



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Summer Learning Resource Guide 2020

State Guidance for District and School Leaders

June 2020

This guidance draws on a resource created by the Council of Chief State School Officers (CCSSO) that is based on work done by state education agencies across the country, as well as national and local organizations.

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Introduction

As a result of the Novel Coronavirus 2019 (COVID-19) global health pandemic, New Jersey educators have made an unprecedented shift from teaching in brick and mortar school buildings to delivering instruction remotely to students in their homes or shelters. Given the impact of closing schools for in-person instruction on student learning, the New Jersey Department of Education (NJDOE) encourages districts to utilize summer programs to help ensure that all children continue their academic and social emotional learning and receive the health services they need until school resumes for the 2020-2021 school year.

As part of the State's multi-stage approach to a responsible and strategic economic restart and recovery from COVID-19, Governor Murphy announced that on June 15, 2020, New Jersey will enter Stage Two of [*The Road Back: Restoring Economic Health Through Public Health*](#). In the coming weeks, the State will modify restrictions on certain businesses and activities, with adherence to strict health and safety guidelines. Among the Stage Two phased-in activities is the operation of in-person summer camps that "provide daily multi-hour programming for youths" (Executive Order 149 (EO 149) (2020)). Permissible summer programming includes educational programs run by school districts, charter or renaissance schools (hereinafter "school districts") and receiving schools, such as Extended School Year (ESY) programs, traditional credit recovery, 21st Century Community Learning Centers, migrant education, and any additional summer learning opportunities that school districts may choose to offer to address learning loss and prepare students for the next school year.

Recognizing the educational and socioemotional value to students and educators of resuming in-person instruction, school districts and receiving schools may conduct summer educational programming in-person, including ESY, as authorized by EO 149 on or after July 6, 2020. The New Jersey Department of Health's (NJDOH) New Jersey [*COVID-19 Youth Summer Camp Standards*](#) are applicable to all summer programs operated by school districts and receiving schools, including ESY. School districts and receiving schools should determine locally how best to comply with the Youth Summer Camp Standards while continuing to meet the needs of their students. These standards only apply to summer programs. The NJDOE, in conjunction with the NJDOH, will provide further information on the 2020-2021 school year shortly.

If a school district or receiving school determines that it would not be possible to meet summer program goals through in-person summer programming in accordance with the NJDOH standards, the school district may conduct summer programming, including ESY for students with disabilities, remotely or by a combination of remote and in-person instruction. In some cases, districts may be able to conduct in-person evaluations to determine eligibility for special education, reevaluations, small group interventions and/or related services in person in accordance with NJDOH standards while delivering other ESY services remotely. Districts may choose to provide some ESY services through home instruction in accordance with existing regulations. In all cases, the NJDOE reminds districts to consider issues concerning educational equity, including access to technology and the rights of students with disabilities and their families under the Individuals with Disabilities Education Act.

Please note that pursuant to EO 149, if school districts wish to operate such modified in-person programs, or a combination of in-person and remote programs, the district must submit an [*attestation form*](#) to the NJDOH no later than 24 hours prior to the anticipated opening date, attesting that they will follow all applicable health and safety standards.

The *Summer Learning Resource Guide* offers resources and considerations based on what has been implemented in the shift to remote learning and the research behind summer learning. District teams may use these resources in planning and implementing summer learning programs for in-person or a blended format as well. It is well-documented that students often begin the academic year at achievement levels lower than when they left school the prior year, a gap known as the “summer slide.”¹ Current projections show that there will be even greater gaps in student achievement due to the closure of schools for in-person instruction.²

Together, these lessons provide a call to action for state and district leaders to ensure summer learning opportunities exist as a bridge between the 2019-2020 and 2020-2021 school years, especially for demographic groups impacted the most by the closure of schools for in-person instruction.

Consider how the focus for summer learning might shift in response to COVID-19 circumstances:

Goals of Summer Learning

Objectives for Traditional Summer School	Recommendations for Summer Learning 2020
<ul style="list-style-type: none"> • Intervention and remediation • Credit recovery • Prevention of regression • Provide ELLs with supports to address any English language development instruction • Extended School Year 	<ul style="list-style-type: none"> • Frontload the next school years’ learning to give students a jumpstart to SY20-21 • Maintain social and emotional connections and academic opportunities for at-risk students • Intervene to address learning gaps resulting from the shift to remote learning • Support credit recovery • Ensure the administration of Extended School Year • Provide services that address English language development regression

Target Students

Objectives for Traditional Summer School	Recommendations for Summer Learning 2020
<ul style="list-style-type: none"> • Students who are furthest behind • Secondary students who need to meet promotion requirements or complete graduation credit(s) • Students with disabilities who experience significant regression • English Language Learners • Students experiencing homelessness, particularly those who have experienced moves or have been chronically absent 	<ul style="list-style-type: none"> • Students who are at risk socially or emotionally and need connections with peers and adults • Students who are furthest behind • Secondary students who need to meet promotion requirements or complete graduation credit(s) • Students with disabilities who experience significant regression • Students experiencing homelessness, particularly those who have experienced moves or have been chronically absent • Students who need enrichment

Family Engagement

Objectives for Traditional Summer School	Recommendations for Summer Learning 2020
Written communication to keep family members informed of student progress	<ul style="list-style-type: none">• Conduct regular online and/or phone meetings throughout summer learning in a language parents/guardian can understand and using all available means: email, phone, text, regular mail, social media, etc.• Assist families with supporting student use of online platforms and devices• Assist families with supporting student learning• Conduct regular check-ins to support students• Conduct online parent/family meetings

Assessment

Objectives for Traditional Summer School	Recommendations for Summer Learning 2020
<ul style="list-style-type: none">• Assessment for evaluation or summative purposes• Frequent assessment to inform grading• Progress monitoring to measure response to interventions	<ul style="list-style-type: none">• Administer low-stakes assessment for formative purposes• Establish competencies for English language arts (ELA) and mathematics, aligned to prioritized standards and skills for the prior and upcoming grade• Capture qualitative information about a student's progress on particular skill sets rather than using a traditional grade measure• De-emphasize summative assessment except in necessary cases for credit recovery purposes• Monitor progress to measure response to intervention

Objectives for Traditional Summer School	Recommendations for Summer Learning 2020
One day in advance of summer school opening for classroom set up	<ul style="list-style-type: none">• Grade- and curriculum-specific training in remote delivery model in advance of summer school starting• Regular common planning time for grade-alike teachers. English as a Second Language (ESL)/bilingual, and special education teachers, and intervention teachers to plan differentiated remote lessons that address academics and social emotional learning• Regular faculty meetings to ensure staff wellness and opportunities for problem-solving• Engagement of clinical interns (e.g., student teachers) whose clinical practice or experience was interrupted in the spring or novice teachers who are starting in the fall

Many of the remote summer school practices recommended in this guide are evidence-based and applicable to *any* summer learning format. For example, recent evidence suggests that expanding summer learning beyond remediation to provide students with rigorous opportunities to preview and practice knowledge and skills aligned to upcoming grade-level standards is effective at bolstering student achievement.³ Likewise, providing social and emotional learning supports for students yields benefits in more traditional school contexts.

The need for these practices is even more essential in the current climate, as students and families adapt to remote learning environments. New Jersey parents/guardians and educators have reported anecdotally in virtual stakeholder meetings and technical assistance sessions and through surveys conducted by the NJDOE that although remote learning offers more opportunities for engaging families in learning, there are significant challenges, both academic and social emotional, to learning in remote environments. School districts have an opportunity to streamline, prioritize, and personalize remote summer school based on lessons learned during the past few months, to build meaningful academic and emotional connections for New Jersey students and their families.

As you plan for summer learning opportunities, visit [NJDOE COVID-19](#) for extensive resources and guidance regarding remote learning for all students.

Guiding Principles for Summer Learning⁴

Prioritize vulnerable students and those who need to meet promotion benchmarks and high school credit.

Provide regular, additional support for specific students, especially students learning English, students with disabilities, and students who are migrants or experiencing homelessness.

Focus on student success in the coming school year.

Rather than focus solely on remediating learning gaps from the prior year, provide summer learning activities aligned to upcoming grade-level standards to set students up for success the following year.

Focus summer learning on a few critical areas.

What are the most essential standards or knowledge and skills a student needs to gain to start the year successfully? For a shortened summer schedule, prioritize daily instruction in English language arts, mathematics, physical education, and social and emotional wellness leveraging engaging content from science and social studies. Implement the Individualized Education Program (IEP) of a student with a disability to the greatest extent possible.

Hire and train effective teachers to support students.

Prioritize those teachers with content and pedagogical knowledge and a track record of success teaching target grade levels of students. Capitalize on summer school opportunities to onboard and train recently certified educators.

Prioritize regular communication with families and students.

Consider how and when your students best engage in learning, families' schedules, and what content can they work on independently? What type of guidance and support do families need to support their children? What types of information and observations can families provide to teachers to contribute to assessment of learning? Maintain regular communication with parent(s)/guardian(s) to assist them with supporting their child's learning and social emotional wellbeing.

Engage a cross-functional team in front-end planning.

Parents/guardians, teachers, principals, and principal supervisors will be the front-line providers and supporters of children, so ensure that their voices and needs are built into the plan. Include community-based partners who can provide support in a remote model and include parents/guardians who may be the closest overseers of their children's work.

Leverage current remote learning best practices.

Keeping the above guidelines in mind, use materials and formats that work best for remote learning and supplement where needed. Consider how to best mix large group direct instruction with small group or individual direct instruction. Make decisions regarding what content is well suited for independent exploration and what content is best learned through teacher mediated instruction. Ensure the unique needs of students in specific demographic groups are considered when implementing remote instruction programs.

Organizing for Success

While most district leaders have led rapid efforts to assess student needs and pivot to remote learning environments for the remainder of this school year, planning for summer learning brings unique challenges.⁵ Aligning staffing, funding, and other essential resources for larger numbers of students than may be typical, in an environment that is atypical, will require creativity and shared leadership to ensure that all learners feel safe and prepared to engage.

As you develop your summer learning plan, consider the guiding questions below. Vetted resources and tools that could support decision-making follow.

Planning & Communication

Who Needs to be at the Table?

Who needs to be at the table as you plan your summer learning strategy (e.g. parents/guardians, teachers, specialists, IEP teams, teachers' union representatives, principals, principal supervisors, partner organizations, IT, student support services, chief academic officer, food service, family/community advocates and social services, etc.)? Consider involving student voice when possible.

Families' Perspectives and Experiences

How are families' perspectives and experiences centered in your communication plan?

- How and at what points in your planning process will you communicate decisions to families and other key stakeholder groups?
- How will you provide strategies to strengthen the family's ability to support learning?
- Will communication with families be translated into multiple languages?

Data and Information

- What data and information will you collect to assess the implementation and impact of your summer learning plan?
 - With whom and how will you share information to ensure continuity of learning?
- How will you incorporate the unique needs of students with disabilities, English learners, migrant children and children experiencing homelessness when developing summer programs and communication strategies?
- Has food security been established for children and their families for the summer?

Delivery Model

- Based on your students' access to the internet and relevant devices, will you pursue a digital, hybrid, or analog (offline) model for summer learning?
- If digital or hybrid, what balance will you strike between synchronous and asynchronous learning?
- For students who do not engage with instructional materials, regardless of format, what strategy will you implement to connect with them?
- For students who work in an analog environment, how will teachers meet and provide feedback on their work?

- How does your delivery model consider the unique needs of specific student groups?
 - Are accommodations and specialized technology available for students with disabilities?

Staffing

- Will you provide check-in opportunities, counseling and/or other support and related services over the summer?
- Will these services be available to summer learning students only or to all students?
- How will you communicate to all staff about how and to whom referrals for wraparound services (e.g. counseling, medical services, food resources) should be directed?
- If you are enrolling a larger student group than in previous years to account for greater need for summer learning and/or need for social-emotional connection, how will you select and fund additional staff, both teaching and non-teaching, to support those additional students?

Administrator Roles

How will you define the roles of principals and other administrators responsible for summer learning in a remote context?

- Will you expect them to observe instruction and provide feedback to teachers?
- Will principals be expected to connect regularly with students and families?
- How will principals support the social and emotional needs of faculty members?

Working with Partners

- If you work with community partners, how will you communicate and align your whole child supports (e.g. use the same tech platforms, share data, communicate jointly and consistently with teachers and families)?
- How will you partner with local educator preparation programs to provide additional supports for novice educators?

Scheduling

- If implementing a shorter workday, how will you structure contracts to ensure collaborative planning time for summer learning instructors?
- How will you structure teachers' time to allow for both individual student check-in time and the opportunity to assess student work and provide high-quality feedback?
 - Especially at the elementary and preschool levels, how often will teachers be synchronously working with a group of students?
- Are multiple schedules needed to meet the needs in specific programs, such as extended school year programs for students with disabilities as compared to students in for summer credit recovery?

Curriculum Priorities

- Which standards, skills, or competencies will you focus on for each grade level?
- If you have adopted instructional materials, how are they connected to the priority standards and skills? Which aligned instructional activities will best engage students?
- If you do not have an adopted set of instructional materials, from what high-quality, standards-based curriculum resource(s) will you select instructional activities (see resources section below for suggestions)?
- What modifications will be needed to ensure access to the content for all student groups?

Equity and Access

- For students who cannot access online materials or have difficulty accessing synchronous opportunities, how will you ensure equitable access to materials and instruction?
- How will lessons be delivered in accordance with a student 504 plans or IEPs? How will teachers and support staff provide appropriate supports and services for these learners and their families?
- How will you maintain communication with students experiencing homelessness or home instability?
- How will you support those students in accessing instructional materials, meal options, and other essential needs for summer learning?
- How will you maintain communication with multilingual learners, their families, and their communities, including outreach for participation?
 - How will teachers and support staff provide linguistically appropriate supports for summer learning activities?

Funding

- How are you planning to pay for summer learning (e.g. Title I, II, and IV funding streams, IDEA funds, CARES Act ESSER funds, private and public grants, etc.)?
- For anticipated higher enrollment or expanded programming, what funding sources are available to you from local, state, and federal sources?
- Can you repurpose resources reserved for in-person summer experiences or other expenses no longer needed to support summer learning instead?
- Are there state agencies, grant funded providers, foundations, private and/or faith-based organizations in your community that you might be able to partner with to fill funding gaps and/or support wraparound services?

Privacy & Security

How will you ensure alignment with the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA) to protect the privacy of children and families in remote activities, and other relevant student privacy requirements?

Resources

For each section of this document, key resources are included to assist school districts with planning summer learning programs. The lists are not exhaustive. These resources provide sample tools and checklists for district and school leadership and planning teams, as well as considerations for designing summer learning opportunities in the context of the pandemic.

Planning & Communication Resources

- [Four-phase toolkit for continued learning models \(Texas Education Agency \(TEA\)\)](#) (includes Excel planning tool)
- [Instruction Partners: Communication and planning templates](#)

Delivery Model & Staffing Resources

- [CRPE: State and district summaries of virtual learning models](#)
- [Instruction Partners: Decision tree and key questions for delivery models](#)
- [Staffing toolkit \(Louisiana Department of Education\)](#)

Scheduling Resources

- [K–5 sample ELA & math remote learning schedules \(Instruction Partners\)](#)
- [Sample academic year remote learning schedule \(TNTP\)](#)
- [Sample Schedules and Planning Resources: Operationalize At-Home Model \(TEA\)](#)
- [Sample summer learning schedule \(CCSSO\)](#)
- [Suggested Daily Summer Learning Schedules](#)

Curriculum Resources

- [Critical standards list for prioritizing instruction \(Alabama Department of Education\)](#)
- [School Resource Hub for Continued Learning During Extended School Closures](#)
- [National Standards for Quality Online Learning](#)

Equity & Access

- [Diverse Learners Cooperative: Guidance on hosting virtual IEP meetings](#)
- [Educating All Learners Alliance: Resource library](#)
- [Key questions for equitable distance learning \(Minnesota Department of Education\)](#)
- [Opportunity Culture: Guide to cost-effective technologies for engaging students](#)
- [Remote learning guidance for English learners \(Massachusetts Department of Elementary and Secondary Education \(DESE\)\)](#)
- [Specialized supports for students with diverse learning needs \(TNTP\)](#)

- [Strategies for teaching multilingual learners online \(WIDA\)](#)

Resources from NJDOE

- [English Language Learners](#)
- [Gifted and Talented](#)
- [Homeless Children and Youth](#)
- [Special Education](#)

Resources from Texas Education Agency

- [Checklists for serving students with disabilities](#)
- [COVID-19 FAQ: At Home Learning Resources for Students with Disabilities](#)

Resources from Louisiana Department of Education

- [Continuous education for students with disabilities](#)
- [High-tech and low-tech options for accessibility \(see Appendix A\)](#)

Funding

- [Committee for Children: 3 federal sources for SEL funding assistance](#)
- [21st Century Community Learning Centers \(Title IV\): Minnesota Department of Education](#) (state by state guidance may differ)

Privacy & Security

- [Guidance on FERPA during COVID-19 \(USDE\)](#)
- [How to keep students safe videoconferencing \(Education Week\)](#)

Mental Health Supports

Feedback from educators, parents, school administrators, mental health professionals, and students suggests that the impact of the COVID-19 pandemic on mental health has been significant and pervasive. Students may be impacted by the loss of teachers, administrators, peers and family members to the virus. In addition, many students may be living in circumstances where optimal family functioning is considerably compromised and in fact could be experiencing traumatic conditions of financial stress, emotional and physical abuse or loss of a stable living space. While not traumatic, students are also experiencing disruptions to their social lives, the loss of typical school-related experiences such as proms, sports, and other extra-curricular activities. Students are often experiencing all of this with limited access to support.

The American Academy of Pediatrics, in an article entitled [COVID-19 Planning Considerations: Return to In-person Education in Schools](#), provide recommendations and considerations to support students, educators, and families to address trauma caused by the COVID-19 pandemic and to help them reacclimate to the school environment. These recommendations include providing teacher training to identify trauma and support student mental health, encouraging frequent contact with students and their families, and incorporating academic accommodations to support students who may have difficulty adjusting to the changes in their learning environment.

As part of your summer learning plan, consider addressing the following guiding questions:

Guiding Questions

- What professional development can be provided to staff to assist them with talking to students during a pandemic and the principles of psychological first aid?
- What resources are available if during summer learning teachers determine that a student or family may need mental health support?
- What mentoring or counseling services can be made available during summer learning?

Social and Emotional Learning (SEL)

For the past several months, schools across New Jersey have struggled to determine how best to ensure continuity of learning for all students in a remote learning environment. This includes social and emotional learning, in addition to academic learning. Given student and staff isolation from peers and colleagues, it is critical to address social, emotional needs, and physical health to provide supports as a part of summer learning.

New Jersey educators and parents have reported that social emotional needs are a primary concern as a result of a prolonged period of separation from peers, teachers and service providers, and school building closure. Summer learning activities provide an opportunity for educators and service providers to support students' social emotional well-being. Educators will need to attend more to students' social and emotional needs as students may be in classes with teachers and peers who were not in their classroom earlier in the school year. Some students may have lost loved ones, have family members who may have lost jobs or are sick, or may have been confined themselves in unsafe situations. It will therefore be critical for schools to provide additional wrap-around services that support students' mental, emotional, and physical health needs and focus on:

- Building a culture in which relationships are prioritized and all students and adults feel safe, supported, as well as a sense of belonging and agency;
- Dedicating time to re-socialization and to developing social emotional skills and mindsets that are reinforced and practiced across instruction; and
- Identifying students who have had traumatic experiences and helping them access local and culturally relevant supports.

As provisions for these supports become a part of your summer learning plan, consider the following guiding questions:

Guiding Questions

- How much time during the summer learning schedule will you plan to address students' social and emotional learning? (See sample schedules in the section "Organizing for Success.") How can you integrate the [NJDOE SEL](#) competencies into the standards-based lessons and activities that are already planned?
- What materials/programs/curriculum will you use? How will you ensure that they are organized around a high-quality SEL curriculum (see resources below) (e.g., the Pyramid Model for preschool)?
- How will you identify staff and students who have had traumatic experiences and help them access local and culturally relevant supports remotely? For preschoolers, how will you implement the Request for Assistance (RFA) process with teachers and the Preschool Intervention and Referral Team (PIRT)?
- Will students participate in wellness and social activities, or other physical and emotional health practices?
- What platforms will be available for students to interact with their peers, their teachers, one-on-one, and in groups to build and maintain collaboration and connections?

In addition to visiting the [NJDOE's SEL webpage](#), consider exploring the following resources related to SEL:

Grade Level	Resources
Preschool	<ul style="list-style-type: none"> • Helping Families and Children Cope (National Center for Pyramid Model Innovations COVID Resources) • National Center for Pyramid Model Innovations: Pyramid Model Resources for Educators for SEL
K–5	<ul style="list-style-type: none"> • Sanford Harmony • Second Step: COVID-19 resources • The PATHS Program
6–12	<ul style="list-style-type: none"> • Facing History • Sanford Harmony
K–12	<ul style="list-style-type: none"> • Collaborative for Academic, Social, and Emotional Learning (CASEL): SEL for children and adults-organized around the 5 CASEL competencies • Culturally Responsive Teaching & The Brain: Five tips for strengthening academic mindsets • 10 ways parents can bring social-emotional learning home (EdSurge) • SEL lessons, activities, and resources for all students (BrainPOP) (ELL resources included) • SEL toolkit for adults and students (PanoramaEd) • Strategies for motivating students with disabilities at home (Edutopia) • Strategies for SEL for gifted learners during COVID-19 (Minnesota) • Supporting SEL during COVID-19 through office hours (video) (Baltimore City Schools)

Social Emotional Learning for Teachers and Staff

Providing continuity of remote instruction and services is a significant challenge. Teachers and service providers may be primary caregivers in their home and struggle to find uninterrupted time, which may lead to emotional and physical drain. They may have limited resources and experience the same uncertainty and isolation as workers across the nation.

So, just like their students, teachers and other staff may need social and emotional support to work effectively in this new reality. As you build staff supports into your summer learning plan, consider the following guiding questions:

Guiding Questions

- How will you engage summer teachers and support staff prior to the start of summer learning in order to build a community of support?
- What are the one to three most essential remote teaching and SEL strategies you hope educators will apply during summer learning?
- Given the time and capacity constraints for summer educators, how will you deliver professional learning around these essential strategies?
- How will summer teachers and other staff participate in activities or other physical and emotional health practices?
- What platforms will be available for teachers and other staff to interact with their peers and/or their supervisors, in order to build and maintain collaboration and connections? How will you use these to reach out to, check on, support and communicate with, those educators not teaching during, but that are likely have the same challenges and concerns that will need to be addressed?

Curriculum and Assessment

Curriculum plays an important role in how students are taught, and evidence shows that putting a high-quality standards-aligned curriculum in the hands of teachers can have a significant positive impact on student achievement.⁶ Districts can choose from a plethora of high-quality, standards-aligned curricula (see below for vetted, and in many instances free, options) as they plan for students' summer learning.

Teachers and curriculum supervisors will need to determine evidence-based content priorities in mathematics and literacy to focus on throughout summer school. The Department encourages New Jersey educators to take advantage of the [Instructional Units in ELA and Mathematics](#), jointly developed by the Department and New Jersey educators. Instruction should be focused on prioritized grade-level instructional content for ELA/literacy and mathematics, and these units can help focus the discussions for educators at every grade level.

Educators can use information gained from formative assessments as primary data regarding students' knowledge and skills. Formative assessment practices during summer school can occur through exit tickets, student work, and student discussions or through clear demonstration of specific competencies. In many cases, recommendations for these practices can come from high-quality instructional materials. For students with disabilities, IEP teams should examine the effect of closing schools for in-person instruction on student progress toward IEP goals. IEP teams should consider the need for summer and ESY services for students who require services as a result of regression experienced during the period of remote instruction.

Consider the following:

Guiding Questions

- What curricular materials and resources will you use (see resources section below for vetted options)? How will you ensure that they are aligned to the New Jersey Student Learning Standards (NJSLS)?
- How will your summer learning curriculum choices jumpstart student learning in fall 2020? How will you support teachers to prioritize standards in the students' fall 2020 curriculum?
- How will the curricular materials be developed to support differentiated instruction and modified to implement a student's IEP to the greatest extent possible?
- How will you support teachers to plan and use effective formative assessment practices as a primary means of data collection to inform instructional decisions?
- How will students in K–2 who have not mastered foundational skills be assessed and taught missing skills to close knowledge gaps prior to fall 2020?
- What additional supports will be employed for students who experience unfinished learning?

Resources

High Quality Curricula for ELA & Mathematics Resources

- [CCSSO: High-quality curriculum resources for states for remote learning](#)
- [Great Minds: Summer learning lessons \(recommended to be used with students who have not attended, or minimally attended the 4th quarter SY2019-2020\)](#)
- [Student Achievement Partners: Recommended instructional materials for K–2 foundational skills](#)

Assessing Student Progress Resources

- [Curriculum Associates iReady Assessment Foundational Skills](#)
- [Dylan Wiliam: Formative assessment guidance](#)
- [Foundational Skills Assessment Protocol](#)
- [USDE: Competency-based learning guidance](#) with state and district examples

Attendance

Recognizing the difficulties posed by remote learning to measuring attendance, the NJDOE submitted and received a waiver from the United States Department of Education (USDE) from requirements to report chronic absenteeism data for the purposes of accountability reporting to the USDE for the 2019-2020 school year. Under the waiver, 2019-2020 School Performance Reports will not include chronic absenteeism, among other elements impacted by COVID-19. Additionally, the USDE waived the requirements that NJDOE annually meaningfully differentiate all public schools and the requirements to identify schools for comprehensive and targeted support and improvement based on data from the 2019-2020 school year.

School districts, however, should still track how many students are participating in remote learning for purposes of local attendance-related policies. Measuring attendance provides an opportunity to address inequitable access to and use of technology to ensure that *all* students can fully engage in remote learning. Measuring participation and checking in with families if students are not engaging for a few days, can help identify needs for devices and connectivity, differentiated assignments and instruction and connections to community services. As you plan how attendance will become a part of your summer learning operations, consider the following guiding questions:

Guiding Questions

- How will you define attendance (e.g., seat time, tasks met, work from home packets completed)?
- How will you set expectations for minimum attendance?
- How will you assist parents/guardians with establishing daily routines?
- How will you collect and collate attendance data? Who will oversee this process?
- How will you follow up with students and their families when a student is absent for a few days?
- How will the attendance policies take into consideration the unique needs of students experiencing homelessness, English language learners, migrant children and students with disabilities, especially medically fragile children?

Resources

- [Attendance Works: Corona Virus: Resources for Educators](#)
- [Collected research on improving student attendance \(Georgia DOE\)](#)
- [Guidelines for attendance in online learning \(includes sample policies\) \(Colorado DOE\)](#)
- [NJDOE Attendance Resources](#)
- [NJDOE Broadcast Regarding Required Updates to Public Health-Related School Closure Plans](#)
- [NJDOE Updated Chronic Absenteeism Guidance](#)
- [Oregon Department of Education Distance Learning Tool](#)
- [Sample attendance and truancy guidelines for virtual schools \(Kansas DOE\)](#)

Professional Learning

Highly effective teachers are the most influential in-school variable contributing to increased student achievement. Teacher professional learning is an essential component of any school's improvement path, and summer learning is no exception. All educators need time to collaborate and adjust instructional plans as they learn to teach remotely. Even in a remote environment, the principles of effective adult learning remain constant.⁷ As you plan to provide educator professional learning in a remote environment, consider the following guiding questions.

Guiding Questions

- Given the time and capacity constraints for summer educators, how will your district prioritize professional learning to focus on the most essential teacher skills or strategies?
- How will your district ensure that teachers are trained in the remote delivery of the summer learning curriculum, interventions and the learning management system in place?
- How will the teacher workday reflect the district's commitment to collaborative learning and coaching?
- How will your district ensure that principals are trained in remote supervision and support of the summer learning curriculum?
- How will you prepare educators to elevate student interest and engagement in instructional tasks (though not at the expense of essential learning outcomes)?

Resources

- [The IRIS Center: Vanderbilt University](#)
- [Learning First: How curriculum focuses teacher learning on student learning](#)
- [Learning Policy Institute: Effective professional learning principles](#)
- [National Staff Development Council: Professional Learning in the Learning Profession](#)
- [New Jersey Department of Education Educator Resources](#)
- [Novak Education: Timeline for Universal Design for Learning \(UDL\) Implementation](#)
- [Understood.org: Best practices for online learning](#)

Family Engagement

At-home learning has added a new level of stress and responsibility for many families. For some, this has been an opportunity to become more engaged with their children, what they are learning and how they are learning. Parents/guardians are the key support for their children's daily learning in a remote learning environment. For families to continue to support their children's learning at home, districts and schools will need to continue to strengthen communication, support, partnerships with, and access to parents/guardians.

Guiding Questions

- What forms of communication, proven to be successful with families, will you continue to use to inform and guide parents/guardians before, during, and after summer learning? Are these materials available in multiple languages? How will you connect with families of migrant children and families experiencing homelessness? What might you need to add/modify? What key district and school staff will be charged with these tasks?
- How will you assess the availability of devices and web access of students you serve? How will you address the gap in technology that still exists for students and families in preparation for summer learning?
- What district resources/services will you provide in order to support families with at-home summer learning? With what frequency will teachers be expected to connect with every child's family during summer learning?
- How will you work with the parent(s)/guardian(s) of students with disabilities to implement student IEPs to the greatest extent possible?
- How will you work with community partners and organizations to secure resources/services for families during summer learning? What data or information-sharing structures will you need to implement? How will you communicate clearly to families about how to access these services?
- How will in-district parent organizations mobilize to support families with communication, problem solving, and access to district and community services during summer learning?
- In what ways might parents/guardians be acknowledged, thanked, and appreciated for their work and effort with at-home learning?
- How will you communicate with families about their child's progress on specific knowledge areas or skills, as opposed to a traditional grade report?
- How will you continue to partner with families in their expanded role of learning facilitator outside of the classroom?
 - What continued support will be provided to engage parents in learning?
- What new or revised policies or processes for family engagement, implemented during the summer, can be extended into the school year?

Resources

- [Age-specific engagement strategies for students \(Minnesota\)](#)
- [Engaging families during distance learning \(Minnesota\)](#)
- [Iowa: Family engagement guidance](#)
- [New Jersey Department of Education Family Resources](#)
- [New Mexico: Teacher-family check-in recommendations](#)
- [NJ PTA](#)
- [NJ State Parent Advocacy Network](#)
- [Oregon: Family engagement guidance](#)
- [Parent Academy Miami: Virtual academy](#)
- [PBS: Resources for parents](#)
- [PTA: Coronavirus resources for families](#)
- [Resources for supporting mental health during COVID-19 \(Minnesota\)](#)
- [School climate considerations during distance learning \(Minnesota\)](#)
- [Setting up individual communication systems with students and families \(Minnesota\)](#)
- [Springboard Collaborative: Weekly at-home reading schedules and resources \(including texts\)](#)
- [Supporting immigrant and refugee families during COVID-19 \(Minnesota\)](#)

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Endnotes

¹ Quinn, D. & Polikoff, M. (2017). [Summer learning loss: What is it, and what can we do about it?](https://www.brookings.edu/research/summer-learning-loss-what-is-it-and-what-can-we-do-about-it/) Brookings Institution. <https://www.brookings.edu/research/summer-learning-loss-what-is-it-and-what-can-we-do-about-it/>

² Kuhfeld, M. & Tarasawa, B. (2020, April). [The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement](https://www.nwea.org/content/uploads/2020/04/KAP5122-Collaborative-Brief_Covid19-Slide-APR20_FW.pdf). Collaborative for Student Growth: NWEA Research. https://www.nwea.org/content/uploads/2020/04/KAP5122-Collaborative-Brief_Covid19-Slide-APR20_FW.pdf

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⁷ Darling-Hammond, L., et al. (2017). [Effective Teacher Professional Development](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf). Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf