Summer Programming Technical Guidance

Planning Toolkit – Summer 2022

TN Department of Education

Summer Programming Technical Guidance
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Prioritizing the needs of students after the COVID-19 pandemic disrupted learning and academic instruction, Tennessee led the nation in its education response to invest in children and create summer learning opportunities for students who were particularly negatively impacted by lost learning time.

In January 2021, Governor Bill Lee and the Tennessee General Assembly worked intentionally to enact legislation and provide funding to public school districts for summer programming through the *Tennessee Learning Loss Remediation and Student Acceleration Act*. The Act required districts to provide rising first through eighth grade students with summer learning opportunities— Summer Learning Camps, After School STREAM Mini Camps, and Learning Loss Bridge Camps—to ensure Tennessee students could receive additional academic instruction throughout the pandemic and would have ongoing support to address learning loss in the future.

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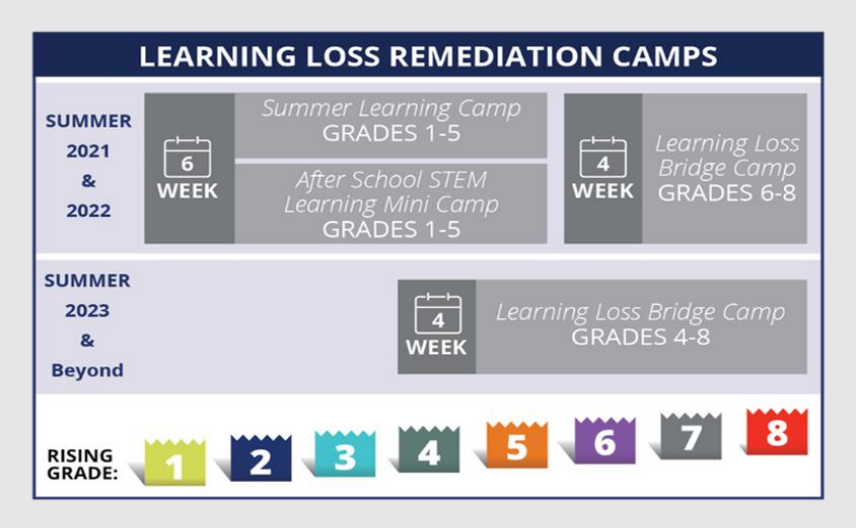

Intentional Planning and Preparation

District and school leaders worked diligently to create summer learning experiences for students that would be an exciting new learning experience for all participating students. Faculty and staff members of all 147 districts creatively designed camp experiences for rising first through eighth grade students, as required by the 2021 Tennessee Learning Loss Remediation and Student Acceleration Act.

District and school leaders communicated with families and the school community-at-large about the summer learning program opportunities, engaged with community partners, recruited students, recruited staff, prepped curricula, planned field trips, and purchased materials for the hands-on learning experiences. Some districts even purchased books, so that each student would receive one book on each day of camp for their home libraries.

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Tennessee Education Commissioner Penny Schwinn, other Tennessee Department of Education leaders, and state legislators highlighted the hard work and intentionality of districts with an inaugural Accelerating TN Bus Tour. During the tour, Commissioner Schwinn, department staff, and legislators, traveled across the state learning about how Tennessee school leaders, teachers, and communities were accelerating student achievement. Highlights from the tour include, but are not limited to:

- 2,600 Miles Traveled
- 50 Districts Visited
- 43 Summer Learning School visits
- 15 Roundtables
- 2 Early Reading Trainings

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In Tennessee's first summer of learning camps, over 130,000 students successfully participated in summer programming across the state. Districts focused on students, ensuring needs were met. On average, students who attended summer learning camps grew 5.97 percentage points in ELA and 10.49 percentage points in math, with the strong support from over 12,700 educators who taught in summer camps.

Following feedback during the Accelerating TN 2021 Bus Tour, site visits, and engagement groups, the department was proud to further highlight the exceptional work that districts accomplished for sharing best practice and future implementation. On average, students who attended summer learning camps grew 5.97 percentage points in ELA and 10.49 percentage points in math. Over 12,700 educators supported summer learning camps in all 147 districts across the state. The bright spots section of the 2022 Summer Programming guidance showcases some of the exceptional models that districts created within their own summer programming design. Districts that were showcased represent west, middle and east Tennessee, as well as urban, suburban and rural communities.

The Bright Spots Guide is organized by topic, which are aligned to the steps of launching summer programming (page 31). Each bright spot offers practical strategies Tennessee districts used in 2021 summer programming to create strong camp experiences for their students, and shares the design and impact that districts created and then shows how to replicate this practice. This section is designed to be used to reflect on a district's 2021 programming and determine potential enhancements to the district's 2022 summer programming.

In the second part of the guidance document (page 31), districts will find an updated 2022 technical assistance guide on the planning process, waiver completion, staffing, programming, funding guidance, attendance guidance, and STREAM updates.

Attendance

As districts planned for their summer programming, it was important for them to consider strategies to achieve strong attendance from their priority students, as defined by the law. Intentional planning and engaging design elements remain essential to ensuring that at-risk students will attend consistently throughout the duration of the program.

As districts reflected on their 2021 summer programming, they repeatedly recommended creating a strong communication system about the importance of learning recovery and acceleration. The "why" behind summer programming was essential for their families and community members to hear and understand. Districts recommended creating common and consistent messages about the importance of additional instructional time, the quality and unique aspects of the summer program, the small teacher to student ratio, and the participation of key community partners. Districts also recommended using a multi-pronged communication strategy with personal phone calls from teachers and guidance counselors, information on website pages, social media posts, flyers, videos, callouts, and text messages. Across the varied communication platforms, it was important for summer programming teams to deliberately relay the details, intentionality, and benefits of summer participation specific to their students' families' needs and interests. Several districts mentioned that personal communications between teachers and families significantly impacted registration and consistent attendance.

Further, summer programming teams reflected on the retention of students and success in consistent attendance when districts built excitement and created unique opportunities for students to experience. The daily incorporation of STREAM-based lessons was one element important to advertise for students and families. Early on, districts offered a clear sense of what this might look like each day, ranging from hands-on experiments to problem-solving field activities, from collaborative challenges to take-home manipulatives. Summer programming teams made sure that families and students knew that participating in summer learning camps would mean a range of energizing opportunities they wouldn't want to miss.

Finally, districts with highest priority student attendance reflected that the considerations of their localized context mattered greatly. Whether it was the knowledge of a neighboring sports camp session, coordination with local churches, or garnering early input from families, districts acknowledged that there were several factors early on they decided based on their local area. For instance, the dates and length of their program with waiver flexibility for many were made clear based on other competing community opportunities during the summer. One district shared that they had even asked coaches and community organizations not to hold any other camps or programs for the four weeks they held camp. This ensured the entire community knew the district's summer programming was critical for students' additional academic focus and acceleration for a strong start back to school in the fall. In another example, many summer programming teams recognized that their selection of school sites was a clear factor in generating priority school attendance. Many families noted they preferred multiple school sites rather than a consolidation for future years. This reduced transportation costs and offered students a chance to attend the building of closest proximity and familiarity.

Positive Impact

The positive impact of strong, steady attendance from priority students cannot be overstated. Primarily, the academic benefit to students who needed additional instruction and support led to growth in ELA and math

scores across the state. Summer programs that maintained targeted instruction, small class sizes, and a deliberate focus on acceleration grew students who had fallen behind, working to close gaps before the start of a new school year.

Further, the consistent attendance for priority students strengthened relationships between the community, district, and families, including all stakeholders who play a part in the progress of our children is key to their success. Summer programming teams who leveraged community partners resources, communicated with local stakeholders about the importance of the program, included families in early discussions about the opportunity available to them, and maintained consistent communication loops saw additional benefits not only for their students' experiences, but moreover their systems' ability to deliver on key supports.

Ultimately, summer programming teams' intentional efforts to sustain strong enrollment and attendance led to stronger returns to classrooms this fall. For many students who had experienced various disruptions, it was important to have that additional academic and non-academic time in school buildings this summer. The key support of educators, instructors, specialists, and peers built greater confidence, ability, and assuredness in many of our priority students as they worked towards a strong start to their new year.

Replicating this Practice

1. Determine priority students early and engage parents in "why" conversations to create urgency with families in committing to summer programming. Consider building in language and information about the summer program opportunity early into home communication reports.
2. Use family-friendly language to explain student learning gaps, the benefits of extended learning time, and the small group opportunities that summer programming would provide for a family's child. Consider using student home literacy reports and progress reports as a way to communicate student progress. See the Communicating Student Progress section for additional details and considerations.
3. When communicating with families, create multi-pronged approaches to connect with families. See the Family Engagement Strategies for additional steps.
4. Ensure that summer programming communications highlight unique elements of the camp programming and opportunities such as field trips or STREAM events. Collaborate with local businesses, partners, and community stakeholders. Share the program's details and communicate the importance to potentially generate additional resources and donations.
5. As programs launch, continue to communicate attendance and make phone calls to check in with absent students. In the event of longer absences, see what additional supports may be necessary for that child's attendance and participation.

Communicating Student Progress

Following the 2020-21 school year and the passage of the Tennessee Learning Loss Remediation and Student Acceleration Act, districts set out to accelerate student growth through additional classroom time and learning opportunities this summer. While all districts were determined to focus on their priority students, Dickson County focused on strategies they leveraged to streamline their communication about student progress.

Dickson County Schools used a strategic approach with family communications. They started identifying priority or at-risk students early in the spring using benchmark data and other classroom data points. (See **Summer Camp Form** from Dickson County). After identifying protentional priority students, the summer programming team sent early invitations out to families. This early notice allowed families to plan summer activities around the summer learning camp weeks.

Early identification of priority students also allowed the summer programming team time to gather additional data points from current teachers so that summer educators could customize their instruction during summer learning. Dickson County Schools' *Summer Camp Form* was shared directly with the students' summer learning camp teachers two weeks prior to the start of the program, giving them time to review it and plan for individualized supports based on students' needs.

At the end of camp, district leaders asked summer teachers to complete **progress reports** to highlight the growth students made after receiving summer programming. The first page of the progress report provided family recommendations to extend summer learning through the remaining summer weeks. The second page of the report was designed to share summer learning academic progress with students' new homeroom teachers in the fall. This summary helped the new teacher understand the students' summer learning experience, successes, and challenges with standards and highlighted progress made through the summer. District officials organized the reports from each summer learning site and disseminated them to new homeroom teachers throughout the district before school started in August. Danny Weeks, Director of Dickson County Schools, explained that "Dickson County teachers take responsibility for personalized learning plans." He continued, "The addition of these plans to our summer programming was very natural for them and so beneficial for teachers' preparation for the upcoming year."

Positive Impact

The impact of Dickson County's continuity in their student progress reporting and communication practices cannot be overstated. Their team devoted intentional time to strategize simple, meaningful solutions critical to communicating student progress. Most importantly, all stakeholders – students, educators, and families – stood to benefit from this best practice.

First, students were able to receive more targeted and intentional support during summer learning and the start of the new school year. This structure provided a more seamless transition. Students were at an academic advantage through the opportunity to pick up where they left off which saved meaningful time, generated greater engagement, and accelerated greater academic outcomes.

Second, educators were given information critical to student success. Having a robust picture of qualitative and quantitative information equipped instructors with the ability to refine and tailor their support to maximize access to on-grade-level instruction. That level of proactive administrative support made clear that the educator's time and practice were valued in Dickson County.

Third, families were included as real partners in their child's progress and learning. Having access to not only their child's progress, but more importantly, the strategies appropriate for sustained learning, was key to maintaining that child's momentum. Additionally, families are able to better advocate for their children when invited to participate and given substantive pictures of their areas of strength and opportunity.

When all stakeholders openly communicate with one another about student progress, they achieve a shared understanding of the student's performance and instructional needs. It can help preserve the

progress made and expedite future growth as students transition from the traditional school year to summer programming and on to the next grade-level.

Ultimately, the planning and strong implementation of such communication practices builds greater capacity for strategic focus within a district system. With clear pictures of student progress and areas for educator focus, Dickson County Schools had a realistic sense of their greatest summer and future needs. Providing all stakeholders with accessible information on students' progress can sustain momentum, generate better outcomes, and focus districts on the important work ahead.

The practices below are key steps for district teams to consider in their planning and development work:

Replicating this Practice:

1. District officials should consider reviewing their existing communications systems with a group of lead educators to create a summer programming communication system that is seamless and easy to use.
2. District teams may be able to review and adapt existing home communication reports. The team should ensure that family friendly language is used on all home communications.
3. After the planning team develops summer communication forms, the team should review internal data points, state-required data points, and determine what data should be collected and communicated from the prior year for the summer instructional team.
4. Summer programming teams should share summer registration rosters with classroom teachers and school principals to ensure 1) the students who need support are registering, and 2) teachers can be aware of which students will need progress monitoring data for the summer programming team.
5. Consider using a progress monitoring data form and sending to students' teachers prior to the last month of school. A sample data form can be found here. Summer learning teachers should receive the completed documents for their students with ample time for planning for summer programming. Educators should also have the opportunity to ask questions or follow up with grade level teachers prior to the launch of the summer learning camps.
6. As summer programming launches, ensure that summer programming educators understand the district's expectations of communicating with families through the summer learning camps. In addition, review the summer family progress reports template so that summer programming educators understand what data will need to be collected and reported to families at the end of summer learning camps. Include sections for teachers to highlight students' academic growth and suggestions families can follow to reinforce skills. An example can be found **here**.
7. In the final week of summer programming, summer teachers should complete the *teacher* progress report. These reports can be digital or printed depending on the district's infrastructure. An example can be found **here.** District leaders should organize reports and ensure they are distributed to students' projected classroom teachers before the beginning of the next school year.

Family Engagement Strategies

Families are a child's first educator, and it is always important for districts and schools to consider their engagement strategies to ensure families feel included and connected to their student's progress. Moreover, as districts prioritized students most in need of additional academic supports this summer, it was essential that they gave ongoing, strategic consideration to their family outreach and engagement efforts. Last year, family engagement was essential to not only recruit and retain students, but also to bridge any potential gaps between a child's progress and his or her family's partnership.

During the 2021 Summer Learning Camps, **Hamilton County Schools** leaders knew that their families were a critical partner in educating students who would most benefit from additional classroom time this summer. Therefore, the summer programming team focused on engaging families early to ensure they could reach the students who need the most support. The team understood that many families plan activities, vacations, and special events during the summer. To create a sense of urgency around summer learning, district leaders created a messaging campaign that focused on the urgency of learning acceleration. In addition, the summer programming team wanted to ensure camps' messaging was a balance of academic achievement and acceleration alongside creative, fun, and engaging learning

opportunities. Therefore, family communications also shared the engagement events that were included in summer programming.

Districts across the state also focused on their messaging strategies, creating multiple modes of communication for families. These included flyers, phone calls (both personal and robocalls), emails, and "Save the Date" stickers. District leaders also honored the relationships between building-level personnel and families by encouraging direct communication from principals, assistant principals, guidance counselors, and teachers. In Hamilton County, the principal and assistant principal called the family of each priority student. The district team reflected, "We encouraged principals and teachers to promote summer learning camps to the families they serve because they are the ones who have the strongest connections with the students. Families tend to trust their child's regular teachers and principals and know they have the best interest of their children at heart." Recommendations for summer learning participation directly from these trusted messengers mattered to families and students and were instrumental in recruiting students to enroll in summer learning camps.

In addition, communications focused on providing detailed information for families. They included information about transportation, meals, hours of operation, and locations. In addition, communications shared information about teachers and leaders who would be participating.

Moving forward, district leaders plan to message the importance of summer programming throughout the year, building continued awareness and understanding of both the opportunity and importance at hand so families will see summer learning camps as an invaluable program for their children each year.

Positive Impact

Per the law and department guidance, districts were encouraged to focus on providing priority students clear access and opportunity to summer programming. By engaging families with timely information, the district was able to communicate with families and ensure the highest priority students were enrolled in summer learning. Families quickly understood the purpose of summer programming and how attending would benefit their child academically.

Families are best engaged as partners in their child's academic success, and when districts spend intentional time crafting their communication efforts to invite families into the conversation, all stakeholders – the school, the family, and the student – stand to benefit. In Hamilton County, High School Curriculum Coach LeAnn Plumee shared, "Any opportunity we get to talk to families, we highlight how summer learning is a fun way to engage their children and can really help them get the academic boost they need heading into the next school year." As districts offered robust programming during the 2021 summer - some for the first time - it was essential to proactively communicate the added benefit each child could experience from their additional classroom time.

While many districts spent a great deal of time recruiting and reaching out to families to ensure the students most needing additional academic support arrived in classrooms this summer, they also considered additional yearlong communications for families to better engage in that child's progress. Many students experienced significant academic and non-academic gains this summer, and the pre-work of districts to establish coherent and streamlined communication channels strengthened their efforts to, through and beyond this summer.

Replicating this Practice:

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As districts look forward to summer 2022, summer programming teams should begin their family communications as early as possible targeting priority students as defined in the law.

Phase One: Winter 2022 - Launch Summer Learning Camps Campaign

1. Determine if participation is open to all students in the district, or if the district program will only serve priority students.
2. Design communications tailored to the district's families and consider existing and new modes of communication (e.g., weekly teacher newsletter, monthly updates, etc.).
3. Include explanatory information such as transportation options and the different types of camps available (Summer Bridge Camp, STREAM, or Summer Learning). A district may consider using the Tennessee Learning Loss Remediation and Student Acceleration Report to help explain differences in the camps.
4. Focus communications on the opportunity for learning acceleration, as well as engagement events and activities within the program.
5. Feature successes from the 2021 Summer Learning Camps. Consider using visual imagery and anecdotes as much as possible.

Phase Two: Early Spring - Share Camp Design and Create Excitement

1. Consider creating a theme or "campaign" around summer programing.
2. Use the theme or campaign to create excitement and buzz for summer programming.

   Note: One idea to create buzz was used by **Hamilton County Schools' Saved the Date sticker.** HCS passed these stickers out to 7500 students at a UTC basketball game.

3. Begin to outline structure and logistical details, including start and end times, daily meals, and transportation. See **Jackson-Madison County Schools' general information flyer** as an example.
4. Share the date and launch for registration. See **Hamilton County Schools' Registration Flyer.**

Phase Three: Early Spring - Launch Registration and Formal Recruitment

1. Create excitement around the launch of registration.
2. Consider a personalized phone call to families regarding their child's eligibility as a priority student. Discuss student progress and areas of concern with each family. **See Giles County Schools' confirmation notice**.
3. Offer multiple methods to register students in-person and virtually. Consider email registration links, website posts, social media links, and posted QR codes for registration throughout the community.
   a. Hamilton County Schools' registration flyer
   a. Bristol City School's' summer programming flyer
   b. Giles County Schools' registration flyer
   c. Fayette County Schools' registration letter
4. Include detailed logistics information including meals, transportation information, daily instructional schedules, and teachers if possible.
5. Continue to promote the theme and feature engagement activities such as community partnerships, field trips, and other special summer programming components.
6. Consider sharing health and safety considerations.

Phase Four: Late Spring – Launch Camp Details

1. Consider finalizing recruitment plans with personalized outreach to priority students not enrolled.

2. Send confirmation information to enrolled students including final transportation details (including bus routes, stops, etc.), daily instructional schedules, nutrition and meal details, staffing, and health and safety protocols.
3. Provide detailed contact information with families and consider family sharing events that engage families through all the positive experiences during the summer programming.

Recruitment Strategies for Staffing

Across the state, districts recognized the importance of their recruitment and retention strategies necessary to build their 2021 summer programs with the strongest educators equipped to accelerate student growth. To ensure continuity and greatest academic experience, it was important to bring on exceptional educators committed to fulfilling the full term of their summer contract.

As a part of the planning stages for summer programming, **Benton County Schools** officials provided early, comprehensive details on summer learning camps to staff. Towards the beginning of spring, teachers received key details regarding program dates, instructional curricula, technology, compensation, and paid teacher planning time. The district prioritized the early, full information delivery chain knowing it was important to allow their teachers ample time to review the logistics and details, and to consider their commitment to this important opportunity for students to continue learning throughout the summer months.

To support questions and additional inquiries, the district hosted informational meetings for teachers and educational assistants interested in learning more about the selection process, specific school sites, and additional program details. Then, educators interested in applying for positions were offered an availability calendar to indicate which weeks they could work. Instructors had the flexibility to work between one and four weeks of the camp, allowing those who had limited availability to still lead classrooms specific to their practice and content-expertise. Mark Florence, Director of Benton County Schools, added, “Benton County was grateful for the funds provided by the TDOE for the 2021 Summer Learning Camps [because] we were able to work with students during these four weeks to address learning loss due to missed instruction.” Further, he added that “it provided some much-needed normalcy for our students and staff.”

Before planning any other component of summer learning, leaders in **Johnson County Schools** also focused their full attention on recruiting the strongest educators. They agreed to compensate teachers and educational assistants at a premium daily rate to attract key talent. They also determined that a flexible staffing pattern worked best for their district, allowing educators to customize their schedules based on their personal summer schedules. Scheduling options included working partial days or only select weeks of the program. Based on teacher survey information, district leaders were able to create a flexible master schedule that met key staff’s needs. For instance, knowing that they had a greater number of math instructors available during certain weeks, the district flipped the program emphasis to maximize those instructors’ impact during their window of availability. District leaders went even further to proactively eliminate any childcare concerns for educators by providing daycare services at school sites and opening enrollment for summer learning to educators’ children. Mischelle Simcox, Director of Schools for Johnson County School, acknowledged that, “Students excel when they have the best teachers who expect high expectations from their learners.” For the design of their program, Director Simcox explained, “Our goal was to provide our students who needed that extra remediation with the best teachers possible to

help them close the gaps that occurred during the pandemic, especially in an environment like summer school where small groups were possible."

With a projected enrollment of over 1,600 students for summer learning camps, **Murfreesboro City Schools** district leaders also concentrated on hiring teachers and staff they knew could best support the needs of all learners in their program. Acknowledging that many students would be transitioning back to regular, in-person learning during summer programming, district officials recruited personnel who could support students' academic and non-academic needs. In addition to hiring nearly 400 certified teachers to teach core content, each camp location was fully staffed with ESL instructors, special education teachers, school counselors, behavior specialists, nurses, and additional support personnel available to address any behavioral, emotional, or social barriers that could have been a roadblock to a child's academic gains. Trey Duke, Director of Schools, explained, "Coming out of the pandemic, we knew that implementing a strong summer school program would be a critical move to ensure our students were given every opportunity to be successful during the school year." He added, "We were thrilled not only with the large number of students who participated but with our teaching and support staff who recognized the need and stepped up to make sure our programs were successful."

Positive Impact

The impact of these three districts' selection and recruitment strategies was incredibly significant for the quality and outcomes of their summer programs. Across the board, each team devoted intentional time to strategize localized, flexible solutions essential to meet the needs of their students' learning alongside the availability of their educators.

District and school leaders in Benton County Schools, Johnson County Schools, and Murfreesboro City Schools recognized the importance of capturing top talent to generate greatest student growth. Casting a wide net with flexible schedule opportunities, competitive compensation, and key supports (childcare, high quality curriculum, available technology, etc.) ensured that each district attracted both the quantity and quality of instructors necessary for strong programs. Flexible schedules allowed districts to maximize the time they had with highly effective educators, leaning into their availability for content emphasis. Competitive compensation and key supports (such as lesson plans, units, and activities - see Supporting Teacher Preparation section for greater detail) were both necessary to maximize an educator's interest and impact, especially with various options for alternative summer plans. Ultimately, these districts recognized the impact of their early steps as educators made decisions about their summer schedules. Recognizing the intentional efforts dedicated to the recruitment and retention practices specific to their local district's context and needs, instructors across the state signed on to teach in the summer learning camps.

Above all else, it was essential that students attending summer learning camps had instructors with a proven-track record of accelerating growth. Balancing flexible schedules, prioritizing early and clear communication, and motivating participation through fair compensation and district support, each district was able to strategically staff their camps with the instructors critical to address the learning needs of their students to accelerate greatest growth all summer long.

Replicating this Practice:

The department understands that recruitment strategies should be tailored to district needs and their staffing availability; however, it is important to prioritize staff recruitment early in your summer

programming planning. As part of this process, budgeting appropriate salaries, determining a hiring strategy, and developing staffing flexibility are crucial to staff recruitment.

1. Determine staffing needs for instructional positions based on projected enrollment. When planning, it is encouraged to use ideal staff to student ratios for recruitment purposes. Consider the use of community partners or alternate educators to staff summer programming as appropriate and as tied to the individuals' strengths and proven ability to contribute to the overall success of the summer learning camps.
2. After determining staffing needs, prioritize recruitment with your strongest staff members. Consider which staff members had the most success during the prior year.
3. Consider flexible scheduling options for teachers and support staff (e.g., can work partial days or weeks, can work 2 of the 4 weeks of camp consecutively, etc.). A survey of teacher interest may be helpful in determining the flexibility needed to fully staff the camp. See Benton County School's Summer Learning Camp Teacher Survey and General Information sheets.
4. Collaborate with the district human resources team to use a hiring process that is appropriate for the district. The department encourages districts to hire summer programming staff early to allow time for professional development and teacher prep days prior to the start of camp.

When considering using alternate educators, consider the training and support necessary to ensure all summer programming staff will have a successful experience.

Strong Community Partnerships

In 2021, several districts chose to work collaboratively with their local community to provide unique academic and engagement opportunities for the students in summer programming.

For example, the summer programming team in **Clarksville-Montgomery County Schools** chose to leverage the district's long-standing partnership with the Clarksville Parks and Recreation Department to provide support with physical education activities during summer learning. The Parks and Recreation team has had a long history of supporting prior summer learning camps in the county, and the district was able to further grow the pre-existing partnership in their planning and execution for summer programming. School district leaders and Parks and Recreation personnel began mapping out clear program details and expectations in early spring of 2021 and focused on designing engaging activities for all age levels. Starting on the first day of camp, volunteers from the Parks and Recreation team welcomed groups of students into the gym or outdoor spaces to participate in various structured sports and games they had planned for each school site. Districts were required to provide play time for children, offering a break from classroom time and fostering peer-to-peer relationships. Of equal importance, given the full supervision by Parks and Recreation volunteers, teachers then had a protected block of time for their designated planning period. Teachers used this critical time to collaborate with other instructors, update data collection, or prepare for upcoming lessons and activities.

Clinton City Schools took a different approach in their local community partnership by expanding their existing partnership with the Boys and Girls Club of the Tennessee Valley. In 2020, this community organization provided much of the needed Pre-K-6 through sixth grade afterschool care for the three elementary schools in the district. The success of the program allowed school district leaders to expand their partnership into summer learning, tapping into the academic enrichment services provided by the organization. Boys and Girls Club staff coordinated hands-on activities that supplemented the academic instruction students received during the summer day. For instance, after students read about volcanoes in ELA classrooms, the Boys and Girls Club team stepped in to lead students through extended learning time, creating their own volcanic eruptions. Through grant funding, the Boys and Girls Club also offered complimentary afterschool care to all students who attended summer learning camps. The district's leadership team attributed this additional offering as a strong contributing factor to their high-enrollment numbers (so much as a 40% increase from original projections). School district and club leaders are already planning for next year's summer learning camps by working in conjunction with the University of Tennessee, Knoxville's educator preparation program. The University of Tennessee's field experience students will work for the Boys and Girls Club's afterschool program to serve as educational assistants during summer programming, adding another layer of support for students and teachers throughout the district.

Positive Impact

Though the opportunities for partnership vary community to community, the benefits for students, districts, and teachers can have a great deal of positive impact, specifically on the delivery of summer programming services.

The resources of community partnerships should be considered creatively and comprehensively. The generous offerings of time, talent, expertise, capacity, and financial support can each be beneficial contributing factors to district summer programs. Most importantly, when schools and community organizations work together to support student learning, the entire community experiences the positive impact.

First, partner organizations like those in Clarksville-Montgomery County and Clinton City Schools complemented the academic elements of summer programming. By providing a wide range of learning opportunities that reinforced the concepts teachers were covering each day, community partners' involvement can extend and reinforce key academic moments that students are working through. For example, Emily Vaughn, Director of Teaching, Learning, and Innovation with Clarksville-Montgomery Schools, shared that in their experience, "Clarksville Parks and Recreation does really great work engaging and building relationships with our students. And when you blend that together with the great academic work we do within the district, it creates a well-rounded program that students enjoy coming to." When given the appropriate invitation and clarity of expectations, community partners stand to support the academic gains of students in summer programming.

Second, many families already have positive, pre-existing experiences with community partners, and their involvement in a district's offerings can deepen the trust in the summer program's scope and significance. For example, Kelly Johnson, Director of Clinton City Schools, shared that "Families always want to know their children are being taken care of. [In Clinton City Schools], their previous experience with the Boys and Girls Club programming gave them a level of confidence that their kids were in good hands." True partner involvement can contribute to family's trust and assurance, positive school culture, and meaningful mentor relationships alongside the essential academic growth and gain of summer students.

Ultimately, when districts take the time to strategically engage community partners, planning and implementing alongside one another, they can maximize key resources to better deliver on the needs of students and families. As districts focus their efforts on accelerating the learning of students who need that extra support the most, the additional resources from a community partner – be it time, talent, capacity, or financial contributions – can have significant impact on the upward trajectory of a student.

Replicating this Practice:

1. Extend current on-grade level content using existing high-quality instructional math and ELA materials. Assess if there is enough unused HQIM content to use for all grades throughout the summer, or if additional supplementary materials are needed.

2. If using existing HQIM, plan for how teachers will need lesson prep or unit prep support for the summer. If summer educators will be using HQIM for the first time, consider professional development on how to use the resources and how to support learners within grade level content. If all summer teachers are familiar with the curricula used, consider giving prep days so that the summer educators have time to internalize lessons and design scaffolds and supports.
3. Consider having district leaders compile all resources needed (to include manipulatives, books, decodable readers, for example). This allows for teachers to have all materials needed to launch each week of instruction without a large investment of material preparation time.

Using High Quality Instructional Materials

As districts consider the appropriate resources for 2022 summer programming, the leadership team might consider unused units or modules of their adopted high-quality materials for mathematics and ELA. In Summer Programming 2021, **Lauderdale County Schools** chose to use their adopted foundational skills, ELA, and math curricula during summer programming to ensure continuity of student learning and teacher experiences. Teachers with proven success in implementing high-quality instructional materials were hired for summer learning. The summer programming team selected units from high-quality math and ELA materials that were not previously taught during the school year. This approach allowed teachers to continue their lesson and unit preparation protocols and determine in-lesson scaffolds for students. Since this preparation process was familiar, teachers felt confident in their instructional approach for summer learning.

In the early grades, ELA teachers focused on early literacy development by using foundational skills lessons from district adopted high-quality materials. These lessons focused on sounds first instruction at each students' on-grade level. Students were provided additional practice within decodable text. In addition, teachers used the district adopted knowledge-building curriculum to engage students in opportunities to build knowledge and content specific vocabulary. Students had many opportunities to engage in discourse with peers through collaborative discussions using familiar protocols. Students displayed their growing knowledge through written products and presentations. Upper grades used high-quality instructional materials to reinforce the importance of regular practice reading complex texts, citing textual evidence, and building knowledge through authentic fiction and nonfiction texts. Teachers provided multiple access points and scaffolds to support students as they productively struggled with different components of complex text. Students engaged in daily writing in response to text and routinely shared their writing with peers and adults.

For math instruction, teachers analyzed benchmark data and student work products to identify grade level content to prioritize for summer learning. Teachers then provided intentional, targeted instruction using district high-quality math materials and additional math resources offered by the department. In addition to whole group instruction, students were provided with small group learning opportunities on grade level skill deficits. This individualized instruction and practice time allowed students multiple opportunities to build their procedural fluency and conceptual understanding through problem solving and reasoning. Whether they were solving problems on whiteboards while sitting on the floor with teachers or gathering around kidney tables to work with manipulatives, students demonstrated their thinking and knowledge of mathematical concepts and strategies.

Positive Impact

Using rigorous, high-quality instructional materials during summer learning provided teachers in Lauderdale County Schools with the tools they needed to meet the needs of all students including those with special needs and English Learners. In conjunction with a positive, collaborative learning environment, HQIM helped teachers target the most crucial grade-level content to accelerate student learning, help close achievement gaps, and prepare students for transitioning to the next grade.

Replicating this Practice:

1. Consider using additional units in districts high-quality instructional math and ELA materials to extend current on-grade level content. The summer programming

team should assess if there is enough unused content to utilize HQIM resources for all grades throughout the summer or if any grades need supplementary materials.

2. If the district chooses to use their current high-quality, standards-aligned instructional materials (HQIM), consider how teachers will need lesson prep or unit prep support for the summer. If all summer teachers are familiar with the curricula used, consider giving prep days so that the summer educators have time to internalize lessons and design scaffolds and supports.
3. If summer educators will be using high-quality, instructional materials for the first time, consider professional development on how to use the resources and how to support learners within grade level content.
4. As teachers prepare for instruction, district leaders could compile the resources needed (to include manipulatives, books, decodable readers, for example) so teachers have all materials needed to launch each week of instruction without a large investment of material preparation time.
5. Leaders and teachers using HQIM will have many opportunities to collect data to assess progress to include writing samples, tasks and data points. Teachers may use the supports built into the HQIM to provide opportunities for additional practice or in-the-moment reteaching.

Supporting Teacher Preparation

As districts begin to make strategic curricular decisions, the planning team should consider how they will support their staff in launching summer learning camps. Recruitment of staff is a key consideration discussed earlier. Of equal importance is equipping staff with the resources, knowledge, and skills to deliver high-quality instruction. At the same time, summer programming staff should consider the typical requirements for teachers during the school year and try to reduce this level of expectation for summer learning camp instruction.

During the summer of 2021, **Decatur County Schools** wanted to simplify the daily expectations and preparation processes for summer educators, and the district's planning team simplified the preparation process for summer educators. Utilizing the ELA and math **summer learning resources** provided by the department on Best for All Central, the Decatur County Schools' academics team created a roadmap that included 1) the scope and sequence, 2) daily plans, and 3) resource packs necessary for daily summer programming. Referencing materials lists provided by the department for each lesson on Best for All Central, literacy and math specialists determined supply lists for each summer educator.

After purchasing all the items on the lists, including grade-level ELA texts, math manipulatives, kits for STREAM activity kits, and basic school supplies like paper and pencils for students, they also assembled all copies for daily lessons including graphic organizers, problem sets, and reading passages. After completing materials preparation, the teams organized materials for individual classrooms and bundled resources. Resource bundles were delivered directly to teachers' summer programming classrooms. Because of district leaders' efficiency, teachers focused on preparation and professional learning rather than having to focus on gathering resources to teach. The district leaders' planning and focus allowed teachers to transition smoothly into summer learning without the normal stress of lesson organization.

The instructional leadership team in **Bradley County Schools** took a similar organizational approach to 2021 summer programming preparation for their summer educators. The leadership team set the vision for summer learning and created a clear plan for instruction based on student benchmark data and prioritized standards. After selecting *Creativity* as a central theme for the summer, the full academics team, including district leaders, instructional coaches, and summer learning site coordinators used the district's high-quality instructional materials to build the summer programming **scopes and sequences** for math and ELA in rising first through eighth grade classes. The team wanted all tasks, regardless of the subject area, linked to the anchor texts students used in summer programming ELA lessons. They designed lesson plans and checks for understanding that aligned to the theme of the ELA summer units and to the focused grade level standards. For example, during the fourth grade unit on folktales, math word problems were written to incorporate characters like Paul Bunyan and Babe, the Blue Ox. In STREAM classes, students simulated volcanic eruptions, a reference to Lassen Peak, a mountain in California that Paul Bunyan transformed into a volcano so his family and he could use it as a stove to cook their meals. Once all the resources were created, summer learning teachers participated in professional development sessions where they were able to review all the materials and participate as learners while members of the instructional team modeled lessons. This coherent design gave teachers a key opportunity to internalize the lesson design and focus on potential support needed for students to master the grade-level standards.

Positive Impact

Proactive planning and pre-organization work allowed Decatur and Bradley County Schools to devise robust instructional frameworks and prepare turnkey materials necessary for effective instruction during summer programming. This front-end work led to long-term success - for both teachers and students alike.

Teachers had greater success in districts that prioritized their preparation and planning time. With strong district leadership infrastructure working behind the scenes to support their teachers, summer educators in Decatur and Bradley County Schools were able to focus their attention on tailoring their instruction to meet the needs of prioritized students enrolled. This focus allowed those teachers greater flexibility during the summer months to scaffold instruction, reinforce learning opportunities, and enjoy the summer-specific elements of the classroom experience. Rene Diamond, Supervisor of Elementary Education at Bradley County, noted that the state's resource hub, Best for All Central, had served as "a one-stop-shop for the materials needed," offering accessible, in-depth curricular resources for districts to look to.

Most importantly, students saw greater outcomes in districts that strategically supported educators in the strongest delivery of their practice. Renae Lomax, Curriculum and Instructional Supervisor for Decatur County Schools, explained, "Not having the burden of lesson planning or searching for materials was key for our teachers." She added, "Materials were prepped and ready to go so that all [teachers] had to do was put their own spin on the lesson and have fun."

Ultimately, the work that districts accomplish ahead of summer programs to support their teachers' preparation is essential to ensure all learners have quality academic experiences. Further, when districts plan ahead and provide educators' key supports, those teachers are in turn able to close learning gaps, focus on their instructional craft, and take greater part in the summer's joy and energy.

Replicating this Practice:

1. Review district resources, existing high-quality instructional materials, and available expertise of the summer instructional team. A district should consider the most effective approach for the materials' design that ensures teachers can focus on learning acceleration rather than lesson planning. In conversations with last year's summer programming teachers in Decatur and Bradley Counties, the reduction in lesson planning was a critical benefit to teaching in summer learning camps.
2. If a district chooses to use summer programming lessons on Best for All Central, the district should organize resources, materials, and supplementary supplies into teacher bundles. A district should also determine if thematic components should be developed to create coherency across grade level experiences and/or across the entire summer learning camp. For instance, Bradley County Schools chose to use *Creativity* to create a thematic summer learning camp atmosphere for educators and students. If a theme is developed, consider what additional resources may need to be purchased. These resources do require districts to purchase or collect ELA texts and math manipulatives, and early ordering should occur to ensure these supplies can be prepared for teachers.
3. If a district chooses to extend their own high-quality instructional materials (HQIM), consider how to collect teacher manuals, student resources, and any supplementary materials prior to the end of the school year. Again, a district should determine if thematic components could be developed to create stronger coherence across grade level experiences and/or across the entire summer learning camp.
4. Structure professional learning days for the instructional staff before the beginning of programming. This is important to allow for both data review and content preparation, specifically lesson internalization. Lesson internalization is key for districts considering the use of materials outside of their own HQIM. The state's resources may be organized differently than the district's resources, and

teachers should have the opportunity to acclimate to the design and approach of these resources. Refer to the Tennessee Department of Education's Lesson Preparation Protocol. In addition, teachers who are teaching outside of their typical grade level or are using materials they do not use during the regular school year should have the opportunity to adequately prepare for summer learning.

5. Regardless of the lessons and materials used, consider developing full teacher packets with the scope and sequence, teacher guides, student materials, and daily resources. Consider including daily copies of student materials like graphic organizers, problem sets, and reading passages. Having these bundled resources will save critical time for those teachers choosing to teach in summer learning camps.
6. Finally, consider bundling STEAM kits and supplies for project-based learning, math manipulatives, and standard school supplies like paper, pencils, and crayons/markers for teachers. For example, Bradley County Schools chose to deliver all of these resources to instructors directly, and teachers appreciated the reduced planning time during the condensed summer weeks.

STREAM

STREAM became a new component of summer opportunities for students for 2021 summer programming. While many schools and districts have incorporated STEM and STEAM elements into their daily programming, STREAM (Science, Technology, Reading, Engineering, Arts, and Math) provided a different feel and opportunity for summer programming across the state. Districts across Tennessee used STREAM thematically and created collaborative and hands-on approaches that were often incorporated into all summer lessons. STREAM experiences empowered learners to engage in fun, real-world experiences through the alignment of standards, processes, and practices.

In Summer Programming 2021, **Trenton Special School District** took a unique approach to their STREAM offerings this summer for both elementary and middle school students. At Trenton Elementary School, students learned about STEM careers and were challenged to incorporate engineering design processes into performance-based tasks. They problem-solved their way through hero-themed escape rooms, Disney-day-roller-coaster-building competitions, and the construction of a dinosaur skeleton that was scattered and buried in the school playground. Students also earned an official "Trenton Special School District STEM Program" drone-pilot certification. At Trenton Rosenwald Middle, students reflected on the everyday usage of robotics. They explored various ways robots can benefit their lives, community, and world. Beginning with a robot prototype made from recyclables and ending with a complete VEX IQ robot, the students even went so far as to create and program a fully functional robot to welcome visitors to campus for summer visits. Regardless of grade-level, STREAM minicamps provided students with robust opportunities to refine critical problem-solving skills and enjoy hands-on learning.

High-quality instructional materials and community partner participation were instrumental to STREAM minicamps for **Jackson County Schools** in 2021 as well. Three days a week, students completed activities from the Defined Learning curriculum provided by the department and the Tennessee STEM Innovation Network (TSIN). Lessons focused on project-based learning and allowed students to apply their knowledge in areas such as animal careers, health and nutrition, and ecology. District leaders also utilized strong community partnerships with volunteers from local organizations such as their EMS services, 4-H via UT Extension (the statewide educational organization that serves as the

outreach unit of the Institute of Agriculture), the regional STEM Innovation Hub, and Cummins Falls State Park personnel. Minicamp leaders coordinated with community partners to ensure activities were grade-appropriate and fully engaging for students. Through this collaboration, students experienced "Snake Day" with state park officials, made their own ice cream with dairy experts from UT, and learned about water pressure and fire hoses from local firefighters. Lastly, students participated in weekly STEM enrichment activities with Mr. Mike, a beloved Jackson County Schools science teacher. From building igloos to making prosthetics using 3-D printers, students had once in a lifetime STREAM experiences.

Positive Impact

The importance of STREAM opportunities in summer learning programs cannot be overstated. Primarily, hands-on activities that span multiple interdisciplinary topics build real life skills and proficiencies. Providing students the opportunity to access standards-based lessons through experimental activities offers additional means to access content, understand complex problems of practices, and visualize real-world moments.

Second, high-quality STEM programming not only strengthens foundational knowledge and skills in key academic subjects, but also increases awareness and interest in STEM fields and careers. As school systems continue to design meaningful, real-world opportunities and early exposure for students in the classroom, STEM lessons are a key component of that work. With growing competition and workforce opportunities in the state, it is important to continue to strengthen key STEM-related talent pipelines and workforce opportunities. Again, not only are the elements of Science, Technology, Engineering, and Math reflected in everyday needs, but even further, the skills relevant to those fields such as critical-thinking, collaboration, problem-solving, creativity, planning, and revision – are essential to future industries for all students.

Finally, summer programs' STREAM focus generates tremendous student engagement for summer activities. High attendance, genuine enthusiasm, and academic curiosity were additional impacts that districts experienced across the state, regardless of grade-level. For students who varied in their level of academic achievement, building confidence and engagement through STEM opportunities catalyzed key momentum for their continued growth and achievement into the school year.

Replicating this Practice:

1. Choose a design method and a curriculum for STREAM that focuses on authentic, inquiry-based approach to learning. One model for this curriculum includes the grade level *Defined Learning* curriculum that was created in a partnership between the department and TSIN: Rising Grade 1, Rising Grade 2, Rising Grade 3, Rising Grade 4, Rising Grade 5, Rising Grade 6, Rising Grade 7, and Rising Grade 8.
2. Consider creating a district-wide planning team to adapt resources to the summer programming camps, determine appropriate resources, and develop STREAM kits for summer programming educators.
3. Consider staffing STREAM Camps with community partners or aspiring educators. Create STREAM Kits for summer programming educators and consider any professional development necessary to ensure summer programming educators are prepared to launch STREAM activities during summer programming. If the district chooses to use alternative educators, ensure that those educators complete appropriate training as determined by the district. *Defined Learning* also provides professional development for STREAM specific instruction**:** **Defined Learning Webinars.**

Student Engagement and Relationships

During 2021 Summer Learning Camps, teachers across the state focused their enthusiasm for students' academic growth. They focused on enriching student learning experiences by providing access to lessons that reimagined traditional summer school routines and strategies.

In **Polk County Schools**, teachers started each day of summer learning camp with smiles, hugs, cheers, and high fives for students ready to kick off their learning. The summer learning camp team's intentional excitement set a positive culture that energized students throughout the four weeks of summer programming. Teachers had meaningful relationships with the students attending camp, and they leveraged those personal connections to establish a strong culture immediately.

Those pre-existing, strong relationships equipped instructors to launch into learning experiences that were high-quality, interesting, and focused on grade-level standards. Moreover, educators designed hands-on, collaborative lessons that allowed students to build relationships with teachers, increase their motivation, and boost their overall confidence. One Polk County teacher remarked, "If kids are smiling and enjoying

themselves, they're going to want to come back tomorrow." Throughout the full summer, students were eager to return each day, and for many, they were sad to see this year's summer learning end.

Knowing that summer learning would provide big social and academic benefits for students who attended regularly, administrators and teachers in **Sullivan County Schools** concentrated on building relationships and fostering a sense of belonging with students. At Miller Perry Elementary School, efforts centered on generating buy-in from middle schoolers, an age group that traditionally has lower attendance numbers than elementary students during summer school initiatives. The summer school leader set a positive school culture by starting each morning with dancing in the gym to get students energized for the day. Afterward, she gathered all the middle school students together for a brief huddle where they discussed the importance of their roles as leaders in the school. Together, the students and she talked about making good choices and demonstrating responsible behaviors, in and out of the classroom, because they were setting an example for younger students also attending summer learning camp in the same building. Students left the meetings each morning feeling empowered and confident. Teachers reiterated the principal's message throughout the school day and instilled a sense of purpose and ownership in students. Because adults vocalized confidence in their students' abilities to succeed, the rising sixth, seventh, and eighth graders took pride in their behavioral and academic pursuits and embraced the mindset that summer learning camp was an opportunity for them to shine as leaders.

Positive Impact

When school leaders and teachers intentionally build and cultivate strong relationships with students and meaningful engagement, the benefits of summer programming are fully realized in and beyond the classroom.

Both districts' work are strong examples of prioritizing student engagement and relationship building to realize the full impact of summer programs. Their school sites demonstrated engaged students, at all grade levels, who were invested in the summer learning camps given their blended focus on strong connection alongside meaningful, challenging content. They maintained a focus not simply on the remediation, but rather the acceleration and upward trajectory each student had the opportunity to realize this summer. Students demonstrated their willingness to tackle academic challenges because there was a tangible sense of belonging and safety that educators and staff made abundantly clear on day one.

By prioritizing elements of personal relationships, connections, and personal value, the districts saw students' greater confidence to fully participate in activities they may otherwise not have attempted. Students who did not formerly participate volunteered to lead the class, and where learners might not have raised a hand before, they now were comfortable to take that risk in this supportive environment. When the nonacademic needs of a child are supported - such as feeling safe and valued by the adults they interact with each day - students are more willing to tackle academic challenges they might not have previously attempted in the regular year's learning environments.

These intentional supports and clear efforts to build a robust summer learning environment were key to the positive impact each district experienced. In Polk County Schools, one educator remarked that, "We are in the business of caring for children." She added, "And if that means we are the safe place where they can get a meal and have a hug and get some love, then by all means, we want them here at school this summer."

Replicating this Practice:

1. Be intentional in selecting teachers that not only are content experts, but ones who can intentionally welcome students and ensure they feel cared about.
2. Consider appropriate ways to develop a strong summer programming culture that promotes academics and relationships. Authentic opportunities such as Polk County School's planting opportunities allowed students to engage in real world conversations and activities.
    a. Note: Students only benefit from summer learning if they attend, so find ways to generate excitement that keeps them coming back for more! Incorporate a camp theme, music, dress-up days, teacher costumes, field trips, daily chants and/or cheers, competitions and awards, and daily shout-outs allow students to see summer programming as engaging, positive and fun. See **Washington County Schools' flyer**.
3. Consider strategies to reduce the adult to student ratio. Smaller class sizes or multiple adults in one class allow teachers to spend 1-on-1 time with students and provide more opportunities for instructional support.
4. Showcase students and their work daily to celebrate their effort and their growth. Consider hosting an Open House for families or inviting local news media to spotlight student projects. Post student work throughout the workspace, hallways and on social media platforms. By celebrating all students frequently and consistently, students will carry that sense of accomplishment into the next school year.

Supporting Different Learning Needs

Across the state and throughout various program designs, it is essential that districts provide meaningful opportunities for students of all backgrounds, ability, and skill levels.

The 2021 summer learning camps in **Bristol City Schools** were intentionally planned to ensure all students were provided with the necessary instruction and support to be successful. Leaders and teachers worked collaboratively to plan communication with families, inviting educational environments, and grade level instruction for all learners including those students with significant disabilities. The district utilized a comprehensive communication plan to provide written communication to families during school functions, conferences, and IEP meetings. Further, district leaders selected a single summer programming site for primary and secondary grade levels to ensure access for all students' educational, physical, and medical needs. This was particularly important during hands-on STREAM lessons that required more physical space than other lessons. Special education and academic leadership teams reviewed instructional scopes and sequences to identify opportunities to integrate individualized interventions, including small group instruction, one-to-one support, and speech and language services. Teachers and educational assistants used the district's adopted high-quality instructional materials alongside appropriate scaffolds during direct instruction to ensure access for all learners. Each lesson was thoughtfully designed to meet the needs of all students using universal strategies such as read-alouds, graphic organizers, and manipulatives. The Summer School Special Education Coordinator was on site throughout the summer learning camps and provided support and coaching to the general education teachers, special education providers, and other support staff. These collective efforts resulted in success for students and staff, including accelerated learning, improved performance skills, strong peer and teacher relationships, and increased confidence for the start of a new school year.

Cleveland City Schools created an intentional focus to grow and support their English Learners during their 2021 summer learning camps. The ESL Newcomer Camp at Cleveland

Middle School was an opportunity for students to receive individualized academic support while also participate in fun and engaging activities that emphasized teamwork and creativity. In math, students played games and completed activities that incorporated movement and song to help them learn and remember essential vocabulary while practicing computations. Using an accessible version of *The Emperor's New Clothes* as their anchor text in ELA classes, students practiced reading fluency preparation for a theatrical performance. Students also had the chance to use their imaginations to create props and costumes for their reader's theater performance. The overall positive, engaging, and inclusive environment enabled students learning English to gain ground in core academics alongside the confidence to initiate English conversations with their teachers and peers.

Positive Impact

By design, summer programming is an essential opportunity to work with small groups of students, focus on foundational skills, and better prepare students for the start of a new year on grade level. For students with specialized learning needs, summer programming offers an exceptional opportunity for additional instructional time.

Accessing the one-to-one support from specialists provided critical moments to make up for any gaps or lost learning. The smaller class sizes allow educators to focus on individual student needs with personalized engagement to generate greatest academic gains. Additionally, students who had access to targeted instruction witnessed their own growth and development. All the while, students engaged in meaningful activities and experiences that built greater confidence to enter the new year. Rita Coe, a Bristol City Schools Special Education Speech-Language Diagnostician, excitedly shared the number of students with speech services they enrolled over the summer, and what the time meant to them and their families: "We may have only seen a quarter of those students in previous years, but families heard about the wonderful opportunities offered during summer school, and they wanted their children to be there for everything, not just speech services."

The importance of that engagement and newfound confidence matters greatly. For many students who were not performing on grade-level, this summer provided daily opportunities to feel direct teacher support, experience productive academic struggle, jump-in to hands-on activities, and recognize their own progress throughout the summer weeks. In conversation with Christy Duncan, Supervisor of ESL for Cleveland City Schools, she explained, "Everything our students gained from summer school didn't just show up on an assessment. They gained an extra level of confidence that they will stay with them into the next school year." She continued, "They have the confidence to be more engaged in class, to speak up and answer questions, and they generally feel a deeper sense of belonging to the larger group of students in their class." Summer programs, fueled by targeted academic content blended with opportunities for fun, curiosity, and experimentation, grew students who stood to benefit the most from the opportunity.

The time districts spent ensuring that students of all ability levels had the small-group learning - fostered by key support professionals - was essential for their preparation and performance. Ultimately, the staffing of strongest professionals, curriculum and lesson planning, and small group support led to the greatest impact on these students' growth and outcomes during summer programs.

Replicating this practice:

1. When recruiting students for summer programs, consider students with disabilities and English learners who would benefit from a high-quality, meaningful summer program with non-disabled peers.
2. Enlist building administrators, teachers, educational assistants, family engagement coordinators, and other personnel who have strong connections with families to help communicate about summer learning opportunities.
3. Consider multilingual communications and registration forms to eliminate potential language barriers and ensure families are provided information in family-friendly language. Consider providing a translator to help non-English-speaking families complete paperwork. **See screenshots of Shelby County Schools' social media posts.**
4. Invite district and school special education personnel and ESL staff to plan summer learning sessions that includes universal design for a more inclusive summer program. Their expertise is invaluable when considering the needs of these prioritized student groups. **See Cleveland Middle School's ESL Newcomer Camp information.**
5. When recruiting staff for summer programming, consider individuals who have expertise in supporting students with disabilities and English learners. These individuals may serve as co-teachers, support staff for small group interventions, or additional personnel in less-structured activities such as STREAM or physical activity.
6. Encourage a culture of collaboration among all summer programming personnel. Incorporate collaborative time into the day to allow special education, ESL, and general education teachers the opportunity to adjust instruction to maximize student engagement and outcomes.
7. Set clear goals for students based on their IEPs (Individualized Education Programs) or ILPs (Individualized Learning Plans). This allows teachers to have a roadmap for addressing specific student needs, keeps students focused on individualized learning objectives, and informs families of how their child's learning needs are being met.
8. Consider the unique needs of all students and include academic and enrichment activities that can be modified to meet students' individual needs. Be intentional in scheduling time during the day for students to interact with peers in social settings. **See Washington County's Summer Camp flyer.**

Camp Reminders

The following planning process prioritizes student need within a district or a public charter school. The intent is to focus on analyzing student need for additional learning first, then ensuring that staffing, programming and appropriate supports are available. Since the focus of summer programming is to reduce the impact of COVID-19's disruptions on student learning, the department strongly recommends using "student first" planning.

Summer Learning Loss Bridge Camps	Summer Learning Camps	STREAM Mini-Camps
• Rising sixth through eighth grade students • Four weeks of additional reading and math instruction as well as intervention and activity for those priority students who may have incomplete learning. • For 2022 summer, students served by summer bridge camps will be students entering grade six through eight and are identified as priority (see here for more guidance). • For 2023 summer and beyond, bridge camps will serve priority students entering grades four through eight.	• Rising first through fifth grade students • Six weeks of additional reading and math instruction as well as intervention and activity for all students identified as priority students. Students can be identified as priority students during 2021 or 2022 benchmarking. • Students served by summer learning camps are students entering grade one through five and are identified as priority (see here for more guidance).	• Rising first through fifth grade students • Six weeks of real-world engagement and problem-solving across several content areas. • As students integrate knowledge and make connections across disciplines, STREAM programming prepares students for college and careers while strengthening foundational literacy skills and reading mastery. • For more detailed information on STREAM, please refer to this section of the guidance.

Waiver Guidance

The **Tennessee Learning Loss Remediation and Student Acceleration Act (Act), Public Chapter 1** of the 2021 First Extraordinary Session requires all school districts to offer in-person learning loss remediation and student acceleration programs, including summer learning camps, after-school learning mini-camps, and learning loss bridge camps. The Act provides the commissioner of education limited authority to waive specific requirements of the act.

This law also requires districts to ensure "priority students" have the opportunity to register for summer camp seats during the initial 30-day enrollment period for all summer programs. The law requires districts to identify categories of "priority" students. In rising grades one (1) through four (4), the Tennessee Universal

Reading Screener provided by the department, the Tennessee Universal Math Screener provided by the department, or a Universal Reading Screener approved by the State Board must serve as the state-adopted benchmark assessments required to be used by LEAs and public charter schools in implementing the Tennessee Learning Loss Remediation and Student Acceleration Act. For rising grades five (5) through eight (8), a locally adopted benchmark assessment approved by the department for use by the LEA or public charter school must serve as the state adopted benchmark assessment used by LEAs and public charter schools in implementing the Tennessee Learning Loss Remediation and Student Acceleration Act. Each LEA or public charter school must request approval to use a locally adopted benchmark assessments as the state adopted benchmark assessment from the commissioner of education.

In order for a district benchmark to be considered "state-adopted" for this purpose, the district MUST make that request via the below waiver process. Please note that all waiver documents will be publicly posted, and a charter school must also submit a waiver application if it plans to operate its own summer program.

Waivers must be submitted at least 15 business days before the camp start date.

The 2022 waiver can be found at
https://stateoftennessee.formstack.com/forms/summercampwaiver2022.

Completing the Waiver Form

The 2022 waiver form is a Formstack form that is to be completed by any district or public charter school that wishes to waive any specific requirements of the Act.

The form asks districts to complete the following:

- **Basic Information:** Including district or charter school, name and contact for the director of schools, and name and contact of the person submitting the waiver request, if other than the direct of schools.
- **Local Benchmark**: Districts may request a waiver to utilize one or more local benchmarks to identify priority students in fifth through eighth grades. Districts wishing to utilize one or more local benchmarks to identify students must submit a rationale for requesting the benchmark and each benchmark proposed. For each proposed benchmark, districts must submit the name of the benchmark, the grade(s) to serve, and the performance category to use to identify priority students.
- **Daily Hour Requirement:** Districts may request to waive up to 1 hour per day. Districts must submit the proposed number of hours per day to run camp, the camp(s) this would apply to, and the rationale for requesting the waiver.
- **Number of Days Per Week:** Districts may request to waive up to 1 day per week. Districts must submit the proposed number of days, the camp(s) this would apply to, the proposed days of the week to run camp, and the rationale for requesting the waiver.
- **Number of Weeks**: District may request to waive up to 2 weeks for summer learning camps in order to align summer learning camps with summer bridge camps. Districts must submit the proposed number of weeks to run camp, proposed camp start and end date, and a rationale for requesting the waiver.

- **Certification:** The form will ask if your director of schools certifies the waiver, signing off on the waiver as approved.

Upon submitting the waiver request form, an email notification will be sent to the person who completed the form and the director of schools. Waivers will be reviewed within 10 days and districts will be notified if their form was approved or denied through an email to the director of schools and person who completed the form.

Step-by-Step Planning Guidance

Step One: Define Predictive Scope of Summer Programming for District

1. Using a student-first approach, a district should analyze current student data sources to determine the 2022 priority numbers for each summer program. See FAQ for definition of priority students here.

a. Summer Learning Loss Bridge Camps: Review historic benchmark/TCAP and universal screener data available for rising sixth through eighth grade students to determine students targeted to be served by summer bridge camps.
b. Summer Learning Camps: Review historic benchmark/TCAP and screener data available for rising first through fifth grade students and determine students served by summer learning camps.
c. STREAM Mini Camps: Review historic after-school participation numbers in past programming and survey potential summer families.

Note: Final Calculations will use preliminary TCAP data and/or district benchmark data with approval via the waiver process.

2. From these calculations, determine the maximum prioritized student capacity that could be served. **Students with the greatest learning gap (as measured by data sources above) should be given the greatest opportunity to attend the camps to equip them with the knowledge and skills necessary to be successful in 2022-23.** A district can choose to focus summer programming on priority students only, but a district can also choose to increase programming above and beyond this maximum and use current data to design a more robust program.

3. If district fiscal analyses of all possible funding determine that additional programming could be provided, a district should incorporate additional student enrollment numbers into the predictive maximum priority student capacity served planning process. A district should consider using ESSER 2.0 dollars (and potentially ESSER 3.0 dollars) to meet the maximum priority student capacity and/or use ESSER 2.0 dollars to target additional students who need and want summer programming.

4. Next, the district should use the predictive maximum capacity to determine priority students' concentration by location and then create an appropriate site map for services as well as a logistics plan that best serves predicted student populations and given district context. In the early spring, districts will receive information regarding the minimum number of students to be served in alignment with the three grant program allocations. As districts determine capacity, this expectation should be factored into strategies.

Note: Summer Learning Programs and Students with Disabilities

Summer Learning Programs must be accessible to all students including those with disabilities. The summer opportunities are to provide academic reteach, reinforcement, and enriching learning experiences.

Throughout the planning process, consider the following:

- Summer learning programs do not replace Extended School Year (ESY). However, ESY services can be incorporated into summer programming. For example, ESY services can be provided during the intervention block to student for who the IEP team determined there was a need while general education students received interventions. These decisions should be made in consultation with the IEP team based on the individual needs of the student to create a comprehensive yet reasonable plan to provide the needed services.
- Often students who receive special education services may not require ESY services but would benefit from a summer learning program that is intended to close academic gaps or reinforce skills.
- ESY services as listed in the student's IEP must be provided during summer learning programs.
- Any opportunities provided during summer learning programs must be accessible to all students, including those with disabilities. The IEP team should review the student's needs to determine any accommodations, modifications, and/or related services needed to ensure access to the summer learning programs.
- Districts are required to take the steps necessary to afford students with disabilities an equal opportunity for participation in summer learning programs. Therefore, if a student requires special transportation in order to access the program, the LEA must provide it.

For more detailed information regarding these considerations, click the link below:

https://www.tn.gov/content/dam/tn/education/2020-21-leg-session/Learning%20Loss_SPED%20FAQ.pdf

Note: Summer Learning Programs and English Learners

Summer Learning Programs must be accessible to all students including English learners. The summer opportunities are to provide academic reteach, reinforcement, and enriching learning experiences.

Throughout the planning process, consider the following:

- While ESL services may not be required during the summer months, some English learners may benefit from a summer learning program that is intended to close academic gaps and reinforce skills.
- LEAs are not required to implement individualized learning plans (ILP) for students in the summer learning programs; ILPs are only required to be implemented during the school year.
- LEAs are required to take the steps necessary to afford English learners an equal opportunity for participation in summer learning programs. Any opportunities provided during the summer learning programs must be accessible to English learners via appropriate scaffolds and accommodations.
- LEAs have an obligation to ensure meaningful communication with limited English proficient (LEP) parents in a language they can understand. Timely communication regarding summer learning programs and program enrollment in languages representative of district English learner (EL) populations should be provided. LEAs must communicate the importance of attendance to LEP parents via phone and/or in writing in a language they can understand. This may be accomplished using translation and interpretation services.

Step Two: Budget

1. Based on your predictive maximum student capacity, determine your site structure, classroom structure, and staffing needs.
    - Determine the number of sites you will offer.
    - Determine the number of ideal classrooms, teachers, and support staff.
    - Determine potential additional programming costs.
2. Review your calculations sheet from the department to determine funding allocations for summer programming (summer learning camp, STREAM Mini Camp, Bridge Camp). These will be sent in early spring.
3. Using your baseline funding, determine the estimated sites, classrooms, and students that are allocated in your funding allocation. (Detailed funding guidance can be found on Page 52).
4. Compare your predictive staffing and ideal model in step one, and then determine what additional funds may be necessary to support students. **Academic field trips are an allowable expense.**
5. Review your ESSER 2.0 funds, additional federal funds, or additional local funding to consider what may be braided into your state allocations to support summer programming.

Step Three: Design Summer Programming Structures

1. When developing your plan for sites, consider leveraging the Seamless Summer Option (SSO) to provide nutrition supports during the camps and coordinate with School Nutrition Director to select sites that align best between target student populations and eligibility for the SSO program.
2. Review the Bright Spots section of this toolkit to see if there are helpful strategies for improving your 2022 camp design.
3. Develop a site design and master schedule based on predictive maximum priority student numbers. **Consider using an educator advisory group to support planning and increase teacher ownership in summer programming.**
4. Create class sizes and structures for:
    a. Summer Learning Camps
    b. Learning Loss Bridge Camps
    c. STREAM Mini Camps (Determine if STREAM will be integrated into summer learning camp or an additional hour at the end of the day for the 2022 summer. See sample schedules for more support.)
5. Evaluate predictive priority student numbers, determine if you will serve additional students or grades, and create schedules to determine staffing needs.
6. Determine appropriate staffing model for district and student needs and determine the supplemental staffing such as nursing, special education services, support for English learners, and supervision that may be necessary.
7. Identify predicted maximum staffing and create a recruitment and staffing plan for each summer program.
8. Create staffing interest surveys to determine interest. Consider using the educator advisory group to increase interest and ownership of the most qualified staff.
9. If staffing interest is not adequate, determine potential partnerships with educator preparation providers, long term substitute teachers, or other school staff/community members with bachelor's

degrees.
10. Determine which summer staff members will need to complete the department provided summer training.
11. Determine how the district will provide transportation to students attending summer programming. See the Transportation Section for detailed information.

Step Four: Plan Communications

1. Begin a student recruitment campaign geared toward prioritized students for summer learning opportunities.
2. Consider using school-based recruitment strategies such as personal contact by a teacher, counselor, or principal, and/or data conversations between home and school. Discuss the intended outcome of supporting the student to accelerate learning and reduce learning gaps that may have occurred over the past two years.
3. Develop materials and sign-up processes to gauge student commitment no later than April 1.
4. Develop registration print and digital registration materials and design parent commitment letter.
5. Determine methodology to continue to gain student interest and family commitment, if needed.

Templates and samples can be found in the **Communications Toolkit**.

Step Five: Finalize Programming Design, Enrollment, and Staffing

1. Determine whether summer programming will use adopted curriculum or the department's free and open-source ELA and math summer school curriculum.
2. Finalize student numbers based on preliminary TCAP data or approved benchmark data.
3. Contract the most qualified teachers and support staff.
4. Finalize professional and support staff training for all staff/partners involved in summer school programming. See staffing guidance here for additional support.
5. Ensure that students are registered and that both students and families understand details and expectations for attendance, behavior, and commitment to the work.

Step Six: Implement and Monitor Programming

1. Administer required pre-assessment for rising fist through third grade students, collect student results, and submit data.
2. Monitor attendance and submit attendance using SPEAR app.
3. Monitor programming with frequent check for understanding and adjust instruction and intervention as needed.
4. Administer post-assessments, collect student results, and submit data.
5. Analyze effectiveness and collaborate with summer school staff to capture strengths and challenges as evidenced by data to later impact summer 2022 planning.

Instructional Time

Each of the three summer programming options (Learning Loss Bridge Camps, Summer Learning Camps and STREAM Mini-Camps) require a certain number of hours, days and weeks for programming. **Upon**

release, the commissioner's waiver may provide districts flexibility with the following requirements.

Learning Loss Bridge Camps (Summer 2022)

- 6 hours of daily programming
- Daily programming must include 4 hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading), one hour of intervention, and one hour of physical activity or "play"
- Students who are entering sixth through eighth grade
- 5 days per week for 4 weeks

Summer Learning Camps (Summer 2022)

- 6 hours of daily programming
- Daily programming must include 4 hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading), one hour of intervention, and one hour of physical activity or "play"
- Students entering first through fifth grade
- 5 days per week for 6 weeks

STREAM Mini Camps (Summer 2022)

- STREAM is "Science, Technology, Reading, Engineering, Arts, and Math"
- One hour of daily programming focused on a STREAM educational approach
- Students entering first through fifth grade
- 4 days per week for 6 weeks, provided by a licensed teacher or an aspiring educator/alternative educator

If a district needs to adapt the number of total weeks of summer programming, the number of days per week in the summer programming, or the hours of the daily programming, please consider completing a summer programming waiver. This waiver is available here. Guidance for completing the waiver can be found here.

Sample Schedule Ideas and Considerations

The department has generated five sample Summer Learning Camp schedules to help districts conceptualize different models of scheduling and staffing as the district develops their program that best fits the individualized context. The intent in this section is to share a base model schedule, staffing structures, and general budget to help districts customize their own summer programming.

This section is not intended for districts to replicate without consideration of their own contextual needs. These sample schedules were developed in partnership with TN districts, and all schedules provide 30 minutes for lunch and STREAM camp five days a week. Districts should adjust around lunch and STREAM to meet the needs within their local context. While all schedules provided are designed for the summer learning loss camps, they can be easily modified to support the bridge learning loss camps (except schedule three). District flexibility is key to the success of the Summer Learning Camps, and these samples are

intended to be a springboard for customizing the summer programming approach at the district level. The table below provides an overview of the sample schedules provided.

Overview of Sample Schedules

Sample Schedule	Characteristics	Budget Implications
Schedule One	• Traditional all-day model with 30-minute flexible drop off	• $1000 minimum for classroom and related art teachers Hourly rate for assistants • Planning compensation, as needed • Support staff (rate and need determined by district)
Schedule Two	• Half day rotation for teachers Mini STREAM Camp with community partner • Play/Activities supported by EPP programs	• $1000 stipend shared between two classroom teachers • Hourly rate for assistants • Planning compensation, as needed • Community partner and EPP negotiated rates • Support staff (rate and need determined by district)
Schedule Three	• Uses STREAM Mini Camp throughout the day • RTI uses an "all hands-on deck" model • Uses adults with bachelor's degrees for "play" • Teachers have two hours of flexible time during the day	• $1000 stipend for classroom teachers and related arts teachers • Planning compensation, as needed • Support staff (rate and need determined by district) • Hourly rate for assistants
Schedule Four	• Minimum certified staffing model Multiple options for "alternative staff" • Options for sharing across grade levels • Embeds lunch and snack to give a minimum 6-hour day	• $1000 stipend for classroom teachers • Planning compensation, as needed • Hourly rate for alternative staff and assistants
Schedule Five	• Departmentalized option Related Arts teachers for STREAM Mini Camp	• $1000 minimum for classroom and related art teachers • Planning compensation, as needed • Hourly rate for assistants • Support staff (rate and need determined by district)

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SAMPLE ONE: Summer Learning Camp

Sample Schedule One

This schedule provides one teacher per grade level to serve an average class of 20 students in a self-contained model. This schedule provides one representative class per grade level and can be multiplied and expanded depending on the size of the camp. The schedule uses a related arts team within summer programming to create unique exploratory play options for students during their "activity/play" time. The schedule also dedicates a 30-minute writing lab for rising fourth and fifth graders. This time is designed to be flexible and allow for small group re-teaching while other students are engaged in writing practice. This schedule provides an 8:00 am-8:30 drop off, breakfast time, and math practice time that could be staffed by alternative personnel and allow for teacher preparation as needed. Finally, this schedule design provides a STREAM Mini-Camp option that is a flexible after-school option for all students attending the day-long Summer Learning Camp.

Grade	800-830	830- 900	9 - 930	930-1000	1000-1030	1030-1100	1100-1130	1130-1200	1200-1230	1230-100	100-130	130-200	200-230	230-300	300-330
1	BR/ Math	ELA		RTI		PLAY	LUNCH	PLAY	ELA		MATH			STREAM	
2	BR/ Math	ELA				RTI		LUNCH	PLAY	PLAY	MATH			STREAM	
3	BR/ Math	ELA				PLAY	LUNCH	RTI		MATH			PLAY	STREAM	
4	BR/ Math	ELA			MATH			LUNCH	PLAY	PLAY	WRITIN G LAB	RTI		STREAM	
5	BR/ Math	ELA			MATH			PLAY	LUNCH	RTI		WRITIN G LAB	PLAY	STREAM	

Staffing

Classroom teachers are hired to teach a full day and teach one cohort of grade band students at this summer school site. Classroom teachers' work hours are from 8:00 am-2:00 pm. All full-time classroom teachers would receive a minimum weekly stipend of $1000. Districts can choose to add planning and duty-free lunches as appropriate. Two related arts teachers are hired (at full time classroom rate) to govern exploratory play and allow rotational activities for students (could be pe teacher, art teacher, music teacher, etc.). Additional play opportunities allow flexibility in student groupings for RTI and/or additional language development support for English Learners for the Grade 2-5 cohort groups. Assistants will also be trained and used to support small group instruction during RTI and to support whole group ELA and mathematics instruction. ESL teachers should be considered as support for EL small group instruction dedicated to language development (particularly for beginning Els) as well as for support within ELA as co-teachers. Assistants are paid at the hourly rate. Support staff should be assigned dependent on the context of the district.

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SAMPLE TWO: Summer Learning Camp

Sample Schedule Two

This schedule provides a departmentalized approach and allows for student to rotate between grade bands. This option allows districts to offer flexible staffing options with teachers. Teachers could rotate or work half-day schedules. For example, upper grade levels allow for a content area teacher to teach in the morning and a different teacher to support Play, RTI and STREAM in the afternoon. This scheduling option also allows for STREAM to be managed by a fine arts group of teachers or EPP partners, or a community partnership. The district who designed this schedule intends to use a partnership with educator preparation programs to deliver play activities between 10 am and 2:30pm. This group of aspiring teachers will focus on engaging activities and help them develop their lesson planning skills with either STREAM and/or play. Oversight of the program will be in partnership with the district's EPP partner. Teachers will receive planning time during the PLAY hour. As with sample schedule one, this schedule design provides a STREAM Mini-Camp option that is a flexible after school option for all students attending the day-long Summer Learning Camp. This schedule provides one representative class per grade level and can be multiplied and expanded depending on the size of the camp.

Grade	800-830	830-900	9-930	930-1000	1000-1030	1030-1100	1100-1130	1130-1200	1200-1230	1230-100	100- 130	130-200	200- 230	230- 300	300-330
1	ELA				RTI		PLAY		LUNCH	MATH				STREAM	
2	MATH				PLAY	RTI		LUNCH	PLAY	ELA				STREAM	
3	ELA				PLAY	LUNCH	RTI		PLAY	MATH				STREAM	
4	ELA				MATH				LUNCH	PLAY		RTI		STREAM	
5	MATH				ELA				LUNCH	RTI		PLAY		STREAM	

Staffing

Classroom teachers are hired to teach a half day with overlap for lunch and some skills lab coverage. Teachers split a full week stipend because they are working 50% of the week. The district using this schedule is staffing STREAM camp with a community partner and PLAY activities are provided in partnership with the local university and the EPP candidates in the program. Both programs have a coordinated rate of pay that meets within the budget of Teaching assistants are hired as needed on a half day schedule and paid an hourly rate. The PLAY coverage allows teachers to have preparation time daily. Support staff should be assigned dependent on the context of the district.

SAMPLE THREE: Summer Learning Camp

Sample Schedule Three

This sample schedule provides a unique option and blends the STREAM minicamp within the learning loss camp. This blending of camps may not be appropriate for some districts as all students may not be willing to commit to both camps. This sample schedule moves the RTI block to the end of the day because this district is using all staff to take part in RTI programming to ensure that small groups are available to support skill-based intervention that are not necessarily grade band specific. This schedule provides flexible time during the day for teachers, but it may not fit the context of every district. This schedule also provides one representative class per grade level and can be multiplied and expanded depending on the size of the camp.

Grade	800-830	830-900	9-930	930-1000	1000-1030	1030-1100	1100-1130	1130-1200	1200-1230	1230-100	100- 130	130-200	200-230	230- 300	300-330
1	ELA				MATH			STREAM		LUNCH	MATH SKILLS	PLAY		RTI	
2	MATH			PLAY	MATH SKILLS	STREAM		LUNCH	PLAY	ELA				RTI	
3	ELA				MATH				LUNCH	STREAM		PLAY		RTI	
4	ELA				MATH				LUNCH	PLAY		STREAM		RTI	
5	MATH				ELA				LUNCH	STREAM		PLAY		RTI	

Staffing

Classroom teachers are hired to teach from 8:00-3:30pm, but teachers have two hours during the day that are designed for preparation/flex time. This full day equals the minimum $1000 weekly stipend. The district who shared this schedule plans to hire two fine arts to design and manage the STREAM camp throughout the day. These teachers are also being paid a full weekly rate. This model would require all students to attend until 3:30 pm. Play is staffed by adults with bachelor's degrees and who are paid hourly. Assistants will also be hired to provide in-class support at an hourly rate. All staff work the RTI hour at the end of the day to create small group interventions specific to student skill needs and allows students to be re-grouped by skill in lieu of grade assignments.

SAMPLE FOUR: Summer Learning Camp

Sample Schedule Four

This schedule is built on a minimum staffing approach and eliminates the drop off/breakfast approach. Alternative staff will monitor math skills warm up, play and STREAM. Teachers can be shared across grade levels for ELA and math as needed. This schedule embeds breakfast into a math skills warm up practice and allows districts to serve a "snack" for breakfast. This schedule allows for alternative staff to supervise a "group play" option for students and allows for certified teachers to have a preparation time during play. Lunch is embedded in the activities during the middle of the day to use a minimum 6 hour of programming with one hour of STREAM camp. This option also provides small group remediation time focused on ELA in the grades four and five camp schedule to support flexible staffing as well. Further, this model allows for alternative staff or community partnerships to manage the STREAM Mini-Camp in a flexible after-school option for all students attending the day-long Summer Learning Camp. This schedule provides one representative class per grade level and can be multiplied and can be expanded depending on the size of the camp.

Grade	8:00-8:30	830-900	9-930	930-1000	1000-1030	1030-1100	1100-1130	1130-1200	1200-1230	1230-100	100-130	130-200	200-230	230-300
1	Math Skills Warm up	ELA		ELA: Foundational Skills		PLAY/Lunch		RTI		MATH			STREAM	
2	Math Skills Warm up	ELA		ELA: Foundational Skills		RTI/Lunch		PLAY		MATH			STREAM	
3	Math Skills Warm up	ELA: Foundational Skills		ELA		PLAY/Lunch		RTI		Math			STREAM	
4	Math Skills Warm up	ELA			MATH			ELA Small Group-Remediation	PLAY/Lunch		RTI		STREAM	
5	Math Skills Warm up	ELA			MATH			PLAY LUNCH		RTI		ELA Small Group-Remediation	STREAM	

Staffing

Classroom teachers are hired to teach a full day and teach from 8am-2:00pm and paid a minimum of $1000 stipend per week. ESL teachers should be considered as support for EL small group instruction dedicated to language development (particularly for beginning ELs) as well as for support with ELA as co-teachers. Students are grouped into a classroom cohort, and assistants could be hired on a rotating basis to support small group work within the cohorts. Districts could use related arts teachers to govern exploratory play and allow rotational activities for students and allow this hour for teachers to have daily preparation time. In

addition, the district could use assistants, education preparation provider partnerships, and community partnerships to deliver the STREAM hour at the end of each day. In this case, the department strongly recommends using the department-created STREAM content for continuity of high-quality learning experiences. For the district that shared this schedule, assistants will be monitoring lunch and would continue to be paid their hourly rate for summer support and the required training coursework.

SAMPLE FIVE: Summer Learning Camp

Sample Schedule Five

This schedule creates a departmentalized model in all grades two through five. (Grade one is self-contained). All students will begin the morning with a large block of either ELA or math instruction. The students have a large block of the other content area (ELA or math) in the afternoon. For one common hour each day, all Summer Learning Camp students are served in an RTI block. All staff work with students during the RTI hour in small group interventions specific to student skill needs, allowing students to be re-grouped by skill in lieu of grade assignments. In this model, related arts teachers build thematic lessons to be taught in the designated "play" blocks on a rotating basis. Related arts teachers also collaborate to deliver the STREAM after-school programming.

Grade	800-830	830-900	9-930	930-1000	1000-1030	1030-1100	1100-1130	1130-1200	1200-1230	1230-100	100-130	130-200	200-230	230-300	300-330
1	ELA				RTI		LUNCH	PLAY	MATH				PLAY	STREAM	
2	MATH				RTI		PLAY	LUNCH	ELA				PLAY	STREAM	
3	ELA				RTI		LUNCH	PLAY	ELA				PLAY	STREAM	
4	MATH				RTI		PLAY	LUNCH	MATH				PLAY	STREAM	
5	ELA				RTI		LUNCH	PLAY	MATH				PLAY	STREAM	

Staffing

Classroom teachers are hired to teach a full day that ends at 2:30 pm. This departmentalized schedule allows most teachers to teach two rotating cohorts of grade-band students in either ELA or math at this summer school site. The workday for the related arts teachers (who will be teaching in every designated "play" block and in the STREAM mini-camp) is 8:45am-3:45pm. Both classroom teachers and related arts teachers will receive a minimum of $1000 weekly stipend. All staff will be able to support RTI. Assistants will be monitoring lunch and will also be trained and used to support small group instruction during the RTI block and through support during whole group ELA and mathematics. Assistants will be hired at an hourly rate to support instruction in the ELA and math blocks, to monitor transitions and lunch, and to work with small groups of students in the RTI block.

Staffing

As district and school leaders build their strategy for staffing Summer Learning Camps, Summer Bridge Camps, and STREAM Mini Camps, careful consideration should be given to educator recruitment, selection, and training. The law requires instruction in summer programming to be provided by a licensed teacher. Instruction may be provided by an adult with a bachelor's degree or an education preparation candidate if a licensed teacher is not available. See the training section below for more information.

Educator Selection

Selecting educators to teach in summer learning camps is one of the most important decisions districts will make in planning summer learning.

Preferably educators should:

- have a proven record of teacher effectiveness,
- have experience planning and delivering the district's high-quality instructional materials in ELA and mathematics instruction,
- know how to scaffold instruction and provide students with support needed to meet the high expectations of grade level instruction, and
- know how to analyze student work and use data to inform instructional practices and next steps.

Possible Methods for Educator Recruitment

- Districts may choose to assemble a steering committee of educators to engage teachers in decisions about goals, logistics, and instructional planning through the lens of the practitioner.
- Districts may also choose to communicate frequently with teachers sharing the goals, logistics, and instructional planning as they begin to recruit strong teachers to fill available summer programming openings.
- Districts may choose to create online surveys and/or interest forms to determine interest, challenges, and capacity to staff their summer programming.

Flexible Staffing

Districts may consider providing options for staffing. Teachers may commit to a full or partial Summer Learning Camp position. For example, teachers may prefer to commit to teach two weeks, enabling the district to employ another teacher to complete the duration of the camp assignment. Additionally, districts could consider allowing teachers to work half days (sample schedule two) or provide teachers with longer breaks during the day (sample schedule four).

Districts should try to provide certified teachers for classroom teachers; however, a district may choose to use aspiring teachers or others with bachelor's degrees. When using alternate staffing, the state recommends using state provided content as this content has additional supports for non-certified teachers.

Use of Additional Support Personnel

As a district designs Summer Learning Camp schedules, consider the use of support personnel to monitor breakfast, assist in RTI blocks (if previously trained in RTI programs), monitor lunch, and monitor student play opportunities. Alternate staff may also be education preparation students or other staff with bachelor's degree. They can assist teachers academically and complete operational tasks. In addition, consider developing groups of alternative course educators to support instruction. See more about alternative staffing training below.

Staff Training & Preparation

To ensure every **alternative and aspiring educator** is equipped with the necessary knowledge and skills, a **Summer Learning Training Course for Aspiring and Alternative Educators** is required. All modules are asynchronous/self-paced and directly applicable to the summer programming work and desired outcome of mitigating learning loss. To access the *Summer Learning Training Course for Aspiring and Alternative Educators*, click here.

Staff Preparation

No additional professional development is required for certified teachers. All professional development provided for non-certified teachers is provided at no cost by the department.

1. **The department recommends that all ELA and math teachers selected to work in summer programming should have the opportunity to:**
    a. attend a meeting regarding expectations, logistics, and materials,
    b. collaborate with other summer learning teachers (grouped by grade level and/or content) to engage in unit- and lesson preparation,
    c. collaborate with site-level teachers to analyze student placement data to prepare supports and intervention, and
    d. analyze ELA and math lessons to ensure a check for understanding is present so student progress is monitored, and students get just-in-time support.

2. **Early Grades Literacy Teachers:** It is *recommended* that K-3 literacy teachers enroll in the online section of the Reading 360 Early Literacy Training series in preparation to support younger learners and their reading development. The Week One online section will be available in April. Detailed information about this optional training support is available by e-mailing *Rachael.L.Ross@tn.gov*.

3. **Alternate Staff Training:** It is required for Educator Preparation Candidates or College-Degreed staff complete the asynchronous preparation course. This asynchronous online course will be comprised of four mandatory modules and a fifth module (one of two options). Once a candidate completes five modules, they will receive a completion certification that will be available to the district. To access the *Summer Learning Training Course for Aspiring and Alternative Educators*, click here.

	Materials				
Two to three hours on child safety and legal protocols for supervision of students	Two to three hours outlining high-quality instructional materials to ensure access points for learning	Two to three hours outlining high-quality instructional practices to ensure access points for learning	Two to three hours sharing strategies to engage learners in grade level assignments and to provide engagement scaffolds	Optional two-hour training on STREAM lesson models, lesson preparation, and strategies for engaging all learners	Optional two-hour training on RTI2 framework, skills-based interventions, progress monitoring, and tutoring practices

Programming and Materials

This section is designed with questions to help facilitate districts in assessing current materials and making decisions for programming.

Instructional Materials

ELA

1. Do I have additional ELA units that I could use as an extension of grade level learning from the school year?
2. Are my summer programming teachers acclimated to these materials and comfortable preparing supports and scaffolds with the materials?
3. Do I need to use the state provided materials that include additional scaffolds, entry points, and check for understanding to more closely monitor how students in summer programming are progressing? If I use the state materials, do I need to use the "how-to" guides available on Best for All Central.
4. Do the ELA materials contain intervention activities that teachers and/or assistants can use during RTI/intervention that meet student needs with specific standards-based learning gaps and/or skill-level deficits?
5. Are other research-based ELA interventions/programs needed to meet the needs of the students?

Math

1. Do I know what math materials could extend the school year or do I need to repeat math units from the school year given the intermittent closures that may have caused unfinished learning for students?
2. Do my current materials meet the threshold for high-quality or do I need to use the state provided materials?
3. Do I need to use the state provided materials that include additional scaffolds, entry points, and check for understanding to more closely monitor how students in summer programming are progressing?

Do the math materials contain remediation or intervention activities that teachers and/or assistants can use to meet the needs of students with specific standards-based learning gaps (such as Zearn) and/or specific skill-level deficits?

Materials, Supplies, Technology, and Tools

(All content areas)

1. Identify and evaluate the materials, supplies, technology, and tools needed to facilitate daily instruction for ELA, math, intervention and STREAM.
2. What materials are necessary for programming and what materials may be optional? What printing or ordering of materials will need to take place? (The state summer programming will not require printing or ordering of materials).
3. Are there consumable materials such as workbooks or technology software licenses that need to be purchased?
4. If students are using digital resources throughout the day, how will these resources be managed or supported through summer programming? How will students save and publish products created with this tool?

Assessment

1. When released, how will districts administer pre- and post-benchmark assessments? (Students entering first through third grade will use state-identified universal screener benchmarks.)
2. Identify how to assess the concepts and skills presented in daily lessons. How will these checks for understanding be tracked through summer programming?
3. What tools and communication platforms can teachers use to share progress with families and equip families to support their student's learning at home? (See this bright spot for additional ideas).
4. How will summer school educators communicate progress and "point of entry" data with the students' receiving teachers so the grade-level teacher(s) will be ready to support learners as the 2021-2022 school year begins?

Optional Guidance for Districts Planning their Own STREAM Mini Camps

Defining STREAM

The Tennessee Department of Education defines STREAM as an intentional, collaborative pedagogical approach that empowers learners to engage in real-world experiences through the authentic alignment of standards, processes, and practices in science, technology, engineering, the arts, and mathematics, through purposeful incorporation of reading and an emphasis on strengthening foundational literacy skills.

Student Outcomes

- Develop connection between academic content and practice by providing opportunities for students to experience an educational environment that looks, feels, and functions like the real-world.
- Learn to solve real-world problems using cross-content skills and knowledge through enabling and strengthening creative and innovative thinking.
- Reduce the silos of single-subject learning to create a more holistic, engaging educational experience that empowers students, both immediately in the classroom and for lifelong problem-solving. Students make connections more easily between content areas that were previously taught in silos.
- Elevates student interest and engagement in the classroom.

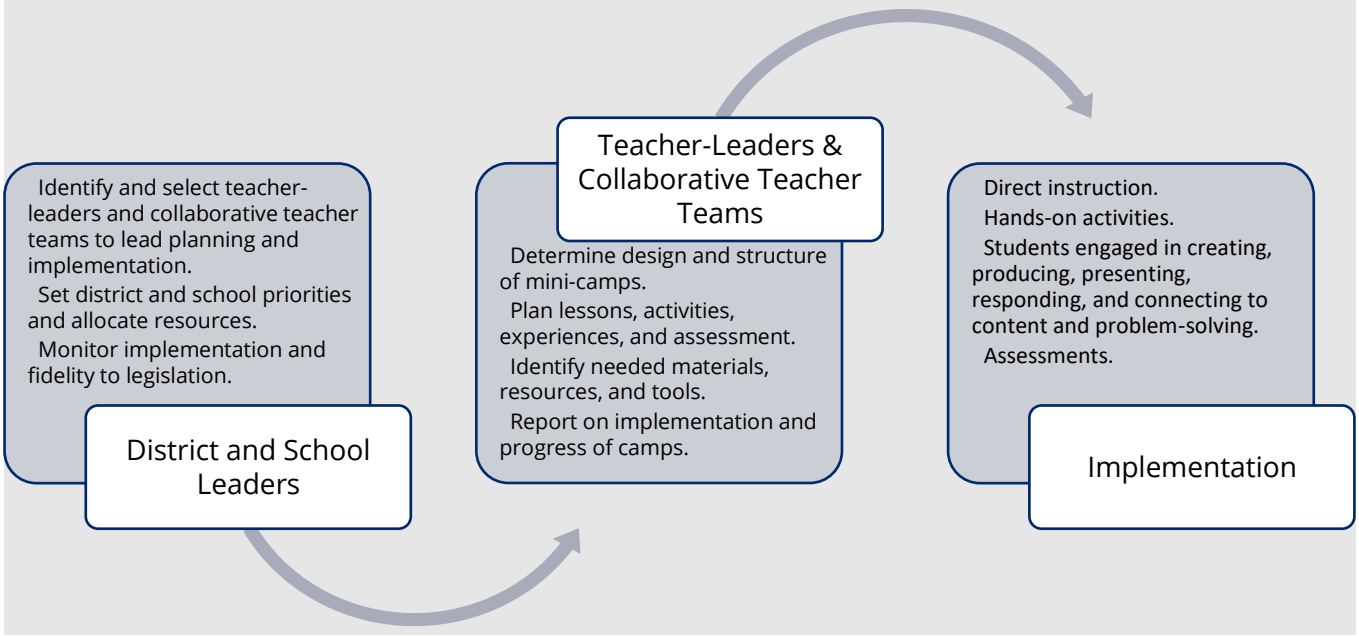
STREAM Mini-Camp Design Options

The department is offering ready-to-use modules as well as providing sample structures and guidance for districts to use to create their own STREAM mini-camp content.

State STREAM Modules and Programming	78 30-minute activity-based STREAM lessons Differentiated by grade band Available May 2021. Districts are encouraged to implement the recommendations included in this guidance document
District-Created STREAM Mini-Camp Model	Model of a suggested STREAM mini-camp design Districts/instructional teams create lessons and activities Districts are encouraged to implement the recommendations included in this guidance document

Use of the vendor-created resources or department-created models are optional. Alternatively, districts may design STREAM mini-camps so long as the programming conforms to the requirements outlined the Tennessee Learning Loss Remediation and Student Acceleration Act. This document provides several models districts may use to brainstorm and develop programming.

STREAM Mini-Camp Planning



Planning and Implementation

- A cohesive STREAM curriculum should be guided by a collaborative team of teachers, administrators, and other stakeholders well-versed in the multiple content areas involved.
- Teachers and administrators need opportunities to plan and develop a shared understanding of natural intersections between content areas.
- STREAM instruction is most effective when teachers in all content areas have a foundational understanding of standards across content areas, including literacy and foundational skills.
- To maintain fidelity, STREAM programming should be taught across content areas, when possible.
- To be successful, teachers need strong support from administration, with to give them ample resources and time to plan and develop instruction and materials that may require more time than the traditional one-subject lesson, project, or unit.

Instructional Design and Assessment

Instructional Design	Assessment
• Instruction grounded in clear learning standards with interdisciplinary and transdisciplinary engagement (draws strength from the cross-content intersections yet preserves their unique integrity). • Flexible approach allows teachers to guide student exploration, inquiry, and creativity. • Academic standards in all content areas need not be equally represented or share equal weight in all projects, but there is frequent opportunity for including appropriate standards across all content areas, including evaluation when assessing student outcomes.	• Standards-based assessment of and for student learning should be intentionally embedded in instruction. Appropriate, well-designed assessments, in turn, guide pedagogical focus. • Holistic approach balances standardized methods with formative and summative authentic assessments. • Assessment closely mirrors real-world tasks and expectations to capture data that provides a comprehensive picture of academic growth and achievement. • Observation of student engagement provides further evidence of student learning. • Authentic assessments contain a variety of components, like questions, problem-solving strategies, interpersonal strategies, application of content and/or constructs. • Inquiry-based approach to instruction provides learners practical ways to demonstrate their learning.

Leveraging Collaboration and Partnerships

Districts are encouraged to leverage a variety of internal, external, and community partnerships to increase the capacity toward planning and implementation. Schools may consider collaboration and partnerships with other schools across the district. Similarly, districts may seek out partnerships or form consortiums with other districts. Many corporations and community organizations may have an interest in supporting this work, including providing innovative experiences and learning opportunities for students.

Sample STREAM Mini-Camp Weekly Scope

If you are choosing to create a STREAM camp that is district designed, the following STREAM mini-camp weekly scope examples could be used as sample ideas while designing and planning for implementation. While these examples are not fully developed lessons or objectives, they provide a model of what may be possible when designing a weekly scope and/or lessons.

Creating a Feature Film (5-Day Model)

Monday	Tuesday	Wednesday	Thursday	Friday
Introduction Discover science in the movies Interpret meaning in dialogue	Introduce film careers Explore the use of art and music in film Design and diagram a film set or model	Construct a film set or model Classify the types of lights, cameras, sound equipment, and other equipment used in filming	Create artwork for a movie poster Apply knowledge and rehearse movie scene	Create sample film and assess final product

Tessellations (4-Day Model)

Monday	Tuesday	Wednesday	Thursday
Introduction Identify and read about tessellations found in nature. Discover tessellating patterns commonly found in everyday structures.	Construct, by using drawing techniques, a tessellating pattern that reflects student's artistic choices.	Employ measurement skills to produce a grid and experiment with geometric shapes, lines, and patterns in the design of a tessellation. Use pattern blocks and other manipulatives to construct a tessellation.	Demonstrate learning by using technology to create tessellations

Building Models with Earth Materials (4-Day Model)

Monday	Tuesday	Wednesday	Thursday
Introduction Discover the various types of Earth materials (like sand, pebbles, clay, etc.) Go outside and find examples of various Earth materials.	Explore the various uses of Earth materials and learn about natural and man-made structures.	Using art supplies (clay, etc.) construct a model of a structure typically made out of Earth materials. Compare, using art supplies and common household materials (coffee filters, toothbrush, sand paper, etc.), the texture to Earth materials. Use the supplies to make brush-marks with paint supplies and compare the texture, weight, and	Go outside to collect and classify samples of a variety of Earth materials. Construct a model of a structure using Earth materials.

Additional Planning Resources

- Habits of Mind: https://www.cesvt.net/habits-of-mind/
- Tennessee STEM Innovation Network: https://www.tsin.org/
- Tennessee Centers of Applied Technology: https://www.tbr.edu/institutions/colleges-applied-technology
- State Education Agency Directors of Arts Education (SEADAE): https://www.seadae.org/
- Kennedy Center Arts Integration: https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/
- UT Chattanooga Arts-Based Collaborative (formerly Southeast Center for Education in the Arts): https://new.utc.edu/health-education-and-professional-studies/arts-based-collaborative
- Tennessee Colleges and Universities
- Teaching and Learning Organizations
- Local Businesses, Corporations, and Other Community Partners

Note: Reference to any resource, organization, activity, product, or service does not constitute or imply endorsement by the Tennessee Department of Education.

Funding Guidance: Instruction and Transportation

Calculating Allocations

District allocations for each program were determined by using average daily membership (ADM) and economically disadvantage (ED) data from the last full school year, 2020-21. Economically disadvantage data was used to determine student participation eligible to charge to Temporary Assistance to Needy Families (TANF) funds. The below steps were used to calculate each district's award for each program:

1. District ADMs for the respective grade bands were totaled and multiplied by the district's 2020-21 ED rate to determine estimates of the number of students in the grade bands that are ED and non-ED.
2. For each district, a proportion of students relative to the state population was calculated, both by ED students and non-ED students.
3. The total appropriations for state and TANF funds for each program were then allocated based on each district's respective proportion of students in each category.
4. Allocations from both state and TANF funds are added together to generate the district's total award for each program.
5. Allocations can be found in the funding application in ePlan. The link will be titled 'Allocations'.

Students to be Served & Class Sizes

District allocations are expected to serve, at a minimum, a teacher-to-student ratio of 1:13. While the budgeting assumptions factored in a ration of 1:20, districts may opt for more targeted groupings of students. This does not create a specific class size requirement but rather sets a floor for the total minimum number of students to be served.

To calculate the minimum number of students to be served, the allocation is divided by the weekly budget assumption ($1,400/week for Summer Learning Camps and Bridge Camps; $400/week for After-School Mini-Camps) and then divided by the number of weeks of the programming (six weeks for the Summer Learning Camps and After-School Mini-Camps; four weeks for the Bridge Camps). The result is multiplied by 13 to determine the total minimum students.

Districts may serve students through any class structure that best meets local context and needs.

Waivers & Allocations

If a district is approved for a waiver for timing requirements for any of the summer learning camps, the district's approved waiver ***will not*** impact funding allocations.

Economically Disadvantaged Participation Rates & TANF Funding Requirement

For each program, an ED participation rate is calculated based on the proportions of state and TANF funds. As only ED students are eligible to leverage the TANF funds, districts must meet the target participation rate for these students to access the TANF funds. *If a district does not reach the target participation rate for ED students, then the TANF portion of funds will be decreased proportionally.* For example, if a district's allocation is $200,000 for Summer Learning Camps with a target ED participation rate of 30%, then $60,000 of the total award is projected to be TANF-supported. If the district only achieves 25% ED participation, then the district met 83% of its target (e.g., 25/30=83%) and is therefore only eligible to claim 83% of the TANF funds, or $50,000 (a reduction of $10,000).

It is important to note that this rate is based on the students enrolled and participating in the camps.

Attendance

Overview

Last year, the Tennessee Department of Education (department) released an application for reporting enrollments, attendance and pre/post-test results in the summer camp programs. This year, we will continue to use the SPEAR application to manage enrollments and attendance.

There are three main components to ensuring proper enrollment for students in the summer programs:

1. **Classes:** Classes are grade level and designate the program type:
    - Summer Learning Camp Option (rising first through fifth grades):
      Please use when you have different teacher(s) from the STREAM Camp program.
    - STREAM Camp (rising first through fifth grades):
      Please use when the STREAM Camp program has different teacher(s) from the Summer Learning Camp.
    - Summer/STREAM Hybrid (rising first through fifth grades):
      Please use when STREAM camp and Summer Learning Camp are combined and use the same teachers teaching both.
    - Learning Loss Bridge Camp (rising sixth through eighth grades) :

Please use for all middle school camp assignments.

2. **Teacher and Teacher Assignment**
   This data field will identify the teacher (either license number or employee id number) assigned to the class.
3. **Student and Student Assignment**
   This data field will identify the students assigned to the class and the teacher.

This year, the SPEAR application will be modified to ease the challenges in 2021 enrollment. Release notes and updated guidance documents will be provided as we approach summer months.

For completing enrollment for summer programs, the following will still available and improved for 2022:

1) Initial & Bulk Enrollments: This method will be used to streamline the initial enrollment data loads. Districts will submit the necessary data in the available upload templates to load into SPEAR. The District Technology team will assist with all initial and bulk uploads into the application. If you have questions, please contact dt.support@tn.gov.
2) Individual Enrollments: Once your summer sessions begin, district and school administrators will have the ability to add enrollment data (classes, teachers or students) through the enrollment application. This method is better suited for adjustments to enrollments rather than mass changes.

Charter School Guidance

Guidance for Charter Schools

In the summer of 2022, all districts are required to offer in-person learning loss and student acceleration programs, including summer learning camps, after-school learning mini-camps, and learning loss bridge camps.

- District and public charter schools may partner with each other to jointly establish the programs, and they may also seek assistance from public or non-profit community partners.
- A charter school that enrolls the applicable grade bands may elect to provide summer programming for its students ***in lieu of*** their participation in the district programming. If a charter school elects to provide its own summer learning camps:
  - the charter school must provide all camps for which its students are identified as priority students
  - the camps must be operated in compliance with the Tennessee Learning Loss Remediation and Student Acceleration Act, T.C.A. § 49-6-1501 *et. seq.*
  - the charter school will be reimbursed by its district for expenditures up to its proportionate share of the district's summer learning funds. [Proportionate share allocations will be disclosed in early Spring;] and
  - the district, as the charter school's authorizer, has the responsibility for oversight of the charter school's camps.
- If a charter school does not elect to provide its own summer programming, its students may attend the district's summer programming in which they are geographically located. If a charter school uses the district's summer programming, the charter school must identify priority students and advertise

the district's programming to their identified priority students. Identification of priority students can be made through a district or charter's approved benchmarks or universal screening data.

- Student participation in the summer programming is optional, unless the district or charter school adopts a policy that requires student participation.
- Subject to available funding, the district and charter schools must first offer enrollment in the summer programming to all priority students. Any remaining seats are available to students who are not priority students, subject to the availability of funding. Priority students include students who:
  - score below proficient in math or reading on their most recent state test or state-approved screener,
  - attend a school where less than 50% of students are proficient in math or reading, or
  - are eligible for TANF benefits.
- Districts and charter schools may apply to the Commissioner for a **waiver** of the hours, weeks, or days of in-person instruction, intervention, supplemental supports, and physical activity mandated for the camps.

All charter schools should take the following steps:

1. Decide whether to host their own summer learning camps. *In the absence of any additional action, a charter school will be deemed **not** to have elected to provide its own summer learning camps.*
2. Determine whether to adopt a policy requiring all the charter school's grade-eligible students to attend summer learning camps.

A charter school that elects to host its own summer learning camps in 2022 should take the following steps:

1. Notify its district and the department in writing of its election, with a copy to Charter.Schools@tn.gov, by **February 28, 2022**. In the absence of any written notification, a charter school will be deemed *not* to have elected to provide its own summer learning camps.
2. Determine whether to apply for a waiver. See waiver guidance here.
3. Establish a plan for your summer programs using the department's step by step guidance here.
4. Promptly seek reimbursement from the charter school's LEA for summer learning camp expenses in an aggregate amount up to its proportionate share.

For additional questions, please email Charter.Schools@tn.gov.