



# Alaska's Path to Progress

## Summer Learning Program Guidance

### **Vision**

All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them

### **Mission**

An excellent education for every student every day.

### **Public Commitments**

- Increase Student Success: Success will be identified using multiple measures as part of a rich and varied curriculum.
- Cultivate Safety and Well-Being: All schools will be safe and nourish student well-being.
- Support Responsible and Reflective Learners: Families, tribes, educators, and communities will provide relevant learning opportunities.

### **Five measurable goals**

- Support ALL students to read at grade level by the end of third grade
- Increase career, technical, and culturally relevant education to meet student and workforce needs
- Close the achievement gap by ensuring equitable educational rigor and resources
- Prepare, attract, and retain effective education professionals
- Improve the safety and well-being of students through school partnerships with families, communities, and tribes

# Summer Learning Program Overview<sup>1</sup>

Summer learning programs are designed to provide students with additional opportunities for learning during the summer months. Systems should strive to create opportunities for all students to access a summer learning program, especially for incoming kindergarten through 2nd-grade students and high school students in need of credit recovery.

There are various short- and long-term benefits of summer learning programs:

- Social and emotional development
- Acceleration, maintenance, or extension of academic skills
- Allows students to explore activities and interests that develop the whole child
- Helps prevent summer learning loss
- Provides a safe, positive environment
- Builds student-teacher relationships
- Decreases discipline referrals
- Decreases likelihood of students repeating a grade
- Increases attendance
- Stronger academic performance (standardized test scores and GPA)

To support school systems in providing summer learning programs for incoming K-8 students, this guide includes:

- The structure and elements of a summer program
- Resources for implementing elements
- Staffing and scheduling considerations
- Sample schedules
- Checklists for action steps during the spring and summer
- Funding information

---

<sup>1</sup> Adapted from Louisiana Department of Education. "Summer Learning Program Guidance." *Louisianabelieves.com*, 1 February 2021, <https://www.louisianabelieves.com/resources/classroom-support/school-system-support-toolbox>. Accessed 30 March 2021.



## **Summer Learning Program Structure**

Systems should offer at least five weeks of programming inclusive of academics, enrichment activities, physical education, and other opportunities to foster joy and engagement. Programs can have themes to encourage creativity in activities and foster a camp-like environment.

Systems are encouraged to invite all incoming Kindergarten through 8th-grade students to participate in a summer learning program as well as credit-recovery options for high school students. If not possible, systems should prioritize students using data from the 2019-2020 school year or based on new student data from the 2020-2021 school year.

School systems should determine the needs of students in their schools and design an approach that eliminates barriers for students to access summer learning and also addresses social and emotional wellbeing. When available, and to the extent possible, systems should also incorporate transportation, child nutrition services, medical services through school-based health clinics, and direct student services. To increase program effectiveness and maximize return on investment, systems should focus on ensuring strong student attendance and productive use of high-quality instructional time.

LEAs must be prepared to provide any IEP related modifications or reasonable 504/ADA accommodations.

## **Elements of a Summer Learning Program**

### **Academics**

Summer Learning Programs should include at least three hours of academics per day. Academics should include ELA and math tutoring along with other opportunities for students to engage with all core content areas. The academic tutoring provided can be delivered in person or virtually. Since tutoring should be done one-on-one or in small groups not larger than three with students with common needs, tutoring during the summer program will need to be strategically scheduled. Two examples of how to schedule tutoring are below.



1. Students can receive tutoring virtually or in person at the same time during scheduled tutoring time (e.g., 12 students in 4 groups of 3 are tutored by 4 teachers).

<b>Tutoring Block</b>			
<b>Tutor 1</b>	<b>Tutor 2</b>	<b>Tutor 3</b>	<b>Tutor 4</b>
Student A	Student D	Student G	Student J
Student B	Student E	Student H	Student K
Student C	Student F	Student I	Student L

2. Students can receive tutoring virtually or in-person during rotations (e.g., 12 students are in 4 groups of 3 and rotate to tutoring as a station).

<b>Tutoring as a Rotation</b>				
	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>
<b>Station 1</b>	ELA Tutoring	Creative Writing	Math Tutoring	Literacy Choice Board
<b>Station 2</b>	Creative Writing	Math Tutoring	Literacy Choice Board	ELA Tutoring
<b>Station 3</b>	Math Tutoring	Literacy Choice Board	ELA Tutoring	Creative Writing
<b>Station 4</b>	Literacy Choice Board	ELA Tutoring	Creative Writing	Math Tutoring



## Enrichment

Other components of the day should include opportunities for students to engage and experience enrichment activities. Systems are encouraged to build time into schedules for enrichment activities that are typically found in a school day, and they can also include offerings that could be unique to this summer experience. Activities could include:

- Arts
- Physical Education and Health
- STEM
- Outside activities
- Computer Skills
- Teambuilding
- Field Trips/Guest Speakers
- Creative Writing
- Literacy
- Project-based Learning
- Career and College Exploration
- Well-being
- Learning Stations
- Resources @aklearns.org

## Scheduling and Staffing

Schools should engage their teacher leaders, mentor teachers, and content leaders in the planning and implementation of summer programming. Full-day programs are encouraged as a way to provide quality care for students and include as many supports and experiences for students as possible.

Staff for summer programs could include current school staff, paraprofessionals, high school students on the pre-educator pathway, students in teacher preparation programs, and members of community organizations as deemed safe and proper for working with children.

ELA and math tutors should be content-strong in the area they are tutoring. Tutors can be hired for in-person or virtual tutoring. Other staff members can teach enrichment activities or monitor child play. Schedules should be determined by what available staff exists in enrichment areas.

Schedules for summer learning programs should be built in consideration of appropriate time allocations for the age of the child and include sessions for ELA and Math tutoring. Schedules should include a preparation time for tutoring teachers to plan for upcoming tutoring sessions. This can be built into the daily schedule or be in the form of paid planning time before or after the student schedule.

A sample weekly plan and daily schedules are below.



<b>Elementary Sample Weekly Plan</b>					
<b>Week 1: Into the Wild! (Kindergarten)</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:30	Arrival and Breakfast	Arrival and Breakfast	Arrival and Breakfast	Arrival and Breakfast	Arrival and Breakfast
8:30-9:30	Learning Stations	Learning Stations	Learning Stations	Learning Stations	Learning Stations
9:30-10:30	Arts Block	Arts Block	Arts Block	Arts Block	Arts Block
10:30-11:30	Learning Stations	Learning Stations	Learning Stations	Learning Stations	Learning Stations
11:30-12:00	Lunch	Field trip to Animals in Your Community	Lunch	Lunch	Lunch
12:00-12:30	Outside Play		Outside Play	Outside Play	Outside Play
12:30-1:00	Well-being		Well-being	Well-being	Well-being
1:00-2:00	STEM Lab in animal habitats		Guest Speaker from Animal Caretaker	Wildlife Field Day Activities	Animal Puppet Show
2:00-2:30	PE		PE		PE
2:30-3:30	Computer Lab		Computer Lab	Computer Lab	Computer Lab
3:30-4:00	Daily Huddle	Daily Huddle	Daily Huddle	Daily Huddle	Daily Huddle
4:00-5:00	Free Play/Dismissal	Free Play/Dismissal	Free Play/Dismissal	Free Play/Dismissal	Free Play/Dismissal



<b>Sample Grades K-5 Daily Schedule</b>		
<b>Time</b>	<b>Activity</b>	<b>Description</b>
8:00-8:30	Arrival and Breakfast	Students transition into classrooms and/or breakfast. Classrooms include independent activities.
8:30-9:30	Learning Stations	Students transition through two 30-minute learning stations. ELA and math tutoring are included as rotations. Other stations could include creative writing, computer skills, choice boards, literacy activities, or social studies and science centers.
9:30-10:30	Arts Block	Students participate in visual art, dance, theatre, culinary, or music class. Students could participate in a different art each day or week.
10:30-11:30	Learning Stations	Students transition through two 30-minute learning stations. ELA and math tutoring are included as rotations. Other stations could include creative writing, computer skills, choice boards, literacy activities, or social studies and science centers.
11:30-12:00	Lunch	Students eat lunch.
12:00-12:30	Outside Play	Students play on playground equipment or outdoor toys and participate in outside activities.
12:30-1:00	Well-being	Students participate in activities from the school's Social and Emotional Learning Program or other well-being activities.
1:00-2:00	STEM Lab	Students participate in STEM activities.
2:00-2:30	PE	Students participate in physical education or health activities.
2:30-3:30	Computer Lab	Students participate in computer activities that build keyboarding and application skills.
3:30-4:00	Daily Huddle	Students participate in a team-building/closing activity for the day.
4:00-5:00	Free Play/Dismissal	Students pack belongings and dismissal transition occurs. Students participate in free play until families arrive to check students out.



<b>Sample Grades 6-8 Daily Schedule</b>		
<b>Time</b>	<b>Activity</b>	<b>Description</b>
8:00-8:30	Arrival and Breakfast	Students transition into classrooms and/or breakfast. Classrooms include independent activities.
8:30-9:30	Learning Stations	Students transition through two 30-minute learning stations. ELA and math tutoring are included as rotations. Other stations could include creative writing, computer skills, project-based learning activity, career exploration, or social studies and science projects.
9:30-10:30	Arts Block	Students participate in visual art, dance, theatre, culinary, band, choir, or music class. Students could participate in a different art each day or week.
10:30-11:30	Learning Stations	Students transition through two 30-minute learning stations. ELA and math tutoring are included as rotations. Other stations could include creative writing, computer skills, project-based learning activity, career exploration, or social studies and science projects.
11:30-12:00	Lunch	Students eat lunch.
12:00-12:30	Outside Play	Students play organized sports and participate in outside activities.
12:30-1:00	Well-being	Students participate in activities from the school's Social and Emotional Learning Program or other well-being activities.
1:00-2:00	STEM Lab	Students participate in STEM activities.
2:00-2:30	PE	Students participate in physical education or health activities.
2:30-3:30	Computer Lab	Students participate in computer activities that build keyboarding and application skills.
3:30-4:00	Daily Huddle	Students participate in a team-building/closing activity for the day.
4:00-5:00	Free Play/Dismissal	Students pack belongings and dismissal transition occurs. Students participate in independent or group activities until families arrive to check students out.



## Checklists

The planning checklists below include tasks that the Summer Learning Program Coordinator should consider when planning.

<b>Planning Checklist: February - April</b>	
	Develop a projected budget
	Create schedules for grade levels/grade bands
	Determine staffing needs including site leaders, nurses, faculty for proposed schedules, and all support staff
	Create applications for staff hiring
	Create a registration process and timeline for students including the collection of accommodations and medical plans
	Develop a communication plan for parents and families
	Engage with partners for supports (local government, organizations, public library, universities, etc.)
	Determine school site locations
	Prepare for transportation needs
	Prepare for food and nutrition needs for meals
	Set dates for professional development for staff
	Begin a resources and materials needed list
	Take stock of available enrichment opportunities in staff to determine which enrichment activities can be made available in schedules



<b>Planning Checklist: April - May</b>	
	Plan professional development content
	Hire staff
	Set parameters and guidelines for how time is utilized
	Purchase supplies
	Preview summer tutoring sessions with teachers for planning purposes
	Plan enrichment activities
	Provide training and professional development for staff
	Create student rosters based on registered students
	Develop bus routes based on registered students
	Communicate SLP details to families

## Funding

Multiple funding sources can support the implementation of Summer Learning Programs. School systems can use funds from their General Fund, Title I, CARES, CAA, and Direct Student Services allocations.

For more details on funding sources, reference the Federal Funding Guide or contact <https://education.alaska.gov/grants>

Adapted from Louisiana Department of Education. "Summer Learning Program Guidance." *Louisianabelieves.com*, 1 February 2021, <https://www.louisianabelieves.com/resources/classroom-support/school-system-support-toolbox>. Accessed 30 March 2021.