Creighton School District
Summer Enrichment Handbook

Paired Training for Facilitators

(Slide deck to walk through this handbook)

Admin / Facilitator Links
- **Upload Site Schedules Here (link)**
- **Site Folders (inc. shared folder with student application templates): (links)**
   BPA   EX   GW   K@LL   MV   PA   TCA   WTM

Table of Contents

Goal, Purpose, & Descriptions

Goal
- The goal of the summer experience is to provide as many students as _feasible_ with time for energizing, hands-on, curiosity-driven learning in a socially-emotionally supportive environment.

Purpose
- Build excitement for learning
- Create a hands-on, multisensory learning experiences through thematic instruction
- Cultivate a growth mindset
- Inspire students to make relevant, personal connections to their learning as they strengthen high leverage skills

Creighton Enrichment

- Monday - Thursday
- June 6 - 23, 2022 (3 weeks)

This fun, in-person camp will include themed instruction in literacy and math. Through enriching lessons and hands-on activities, children will reinforce and extend their learning from the school year. ***Three different themed weeks will be offered; families will enroll for the entire session.*** Creighton Enrichment will be available to currently enrolled K-7 Creighton students.

Staffing

Admin and Facilitator Responsibilities

Role/ Position *Click links for job descriptions*	How Many Budgeted Per Site?	Paid Work Hours Per Day *Lunch is not included in the work day*
Student Grade Bands: *K-2, 3-4, 5-7/8*	*15:1 Ratio* *Max 20 per class*	4
Homeroom Teacher **(link)**	9 *(TCA: 6)*	5
Resource Teacher **(link)**	1 *(TCA: 1)*	5
Facilitator **(link)**	1	6
Clerk **(link)**	1	6
Support Staff - Parapros **(link)**	6 Max *(TCA: 3)*	5
Support Staff - Crossing Guard **(link)**	1	2
Nurse	1 *(K@LL-1 total)*	5
Guest Teachers: *Must be current Creighton teachers employed by Creighton. (**ESI Employees are not eligible for summer school employment.**) Can be any current teacher on your staff who is willing to be "on call" for substitute needs. The Guest teacher will complete a Google Work Form for the day(s) worked. (The teacher who is absent for that day will not complete a Google Work Form for that day.)*		

Site Specifics – Dates, Times, Facilitators, Admin

School	Dates	Times	Facilitator(s)	Admin
BPA	June 6-23	7:30 - 11:30	Name Email	Weeks 1-2: Week 3:
CVA	*CVA students can attend an in-person site of their choice.*			
EX	June 6-23	8:50 - 12:50	Name Email	Weeks 1-3:
GW	June 6-23	8:10 - 12:10	Name Email	Week 1: Week 2: Week 3:
K@LL	June 6-23	7:30 - 11:30	Name Email	Week 1: Weeks 2-3:
MV	June 6-23	7:30 - 11:30	Name Email	Weeks 1-3:
PA	June 6-23	8:10 - 12:10	Name Email	Weeks 1-3:
TCA	June 6-23	7:30 - 11:30	Name Email	Weeks 1-3:
WTM	June 6-23	8:10 - 12:10	Name Email	Weeks 1-3:

Hiring: Job Descriptions & Deadlines

Applications
- **Thursday**, **April 1st:** Applications Sent by Site (cc NAMES)
  - **Facilitator** *Will need to attend training via Webex from 2-4pm on Wednesday, April 20*
  - **Teacher**
  - **Resource Teacher**
  - **Support Staff** (Paraprofessionals and Crossing Guard)
  - **Clerk**
- **Wednesday, April 20:** Site facilitator training
- **Friday, April 14:** Submit Facilitator Name to NAME
- **Monday, May 2:** Sites Submit Names of Summer School Staff Here (**Link**)
- ***Note***: *Community Engagement and Outreach Specialists are eligible to apply for summer positions.*

Pre-Service Training

PRE-SERVICE Training/Planning
- Admin (Principal or AP) and Facilitator:
  - **Wednesday, April 20th 2:00-4:00pm** (via Webex)
- Facilitators:
  - Paid for Prep Time: 22.5 hours
  *Prep time does not have to be 7.5 hours straight. It can be done in chunks. Just keep track! (sample tracker below)
  - *Specific dates and times will be determined in collaboration with site administration.*
  - **The total approved summer hours for facilitators are cumulative:*
    - *pre-service hours plus 6 hours per each day of summer school*
    - *Sample tracker (Link)*
- Teachers:
  - **Recommended Days: June 1st and 2nd (8 total hours of paid time)**
    - Up to 8 hours training/orientation includes
      - 4 hours whole group inservice
      - 1 hour training extension time
      - 1 additional hour per week taught of training extension time
  - Specific dates and times will be determined in collaboration with site administration.
  - Include relevant information from Facilitator Orientation (**Link**)
    - See also Sample PD Materials from past summer schools. (**Link**)
  - Site discretion for online/in person training
  - Hourly pay is $35 an hour
- Paraprofessionals, Nurse, and Clerk:
  - Confirmed for the AZ OnTrack Funds Only
  - Up to 1 hour pre-service training (during the 4 hour teacher training) to meet the summer staff and get familiar with summer schedules, duties, expectations, etc
  - Hourly pay will be for their summer position, not their regular position during the year
  - Budget code for parapro and clerk pre-service training:
  - *Note: There is not a budget line for the crossing guard position to attend pre-service training.*

Payroll FAQ

Training Acknowledgement
- Upon completion of payroll training, ALL summer staff must sign a printed copy of this form. (**Link**)
- **Prior to the first day of summer school, summer facilitators need to :**
  - Collect all forms, including a signed copy for themselves
  - Scan as 1 file
    - Name the file with "SchoolName- Summer 2022 Payroll Acknowledgement" and upload file here (example: K@LL - Summer 2022 Payroll Acknowledgement")
    - Email file to NAMES

Scheduling Considerations
- Allow for an unpaid 30 minute lunch for work days that are more than 5 hours. Any work logged beyond 5 **consecutive** hours will automatically have 30 minutes deducted for lunch.
  - Ex: A staff member logs work from 8am to 1pm. They'll be paid for 5 hours of work.
  - Ex: A staff member logs work from 8am to 1:30pm. They'll be paid for 5 hours of work.
- **BE CAREFUL** when logging work for two different codes. Ensure there is a 30 minute lunch break after 5 hours.
  - Ex: A teacher logs work for teaching/prep from 8am to 1pm. The same teacher logs work for training from 1:30 to 2:30pm. The teacher is paid for 6 hours.
  - Ex: A teacher logs work for teaching/prep from 8am to 1pm. The same teacher logs work for training from 1pm to 2pm. The teacher is paid for 5.5 hours.
- **No working lunches (30 minute unpaid lunch for work OVER 5 hours)**
- See the staffing table to see how many paid hours are available for each position

Completing the Google Work Form for Payroll
- All summer staff complete their site-specific Summer Enrichment Google Work Form.
- Your Office Manager will have your individual site's Google Work Form for the summer sent from Daniella Molano. *Do not create your own.*
- Regarding lunches: See Scheduling Considerations
- To be paid on time, complete the form **daily immediately after** the work is done. **Do not** fill it out before the end of your work day (even 1 minute before) because it is time-stamped and you will have to redo it.
  - Certified: Complete time in/out in 15 minute increments
    - Ex: top of the hour, 15 minutes, 30 minutes, 45 minutes
  - Classified: Complete time in/out in 5 minute increments
- Classified staff complete the work form *and also* punch in and out. They must use their badges from the regular school year.
- If you need to make changes after submitting your form, use the emailed receipt to edit. **Do NOT** create a new entry.

Job Titles
- Select Classified or Certified based on the assignment
  - Ex: A teacher working as a paraprofessional/crossing guard will select Classified

Assignments Worked On/Completed

Certified Staff: <mark>Choose your summer school position (NOT your regular school year position)</mark>
- Summer School Teacher - Teaching/Prep
- Summer School Teacher - Training
- Summer School Facilitator - Facilitating
- Summer School Facilitator - Training

Classified Staff: <mark>Choose your summer school position (NOT your regular school year position)</mark>
- Classroom Support/Paraprofessional: Select **Summer School Specialist**
- 1:1 Special Education Paraprofessional: Select **Summer School Instructional Specialist Sr.**
- Crossing Guards: Select **Summer School Student Support**
- Clerk: Select **Summer School Technician**
- Nurse: Select **Summer School Nurse**
- (Pending release of funding): Training**: Classified Training**

Budget Codes & Pay Rates
- Payroll budget codes will be sent to administrators and facilitators from Roni (Veronica Piper).
- Supply budget codes (if available/approved) will be sent to office managers from Roni.
- **Certified staff positions** are paid a flat rate: $35 an hour.
- <mark>**Classified staff positions** are paid according to the compensation range for their summer position.</mark>
- **Certified staff who work in classified positions** during the summer are paid according to the classified salary schedule. Please work with HR to determine where to place individual employees.

New Hires
- If you have new hires working for summer school, they must meet with HR to be added to payroll early. Confirm with payroll that they can begin working.

Payroll Documents
- 2021-2022 Payroll Schedule <mark>Link</mark>
- If available/approved: Creighton School Site Summer School Compensation Schedule <mark>Link</mark> <mark>**Pending AZ OnTrack funding *and* Creighton Governing Board Approval**</mark>

Approving Hours Protocol: Google Work Form

1. **Facilitator (One time task):**
   - **Copy** this template into your site folder. `Link`
   - **Watch these videos to teach you how to fill it out:**
     - Intro and Student Day Hours `Link`
       - If someone has 2 job titles, they need two rows (ex: para and crossing guard)
     - Training Hours `Link`
       - If someone has 2 job titles, they only get 1 row (ex: para and crossing guard or teacher and para)
     - Final Touch
   - **Share** your spreadsheet with your admin and office manager (suggested: viewing rights only).

2. **Office Managers** ~~(Weekly task by close of business Wednesdays):~~
   Updated 6/15: DAILY task
   - **Use** the Google Results Spreadsheet that you received from Daniella Molano.
   - **Do not sign or edit anything in the Google Work Form**
   - **Check for accuracy:** Use the spreadsheet shared by your facilitator to make sure the following are completed accurately:
     - Job Title
     - Assignments Worked On
     - Add #Hrs Paid
     - Complete weekly, close of business Wednesdays
     - *Added 6/15:* Ensure that hours were logged **after** hours were completed
   - **Add** the correct Account Code from the spreadsheet provided by the facilitator.
   - **For any inaccuracies:** Contact the employee directly to have them edit their Google Form using the automatically emailed receipt to edit. **Do NOT** create a new entry, and do not make edits in the spreadsheet.

3. **Facilitators** ~~(Weekly task by 9am Thursday mornings):~~
   Updated 6/15: **DAILY** task
   - **Review/Spot Check** for accuracy - follow the Office Manager duties and spot check.
   - **Notify admin** that it's ready to sign by 9am Thursday mornings. (if needed, negotiate a time with your admin)

4. **Administrators** ~~(Weekly task by 10am Thursday mornings)~~
   Updated 6/15: **DAILY** task
   - **Sign** the hours weekly, by 10am Thursday mornings. (hard deadline so people are paid. If you need it sooner to sign, notify your facilitator.)
     - Can be delegated to facilitators, but you are responsible at the end to ensure everyone was paid accurately

Facilitator Support Functions

- **Consultant**
Provides technical information for processes or content. Involves clarifying goals, modeling expert thinking and problem solving, providing data, making suggestions based on experience, offering advice, and advocating

- **Coach**
Facilitates the the nonjudgmental mediation of thinking. The goal of coaching is to equip others to maximize their own performance by helping them self-monitor, self-analyze, and self-evaluate.

- **Collaborator**
Co-labors. Involves people with different resources working together as equals to achieve goals. Both people plan, reflect, and problem solve together. Both bring information, offer new ideas, and and create new approaches.

Thematic Instruction

Thematic instruction is based on the idea that people acquire knowledge best when learning in the context of a coherent "whole," and when they can connect what they're learning to the real world.

Instruction and materials are organized around a theme or engaging topic that crosses all learning domains and cognitive skills—for example, math, science, English language arts, art, social skills, fine and gross motor skills, and receptive and expressive language development.

It is often project-oriented and involves students creating visual displays or delivering multimedia presentations.
Resource: https://www.summercamppro.com/100-summer-camp-themes/

Summer Theme Development

5 Resources & Finalization!

4 Integration
Draft daily lessons
Allow for student inquiry and teacher facilitation
Provide individual & collaborative learning opportunities

3 Determine Final Student Product
Incorporate standards and theme

2 Select Theme
Science
History & Social Science
The Arts
Special Interest (Sports, Current Event, Etc)

1 Select Standards & Determine Objectives
Reading
Math
Writing
Listening & Speaking

CREIGHTON SCHOOL DISTRICT

Instructional Parameters

- **Instructional Expectations with Resources Link**
- **Priority Standards Link**
- Need to collect lesson plans for the grant
    - **Make a folder in your site folder to collect lesson plans**
- Minimum Requirements for Each Section
    - Priority Standards must be taught
    - Objectives
    - Activity for whole group and small group

Social & Emotional Learning	○ Build connection ○ Teach and practice personal awareness, social skills, and problem solving strategies
Reading Whole Group	○ Target standards provided ○ Daily **whole group** comprehension work
Reading Small Group	○ Target standards provided ○ Daily **small group** foundational, fluency, and guided reading work
Math Fluency	○ Target standards provided ○ Daily **fluency** work
Math Concepts & Problem Solving	○ Target standards provided ○ Daily **conceptual and problem solving**
Integrated Learning Time	○ Theme driven, connected to site signature programs: hands-on, multi-sensory ○ Culminates in a thematic task
Integrated Play Time	○ Teacher-facilitated, aligned to theme ○ Promotes multi-sensory physical activity away from screen ○ Games that promote inclusion and connection

Daily Scheduling Parameters

- **Upload Site Schedules Here Link**
- 4 student hours per day; Must begin at regular school start time

Monday, Tuesday, Wednesday,Thursday		Time
Social Emotional Learning / Breakfast in the Classroom		30
Reading: 60 min total	Reading Whole Group Instruction	Up to 30
	Reading Small Group Instruction	At least 30
Math Fluency		10
Math Concept Reinforcement		35
Teachers and Staff have 30 minutes of an unpaid lunch.	Lunch *(time can be reduced)*	Up to 20
	Recess *(time can be reduced, or broken into two recesses)*	Up to 25
Integrated Learning Time		At least 45
Integrated Play Time		Up to 15
Total Minutes		**240**

Heat Advisory

- Creighton's Heat Policy **Link**
  - Review the heat policy to be ready to implement the necessary steps in the case of a Maricopa County Heat Advisory notification.
- Register here for Maricopa County Heat Advisory Notifications for Schools. You can choose email or text notifications. **Link**
  - During the school year, the district lead nurse sends out heat advisory notifications. In the absence of a district lead nurse working during summer school, site facilitators and/or admin need to register for heat advisory notifications. Work with your administrator to verify which one of you (or if both of you) will register for notifications.

Read Better Be Better Partnership

Read Better Be Better <mark>Link</mark> is a Tier 4 evidence-based afterschool literacy program specifically designed to be highly effective. RBBB uses trained middle school volunteer "Leaders" to implement a simple, but highly structured afterschool program for 3rd grade "Readers". The older students work one-on-one with the younger students, modeling and fostering active engagement with a variety of texts. The program also includes constructive play activities specifically chosen for their ability to focus attention and improve concentration.

- Up to sixteen 3rd grade "readers" and sixteen middle school "leaders" will work together in a pull-out style program during summer school. Sessions will be led by Read Better Be Better staff.
- Working draft of the summer schedule here <mark>Link</mark>

Technology

- If you have **non-returning teachers** working for summer school, send their names to IT (<mark>NAME</mark>) as soon as they are hired.
- If you have **new hires working** for summer school, send their names to IT (<mark>NAME</mark>) as soon as they are confirmed to be on your summer staff roster. They need to be set up with technology and email addresses.

iPads

- iPads are for post-tests only
- Post tests: 3rd week of June
- Early to Mid-May: Coordinate with <mark>NAMES</mark> for IT
    - Sample Template with Information Needed <mark>Link</mark>

<mark>IMPORTANT</mark>:

- Special iPads are being issued specifically for summer school use. Regular iPad carts currently at the site will not be used for summer school this year.
- Summer school cart padlock code:
- iPads should be returned to the centralized cart they came from before students are released each day for charging and security.   Thanks so much for your assistance, and please feel free to contact <mark>NAME</mark> with any questions you may have about this!

Data/Assessment Collection

K-8: Exact Path Diagnostic: Will measure growth by comparing Spring 2022 to Summer 2022

- Spring 2022: Diagnostic 3
  *Ensure all summer students have a Diagnostic 3 scale score, **especially MOWR** students*
- Summer 2022, June 20-June 23: Diagnostic 4
  - The window will open at 8am.
  - Reading and Math (No Language Arts)
- Student Clever Badge Logins will work if they were enrolled in the prior school year
- New enrollees will need to login manually
  - Elizabeth will highlight them in red in the spreadsheet so you know who they are
- **Facilitators:**
  - Will have program administrator access in Exact Path to see all students at site.
  - **Link Complete Summer Teacher and Student Rosters for Exact Path by 8am Monday, June 6th**
    - **If you're done early, let NAME know so she can input everyone and you can view your students data ahead of time**
  - **Must complete all columns**
  - **Add yourself as a K-8 teacher and indicate you need program administrator access**
- **Clever QR Codes/Badges for Student Login**
  - Prior to the end of the school year, have your Instructional Coach or Admin print a PDF of the Clever QR codes (downloaded by grade and homeroom teacher) and email them to you so you can use them during Summer School.

> ## Printing Student Badges for Teachers
>
> 1. Log into Clever
> 2. Select Dashboard from toolbar
> 3. Select Badges from left hand side
> 4. Email will be sent to you with download instructions

- **Student logins if you don't have badges**

> 1. Student selects Clever app from iPad (first time logging in: enable camera, choose school)
>   - **K - 5:** Students can scan badge **or** click 'Log In Using User Name and Password' link from app.
>   - Username: lunch number
>   - Password: birth date (mm/dd/yyyy).
>   - **6 - 8:** Students click 'Log In Using User Name and Password' link from app. S
>   - Username: lunch number
>   - Password: birth date (mm/dd/yyyy).
> 2. Student select appropriate app from Clever dashboard.

- **OUT OF DISTRICT student logins if you don't have badges**
  - **Link** Then have them use the login provided by the Exact Path rep that is listed on the spreadsheet.

Student Progress Reports

- Each student who attends summer school receives a progress report on their last day attended.
- Pre and Post Test Scores are required to be included.
- See sample templates and guidelines here. **Link**
- *If a student will have multiple teachers or a different teacher each week they attend, please plan ahead and work with the teachers to get accurate information. Have the earlier week teachers begin the progress report and have the later teachers complete it.
- Copies of these go in student cumulative folders.
- *If a student qualifies as a MOWR student at risk of retention, please leave the "next year's grade level" section blank until you hear from district office whether or not the student will be retained.

Special Education Considerations

- All students qualifying for special education services are eligible to participate in Summer Enrichment.
- **Facilitator Responsibility Prior to MAY 20th**
  - For all students with current IEPs: See School Psychologist to obtain the following sections of the Individual Education Plan (IEP) for
    - Accommodations and Modifications
    - Goals
    - Assistive Technology
  - Review the Resource Teacher Roles and Responsibilities on the second page and provide to resource teachers **Link**

Students Receiving Self-Contained Services:

Additional Considerations and Responsibilities
- Students in Self Contained Classrooms are eligible to participate in summer enrichment
- Consult with parent so the parent has a clear understanding of the structure of the day
- Decide with parent if the student will be successful in the environment
- Check to see if a paraprofessional from the self-contained classroom would be available to support the student(s) as needed, notify Special Services Department
- Consult with the current teacher to seek strategies to support the student in the summer school setting
- If other supports are needed, consult the Special Services Department

Students With 1:1 Additional Support in Their IEPs:

Additional Considerations and Responsibilities
- Students with 1:1 Additional Support in their IEPS are eligible to participate in summer enrichment
- If the 1:1 Additional Adult Support is a service written in the Individual Education Plan (IEP), the 1:1 Paraprofessional can be provided; **you must notify the Special Services Department and** NAME **immediately if a 1:1 Paraprofessional is required so we can secure funding.**
- Refer to the IEP to determine when during the day the 1:1 is needed. This will help you determine duty schedules, etc. Do not assign the 1:1 to duties when they are serving their student.

Application and Enrollment Priorities & Timeline

<mark>**Application and Enrollment Folder with Templates**</mark> **- Make copies and save in your site folder**
Priorities <mark>Link</mark>
- Required: MOWR 3rd graders in danger of retention
- McKinney Vento
- Students in Foster Care
- Students in the MTSS process
  - Academic
  - Behavioral
- Students significantly at-risk/below benchmark in reading and/or math
- Unique Populations
  - ELs
  - Gifted
  - Native American
  - Refugees
  - Special Education

Timeline
- April 25 - Monday, May 2: Live links for application posted on site webpage
  - **Update your site application forms (paper and online) in your site folder**
  - **Work with your site administrator and Emily - you'll need to send the links to Emily**
  - <mark>**Confirm enrollment with families who applied**</mark>
  - <mark>**Complete your site's enrollment spreadsheet as students register**</mark>
    work with your site admin to identify office and school staff who can help complete this.
    keep the enrollment spreadsheet for these programs separate from site-specific summer programs that are funded separately (The online application/registration form that families fill out can be the same for all site programs, just ensure the final enrollment spreadsheets are different.)
- **Weeks of May 2 and May 9**: Monitor applications, transfer to enrollment spreadsheet, and send confirmations to families
- **Wednesday, May 11**: Evaluate enrollment numbers, recruit more students as needed, work with other sites to enroll students across sites

More Information:
- Provide confirmation and site specific details to families after enrollment. See admin and facilitator shared folder for samples.

Attendance & Class Rosters

- Attendance **must** be taken every morning and clerks **must** call home as soon as possible each morning.
- Give your teachers a reasonable deadline for the time that attendance must be completed each morning so the clerk can begin calling.
  - Clerks must document all parent phone calls - Consider using a system where the clerk documents calls on the class attendance roster to keep all information in one place.
- Attendance is taken internally for summer school - not through Synergy
- Sample template for attendance **Link**

MOWR: Before Summer School Tasks

Once you receive your list and PDF letters of students at risk of retention:

- **Read the letter for each student because there are 6 different versions. Each student's letter depends on their particular situation.**

    - Make sure it's the right letter and version.

    - Make sure you understand the letter because it provides you with your talking points.

- **Place the the letters in a sealed envelope and deliver to each family.**

    - For students not yet enrolled in summer school, include the summer school flier and application.

- **Follow up with a personal contact to each family and strongly encourage them to send their child to summer enrichment.**

    - Please do not delegate this to office staff. Summer Facilitators / ESCs are preferred as the contact.

        - If you need interpretation, please stay with your interpreter during the call.

    - Be kind, positive, patient, and understanding. This can be very scary and upsetting news. Use the letters for key talking points.

    - Remember, the "requirement" to attend summer school means that if they **do** attend summer school, they will receive focused instruction, and at the end of the 3 weeks in June, have **a chance** to show growth on Exact Path Diagnostic #4 in order to be promoted to 4th grade.

    - If they do **not** attend summer school, they will either be retained in 3rd grade or they have the option to take a placement test in August to determine if they can be promoted to 4th grade.

- <mark>**Teacher Check Out: REPORT CARD and PERM CARDS**</mark>

    - <mark>Contact homeroom teachers and office staff to ensure they leave the "promoted to" sections of the report card and perm card blank.</mark>

- **Thoughtfully place these students in summer classes.** Please ensure they are with a strong early literacy teacher and that they receive extra intervention to address these skills. The goal is to fill gaps so they can be promoted to 4th grade.

MOWR Exemptions: ARS 15–701

Please view the MOWR Exemptions video here: https://www.youtube.com/watch?v=jfoCCetXxCs

A. (2a-b) requires that an Arizona student not be promoted from the third grade if the student scores far below the third-grade level on the statewide assessment.

A third-grader who does not demonstrate sufficient reading skills may be promoted to fourth grade if the student:

1. Is an English Learner (EL) who has received less than two years of English language instruction.
2. Is in the process of a special education referral or evaluation for placement in special education, or
   A. a). Has been diagnosed with a significant reading impairment, including dyslexia, or is a child with a disability* and the IEP team agrees promotion is appropriate.
3. Demonstrates sufficient reading skills or adequate progress toward sufficient reading skills through a collection of reading assessments.
4. Receives intervention and remedial services during the summer or subsequent year and demonstrates sufficient reading progress.

MOWR: Last Week of Summer School

Summer Progress Reports: Leave the "next year's grade level" section blank until you hear from district office whether or not the child needs to be retained. District office will email facilitators the appropriate letters.

FOR STUDENTS BEING <mark>PROMOTED</mark>:
Summer Facilitator:

1. Print the letter and have the principal sign.

2. Summer School Facilitator must call to inform them of the information and to tell them you will send home the official letter with the child. Use the letter as your talking points.
    a. Be celebratory and **proud** of the student for working so hard! If you need an interpreter, stay with the interpreter for the duration of the call.

3. Send home the letter in a sealed envelope with the child.

4. Work with the teacher to ensure that the progress report that goes home on Thursday says promoted to 4th grade

5. Work with your office staff to ensure that the perm card, cumulative folder and Synergy are updated with the promotion information.

6. This student still needs intense intervention to be a successful reader. Work with your leadership team and Effective School's Coach to ensure this student is:
    a. thoughtfully and purposely placed in a 4th grade class - this student needs a strong reading teacher
    b. immediately placed in MTSS at the beginning of the year
    c. Ensured a spot in reading intervention.

FOR STUDENTS BEING <mark>RETAINED</mark>:
Summer Facilitator:

1. Print the letter and have the principal sign.

2. Work with the teacher to ensure that the progress report that goes home on Thursday states that the child will be retained.

3. Send home the letter **and** progress report in a sealed envelope with the child. Do not tell the child until the family is notified.

4. Work with your office staff to ensure that the perm card, cumulative folder and Synergy are updated with the retention information.

5. This student needs intense intervention to be a successful reader. Work with site admin and leadership to ensure these students are
    a. immediately placed in MTSS at the beginning of the year
    b. thoughtfully and purposely placed in a 4th grade class - this student needs a strong reading teacher
    c. Ensured a spot in reading intervention.

6. <mark>NAME</mark> will call parents inform them of the information and to talk about next steps.

Nutrition Services

- Breakfast in the classroom
- Lunch in the cafeteria
- Beginning in May, coordinate with ==NAME==
  - ==Template with Information Needed- copy and make your own to share with the nutrition department.== **==Link==**

Transportation

- Regular bus routes will continue; bus stops may be consolidated based on addresses and enrollment.
- All out of district students: They provide their own transportation
- EX, GW, K@LL, MV, PA, and WTM have transportation
- BPA and TCA: No bus transportation (b/c no routes during the school year)
- Beginning in May, coordinate with NAME
    - Template with Information Needed - copy and make your own to share with the transportation department. **Link**

Transportation for Students with Special Needs

Confer with the special education teacher to discuss the transportation needs of each student.

Please note: In case the school year has ended and the special education is gone for the summer, you can contact the special education department at NUMBER/EMAIL to obtain information regarding transportation needs of each student.

Ask the following questions:
a. Is the student able to ride the bus provided for all students for summer school and be picked up at a bus stop with non-disabled students? Safety Concerns?
b. Has the parent expressed a desire to transport their child to and from summer school?
c. Have you had a conversation with the parent to confirm either choice (a) or (b) is an acceptable for the parent? The parent must be part of the final decision.

If yes, then:
a. The parent will transport their child or
b. The student will be picked up at the bus stop and transported by the bus provided for all students attending summer school
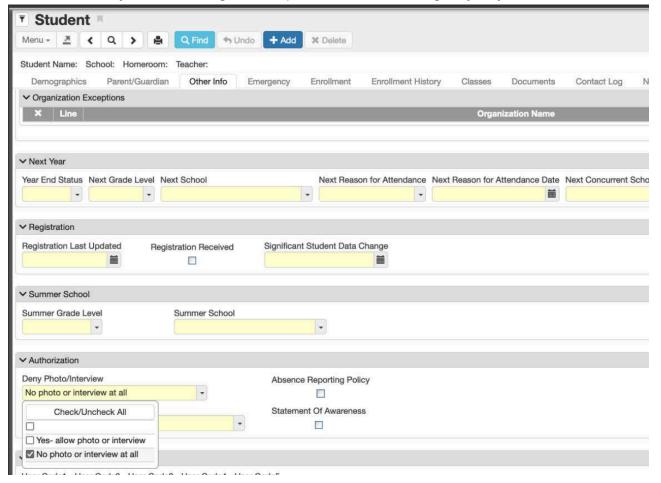c. No specialized transportation is required

After all of the questions are answered above and it is determined the student needs specialized transportation, then:
a. Generate a list of students with special needs requiring specialized transportation. Include:
    i. Name
    ii. ID #
    iii. The dates the student will be attending summer school
    iv. If per the IEP the student will need a bus attendant.
b. Send the finalized list to NAME and cc: NAME and NAME in the Special Services Department

Please note: The Special Services Department will collate the list of students and submit to Transportation. Transportation will contact the Special Services Department if any student is missing a transportation form. A member of the department will consult with parent and submit the required form to Transportation.

Highlights and Governing Board Update

- During summer school, email <mark>NAME</mark> some brief highlights. She'll use your words to create a short story and she will come visit your site to take pictures and submit it to [Az OnTrack Summer Camp](#) and [Arizona's Department of Education Summer Learning](#).

- You can also take your pictures during summer school
    - IMPORTANT: Take pictures in accordance with your student's photo release forms. Your office manager can print you a list. Clerks can run a "photo and media release" synergy report to share who can/cannot have their photo shared. Have them send you a "no" report to see who has been opted out.
    - It's a really easy Find query. Go to Student>Other Info. On the Deny Photo/Interview, click the choice you are looking for and press Find. That will give you your list.
    -

- For the governing board update, make sure <mark>NAME</mark> knows of some of your camp's themes and highlights.

- The final week of summer school, sites will work together to create a short Adobe Express Video highlighting student experiences for the board. 30-max 45 seconds per site, 2 slides max per site.

- You'll receive an email from Adobe Express to collaborate on a project. Sign in with your Creighton Google account.
    - Only 1 person can edit the project at time. If someone else is working on it, sign in later and try again.
    - Try it out, and if you have trouble navigating, contact NAME or another facilitator for support.
    - Do not upload videos with sound - you won't be able to hear the sound once we add music to the entire video. Instead, take pictures and have kids record the
- You can use pictures that NAME takes when she visits for highlights, or your own or pictures from your teachers as long as they are in accordance with your site's photo release forms.
- It is highly encouraged that you use student and staff voices in the video. Prior year samples for inspiration:
    - [Summer Enrichment 2021](#)
    - [Litcamp 2018](#)
    - [Litcamp 2017](#)

Ongoing Support

- Summer Enrichment Network
- Informal site check ins during summer school

Immediate Priorities for Site Facilitators

Goal: By April 25th
No later than May 2
- Finalize student application forms
- Work with Emily for live links on websites
- Create a tracking log for yourself to track your hours (sample here) **Link**

Beginning April 25th and No Later Than May 2:
- Reach Out to Prioritized Students
- Distribute Paper Application Forms
- Work with Site Admin Secretary RE: Enrollment Spreadsheet
- Communicate with Nutrition and Transportation regarding hours, dates, and potential student numbers
- Finalize Instructional and Support Staff with Site Admin
- Schedule & Communicate your PD Hours with Summer Staff

Immediate Priorities

By Monday:
1. Finalize Application Forms (copy templates from admin folder and save to your site folder)
2. Work with Emily for Live Links on Websites and Fliers
3. Create your own tracking log for hours (save in your site folder)

Next Week:
4. Reach Out to Prioritized Students
5. Distribute Paper Application Forms as applicable
   a. Application Templates - online and paper and
   b. Cover Letters - Samples
6. Work with Site Admin and Secretary RE: Enrollment Spreadsheet (Template from admin folder - save to your site folder)
7. Communicate with Nutrition and Transportation regarding hours, dates, and potential student numbers (Samples in admin folder)
8. Finalize Instructional and Support Staff with Site Admin - record on spreadsheet
9. Schedule & Communicate your Pre-Service PD Hours with Summer Staff

CREIGHTON
SCHOOL DISTRICT

Admin & Facilitator Responsibilities

Summer School: Site Leadership Roles Monday - Thursday Student Hours: 4 hours (ex: 8:00-12:00)	
Site Admin (Principal and/or AP)	**Summer School Site Facilitator**

Before Summer School Starts
● Hiring of Summer School Staff (see timeline)**Link**
● Approve Schedules Created by Facilitator
● Teacher Classroom # Assignment
● Support Facilitator with class rosters
  ○ Grade level bands: K-2, 3-4, 5-8
● Approve Payroll Tools for Facilitator
● Coordinate with facilitator to determine PD dates and times
 	
During Summer School
● Be present for student and staff safety
● Emergency procedures
● Manage level 2 or higher discipline
● Payroll Logs - Coordinate with NAME Office for process and timelines
● Approve Payroll Tools
● Support Facilitator with Check Out Process
	Link: *Sample to do list and calendar (needs to be updated)*
	Before Summer School Starts
	● Update staff lists **Link**
	● Use templates to make student applications Student Recruitment & Enrollment Process (See <u>Enrollment Priorities</u>)
	● Coordinate with NAME for flyers and student applications
	● Coordinate with maintenance
	● Coordinate with Nurse and Food Services RE: Allergies and medication
	● Coordinate with Transportation, Nutrition Services, and IT
	● Coordinate with NAME for MOWR
	● Support Clerk with enrollment, etc
	● Parent Communication: Flyers, etc
	● Create and upload schedules to shared folder
	  a. Recess/lunch schedules
	  b. Daily instructional schedules (using parameters from district)
	  c. Duty aide schedules
	● Plan for site mitigation procedures with site administrator
	● Class Rosters with admin support
	  a. Grade level bands: K-2, 3-4, 5-8
	● Complete Exact Path Spreadsheet
	● Develop & Deliver PD (including lesson plan and pre/post test parameters)
	● Work with office manager for key checkout
	● Keep payroll log for self
	● Sign payroll training acknowledgement
	● Have all summer staff sign training acknowledgement, scan all into 1 file, and upload. (See Payroll FAQ for link)
	● Coordinate with admin to determine PD dates and times
	All Summer Program Teachers
	  a. 4 hours whole group PD
	  b. 5 hour planning
	● See school psychologist to obtain the following sections of IEPs:
	  a. Accommodations and Modifications
	  b. Goals
	  c. Assistive Technology
	● Sign up for <u>heat advisory</u> notifications and read CSD's heat advisory policy

	During Summer School
	  ● **Classroom Support Observations**
	    a. Collaborate, coach, and consult with teachers depending on their needs
	  ● Point of Contact for Parents Communication and/or Concerns
	  ● Collecting/Maintaining Data & Plans
	    a. Lesson Plans (make a folder in your site folder for collecting these; see parameters)
	    b. Attendance Records
	    c. Parent Communications
	    d. Progress Reports
	    e. Pre/Post Test
	  ● Supply management (paper, copy code, etc)
	    a. Specialized supplies: work with admin
	
	Closing Summer School
	  ● Check Out Process
	  ● Board Update (Take pictures, get quotes and anecdotes from teachers/kids)
	  ● Finalize Enrollment and Data Summary Spreadsheet
	  ● Follow Up and Support MOWR students
	  ● Provide Post-Summer School Documentation to NAME
	    a. Data Enrollment and Summary Spreadsheet
	    b. Attendance Spreadsheet/Documentation
	  ● Collect and Report Pre/Post Test Data:
	    a. Exact Path

Az OnTrack Summer Camp – Data Portal & FAQ

Notes from our 6/15/2022 Facilitator Meeting

Surveys

- **K-2 and 3-8 Surveys**: Have students take the surveys on their iPads after Exact Path Diagnostics **or** on the last day of school. Make a QR code for students. K-2: Review first because teachers have to read the questions.
- **Staff Surveys**: Suggested to have all staff members meet to complete it at the same time. Suggestion: During lunch (have staff members come in shifts) or immediately after dismissal
- **Parent Surveys**: Send home flyers with a QR code for your school site. NAME will email her template without a QR code.
- **Lead Survey:** Take it by the last day of school

Progress Reports
- MOWR students **must have 2 progress reports –** the AZ OnTrack Here I Come Report **and** the CSD Summer Progress Report because the CSD one has the "Promoted To" section that will need to be completed.
- All other Non–MOWR students can have only the AZ OnTrack Here I Come Report. Teachers need to print copies and send home on the last day.
- Facilitators – Clearly communicate emphasizing the positive and spot–check reports.
- Use pre/post test scores to determine progress toward goals.
- In comments: Must include Pre/Post Test Scores.

Program Description and Learning Goals:
- Summer camp program descriptions and goals can be found here. Link This is the document NAME submitted in the grant application process; ensure you use the same information.

Notes from our 6/20/2022 Facilitator Meeting
MOWR
- Notify NAME of kids who made or did not make growth so she can put together the letters
-
AZ OnTrack
- Ensure all required data is inputted
- Surveys need to be completed
  - NAME will share a ppt for the K–2 teachers
Progress Reports
- Teachers print 2 copies – one for home, one for cumulative file
- NAME has Spanish translation – will send to everyone
- If kids are absent on last day, mail home progress reports
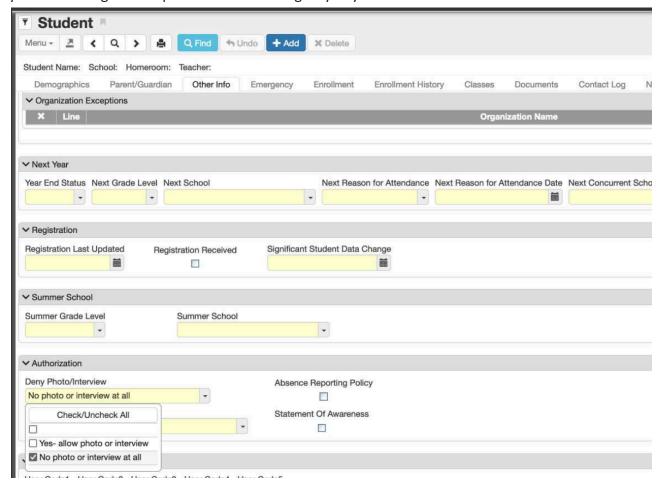- No need to upload in google drive b/c we have them in AZ OnTrack
Enrollment Data and Summary Spreadsheet
- Do not share with teachers
- Clerks can help input diagnostic 3/diagnostic 4 scores
- If a kid doesn't have a diagnostic 3 score, can use 1 or 2 if available
Photo release
- Clerks can run a "photo and media release" synergy report to share who can/cannot have their photo shared. Have them send you a "no" report to see who has been opted out.

- It's a really easy Find query. Go to Student>Other Info. On the Deny Photo/Interview, click the choice you are looking for and press Find. That will give you your list.

-

Teacher Check Out

- <mark>NAME</mark> will share a check out list

Adobe Express

-

Tips and Tricks

- Screencasts! <mark>NAME</mark> is creating 2 minute screencasts with highlights and directions
- <mark>NAME</mark> is giving popsicles out to celebrate the last day!
-