library was in a central location, it made it easier for students to access the SLP program.
	Daily	The local library provided a room for the summer program. Library staff came into the site and supported literacy learning and also ensured the students became members of the library, encouraging future use of the resources.
Community Recreation Centre	Daily	The recreation department ran the afternoon program, providing a number of physical activities and games. SLP students took part in recreation at the community centre (e.g., swimming, horticulture, walking excursions and art).
Community Day Care Centre	One session	SLP teachers connected with the local day care center and planned a joint visit to a reptile zoo.
City Recreation Staff	Daily as needed	Extended daycare was provided to SLP students whose parents requested it.
Outdoor Education Centre	One afternoon	SLP staff and students used this excursion to support their environmental theme.
National Park	Weekly	The nearby national park paid the transportation costs of bussing the students to the park and its staff led the full-day program (which was held once per week).
Local Mining Operation	Once during program	The local mine personnel came in to talk about open pit mining with the students.
“Science in Schools” “Mad Science” “Reptile Man”	Each group came once to the summer program	Groups came to the school site to entertain and educate students. Presentations were linked to SLP themes.
Activities (i.e., mini golf, Zumba classes, trip to old jailhouse, activities in community park, local martial arts leaders)	As negotiated	Recreational activities, offered to broaden the experiences of the students, took place during the afternoon as determined by the teacher.
Guest Presenters (i.e. dog trainer)	Once	A local dog trainer visited the school and taught the students about the training of dogs to assist persons with disabilities.
Local Farming Operation	As negotiated	Supported by a local farmer, students hatched chickens in the classroom.

EXAMPLES OF PARTNERSHIPS

Partnership:	At this time:	Description of Partnership:
Nutrition Advisory Council	Daily	Grant dollars from this community agency were accessed to buy food materials. The V.P. of the school site (she was also the SLP lead) made a hot breakfast and lunch each day for the 35 students in the program.
Local Food Bank	Daily	Kawartha Food Share was a partner in providing snacks and drinks for the students.
Secondary School Students	Daily	<p>Secondary school students took part as classroom assistants in the summer program.</p> <p>Students provided childcare for preschool children of parents who were participating in the information sessions.</p> <p>Secondary School students were able to count this time toward their community involvement hour.</p>
University Teacher Education Candidates	Daily	Teacher candidates were valuable as teacher assistants in the classrooms.
Lakehead University	On-going	The president of Lakehead University wanted to give back to the community and so he chose this group of SLP students to begin a new program. For each year that these children pass a grade or participate in extra-curricular activities, the university will put money into a fund for them. This will continue up to grade 12 graduation at which point these students will have a maximum of \$4000 saved for post secondary education. The students will have up to 10 years after secondary graduation to use these funds. Each year going forward the university will choose another group of students to support through this new fund.
Native Friendship Centre		Inviting Aboriginal guests as speakers and coordinating activities such as drumming, medicine wheels and making dream catchers.
Superior Greenstone DSB and Marathon Public Library		<p>Marathon Public Library, in partnership with the Superior Greenstone DSB, hosts and supports a Summer Literacy Program. This program addresses a gap in the community. The library and the board encourage children from all literacy and socio-economic levels to engage in reading and be part of the community. The program has been a huge draw for children in the small community of Marathon. It is free, and with the support of other community partnerships the children have been involved in a variety of activities that further promote reading. It is part of the board's CODE summer literacy program.</p> <p>This year the partnership was awarded the prestigious Angus Mowat Award of Excellence.</p>

Important tips: As an integral part of the summer learning program, *boards are expected to provide a recreation component*. Boards may also (but are not required to) enter into a partnership with a local not-for-profit agency or organization (e.g., YMCA, Boys and Girls Club and the Municipality). Numerous boards expanded the recreation component to include drama and arts, adding variety to the summer learning program while enhancing a number of essential skills.

Appendix A: Resources

Summer Learning Program Planning Guide

RESOURCES

Introduction: To support the implementation of summer learning, a number of resources have been identified and are detailed below. This list is not extensive, and the resources should be considered as suggestions. There are also a number of additional resources available through district school boards and the Ministry of Education.

Organization of Resources: The resources listed in this document are organized according to key areas of the successful implementation of summer literacy, numeracy and support for FNMI students, including program, parents, students and community.

A number of the resources in this appendix have been developed by the Ontario ministry of Education and are recommended as supports to the Summer Learning Program. Resources not developed by the Ontario Ministry of Education are not specifically endorsed by the Council of Ontario Directors of Education, and are intended to be used at the boards' discretion to assist with the implementation of the Summer Learning Program.

PROGRAM

Teachers who have a solid foundation in literacy and/or numeracy learning (including curriculum and instructional practices) are essential to a quality Summer Learning Program. The importance of planning and learning together both *prior* to the beginning of the summer program and *during* the program has been identified as key to successful summer literacy and numeracy student learning. References include key literacy and numeracy resources from the Literacy and Numeracy Secretariat, the Ontario Ministry of Education as well as associated resources and websites.

A description of high-quality literacy and numeracy programs can be found in the Expert Panel Reports and Ministry Guides to Effective Literacy and Numeracy Instruction.

The Expert Panel Reports are available at
www.edu.gov.on.ca/eng/teachers/literacynumeracy.html

All of the *Guides to Effective Instruction in Literacy and Numeracy* are available at
www.eworkshop.on.ca

In addition to the *Guides to Effective Instruction*, the site includes modules on Literacy and Numeracy with videos of teachers in action, activity sheets, lesson plans and more. There are also Daily Physical Activity modules, Literacy and Numeracy resources and a module for parents.

The K-12 School Effectiveness Framework (2013): A support for school improvement and student success
www.edu.gov.on.ca/eng/literacynumeracy/framework.html

An extensive library of video clips brings the SEF to life by showing what the indicators look like in practice (multimedia) resources.
curriculum.org/secretariat/framework/index.shtml

Ontario Ministry of Education Policy & Resource Documents and Curriculum Documents
www.edu.gov.on.ca/eng/teachers/curriculum.html

The Literacy and Numeracy Secretariat (LNS):

The LNS has an ongoing Series of resources since 2007:

- *What Works? Research Into Practice*
Provides summaries designed to help practitioners put the best evidence-tested ideas into practice at the school and classroom level.
www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/whatWorks.html

- *Capacity Building Series*
Highlights promising evidence-based practices and identifies benefits, challenges and how to get started. Provides sample activities, tools and exemplars.
www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CapacityBuilding.html
- Webcasts for Educators
Features video clips of expert practitioners putting “best ideas” into practice in Ontario classrooms.
They are produced by Curriculum Services Canada. The complete list can be found at: www.curriculum.org/content/home

From the LNS’s Fall 2012 Resource Package:

Paying Attention to Mathematics Education

- Supporting Numeracy: Building a community of practice, K-12, August 2012
www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_SupportNumeracy.pdf
- Trigonometry in Grade 3?, August 2012
www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_trigonometryGr3.pdf
- Creating the conditions for Learning Mathematics: An In-depth Co-learning Experience (multimedia), November 2012
www.curriculum.org/K-12/en/

Innovative Ways To Engage Parents

- Bringing Marginalized Parents and Caregivers into Children’s Schooling, August 2012
www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_MarginParents.pdf
- Parent Engagement: Working with Families / Supporting Student Learning, October 2012
www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_parentEngage.pdf

Deepening Literacy Learning Across The Day

- Using Multilevel Texts: Supporting Literacy in the Inclusive Classroom, June 2012
www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Multilevel_Texts.pdf

- Supporting Early Language and Literacy. How can parents and educators support young language learners
www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Early_Language.pdf
- Reading the World in a Grade 3 Classroom (multimedia), October 2012

Moving Forward

- Third Teacher: Designing the learning environment for Mathematics and Literacy, K-12, July 2012
www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ThirdTeacher.pdf
- Pedagogical Documentation: Leading Learning in the Early Years and Beyond, October 2012
www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Pedagogical.pdf
- Students of Mystery: Student Work Study Teacher Initiative (multimedia), November 2012
www.curriculum.org/K-12/en

From the Fall 2013 Student Achievement Division package:

- *Paying attention to Algebraic Reasoning*
www.edu.gov.on.ca/eng/literacynumeracy/PayingAttentiontoAlgebra.pdf
- *Leaders in Educational Thought: Special Mathematics Edition* (Multimedia)
www.curriculum.org/k-12/projects/leaders-in-educational-thought-special-edition-on-mathematics
- *Paying attention to Literacy*
www.edugains.ca/resourcesLIT/PayingAttentiontoLiteracy.pdf
- *Student Voice, September 2013*
www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_StudentVoice.pdf

What's new in What Works?

- *Supporting Families as Collaborators in Children's Literacy Development*, February 2013
www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Families_Literacy.pdf
- *Fostering Literacy Success for First Nations, Métis and Inuit Students*, February 2013
www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Fostering_Literacy.pdf

Aboriginal Perspectives- A Guide to the Teacher's Toolkit, 2009

www.edu.gov.on.ca/eng/aboriginal/Guide_Toolkit2009.pdf

The following are professionally developed teaching strategies designed to help Ontario teachers bring Aboriginal perspectives into the classroom:

www.edu.gov.on.ca/eng/aboriginal/Strategygr01lancircle.pdf

www.edu.gov.on.ca/eng/aboriginal/Strategygr01lanrespect.pdf

www.edu.gov.on.ca/eng/aboriginal/Strategygr01lantreaties.pdf

Integrating Aboriginal Teaching and Values into the Classroom: How can schools support Aboriginal student success?

Ontario Ministry of Education. 2008

www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Toulouse.pdf

National Summer Learning Association

www.summerlearning.org

Cooper, Harris. 2009. “More Than a Hunch: Kids Lose Learning Skills Over the Summer Months”

National Summer Learning Association

www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research_Brief_04_-_Cooper.pdf

International Reading Association.

www.reading.org

PARENTS

Parental involvement is an important component of the Summer Learning Program. Opportunities for parents to learn about literacy and/or numeracy strategies both prior to the SLP program and during the summer sessions provide strategies for home support for the child throughout the year. Direct contact and communication with parents during the program sets a positive stage for successful learning. These references offer a selection of LNS resources as well as a variety of articles to support board-parent sessions and summer communications.

Literacy and Numeracy Secretariat

Reading and Writing with Your Child- Kindergarten to grade 6 – A parent Guide

Ontario Ministry of Education (2012).

www.edu.gov.on.ca/eng/literacynumeracy/parentGuideLit.2012.pdf

Helping Your Child Do Mathematics – Kindergarten to Grade 6 – A parent Guide
Ontario Ministry of Education (2012).

www.edu.gov.on.ca/eng/literacynumeracy/parentGuideNum.2012.pdf

Supporting Early Language and Literacy. How can parents and educators support young language learners

www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Early_Language.pdf

Supporting Your Child's Learning (webcast)

Curriculum Services Canada (2007). "Supporting Your Child's Learning"

resources.curriculum.org/secretariat/SYCL.shtml

Ministry of Education website for parents

www.edu.gov.on.ca/eng/parents

Ministry of Education (2012). *Parents in Partnership: A Parent Engagement Policy for Ontario Schools*

www.cpco.on.ca/Resource/ResourceLibrary/Ministry/ParentEng.pdf

Council of Ontario Directors of Education (2011). *Planning Parent Engagement: A Guidebook for Parents and Schools, Parent Tool Kit*

www.ontariodirectors.ca/Parent_Engagement/Parent_Engagement.html

Maryann Mraz and Timothy Rasinski (2007). "Summer Reading Loss".

www.ldonline.org/article/15218/

Literacy advice for families

Literacy tips for early readers

Literacy tips for more advanced readers

Today's Parent.

www.todaysparent.com

Trendall-Jensen, Peggy (2006). "Getting into their good books: helping struggling readers"

www.todaysparent.com/tweens-teens/education/getting-their-good-books-helping-struggling-readers

Cornell, Camilla (2008). "How to raise a reader. Foster your child's love of the written word with our age-by-age reading guide." Today's Parent:

www.todaysparent.com/parenting/education/how-to-raise-a-reader

Spicer, Susan (2011). “Bad marks in school. Is your child struggling in school? Staying positive and making time to help could inspire a love of learning.”

Today’s Parent:

www.todaysparent.com/school-age/agesandstages/bad-marks-school

Family Education.

school.familyeducation.com

Rowley, Barbara (2012). Parenting: “16 Fun Brain Boosting Games: Ways to Boost your child’s math, science and reading skills when school’s out for the summer”

www.parenting.com/article/16-fun-brain-boosting-games

Rowley, Barbara (2012). Parenting: “ Stop Summer Learning Loss”

parenting.com/article/stop-summer-learning-loss

Rowley, Barbara (2012). Parenting: “Summer Learning Loss-Kids Educational Activities”

parenting.com/article/summer-learning-loss-kids-educational-activities

STUDENTS

Growing Success: Assessment Evaluation and Reporting

www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

Ontario Ministry of Education (2007). “Practical Strategies for Student Achievement.”

The Literacy and Numeracy Secretariat.

www.inspirelearning.ca

COMMUNITY

Conservation Ontario. “Conservation Authority Outdoor Education Programs.”

www.conservationontario.ca

YMCA. “Community School Programs”

www.ymcawo.ca/community-programs/

Libraries and Library Organizations.

www.sols.org/index.php/links/

Ecokids

www.ecokids.ca/pub/index.cfm

Games, activities, printable pages and information for kids and teachers about wildlife, science and nature, energy and environmental issues.

Appendix B: Questions Included in the Summer Learning Board Plan

The 2014 Board Plan for Summer Learning is to be completed and returned by email to the CODE office (with a copy to the regional lead) by June 27, 2014.

This year's board plan will focus on the following questions and also provide the basis for discussions with board leads, teachers and supervisory officers during the summer site visits.

Question # 1

Please outline the core teaching and learning strategies that you plan to utilize in the 2014 summer literacy and numeracy learning programs. If appropriate, please identify strategies specific to either literacy or numeracy summer learning programs.

Question # 2

How will the 2014 summer learning program assist and influence teachers in their own professional development, specifically in the areas of instructional practices and parent engagement? Please elaborate with specific examples.

Question # 3

Please detail processes and plans that you anticipate will be in place to support summer students when they return to school in September. Include strategies you will use in supporting this transition.

Question #4

While there is a STAR testing requirement which is part of the research protocol, many boards have their own processes in place for measuring the outcomes of their summer learning program. Please explain how you plan to measure the success(es) of your summer learning program.

Question #5

(For boards implementing summer literacy, FNMI literacy or numeracy for the first time)
Please identify any challenges that you experienced in organizing and scheduling the first year of the Summer Literacy and/or Numeracy Program and how you resolved these challenges. These could include school or class location, accommodation, communication with parents, selection of students for the summer program, teacher planning, budget, transportation, recreation and instructional schedules.

Appendix C: Final Financial Report

Summer Learning Programs (SLP)

Financial Report 2014

*(Please return the completed email version of Financial Report below to the attention of Janet Jensen by **November 28, 2014** at janette@OPSOA.org)*

Name of Board:	
Board Contact:	
Board Allocation:	

Total Number of School Sites	
Total Number of SLP Classes (Literacy)	
Total Number of SLP Classes (Numeracy)	
Total Number of SLP Classes (FNMI)	
Total Number of Students (Literacy)	
Total Number of Students (Numeracy)	
Total Number of Students (FNMI)	
Total Number of Teachers	

Report of Expenditures for Summer Learning Programs

TYPE OF EXPENSE		AMOUNT EXPENDED
Planning and Preparation		
Supervision		
Teacher Salaries and Benefits		
Learning Resources	Books	
	Instructional Materials	
	Consumable Supplies	
Additional Staff Salaries and Benefits		
Caretaking and Facility Expenses		
Communication and Publicity		
Excursions (Transportation for excursions only can be included)		
Recreation Programs/Partnerships Expenses		
Funds Remaining		

Boards are not required to submit to CODE original invoices or receipts detailing the expenditures. However, Boards are to maintain original records/invoices and receipts as per Board approved accounting principles and procedures.

Date

Signature of Director of Education



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