

MULTIPLICATION STRATEGIES

Summer Learning Program 2020

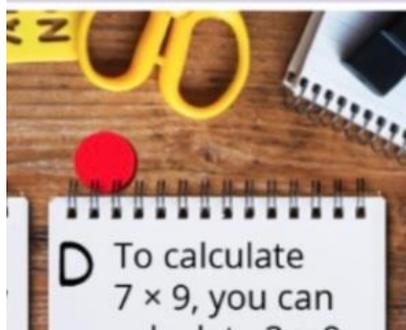
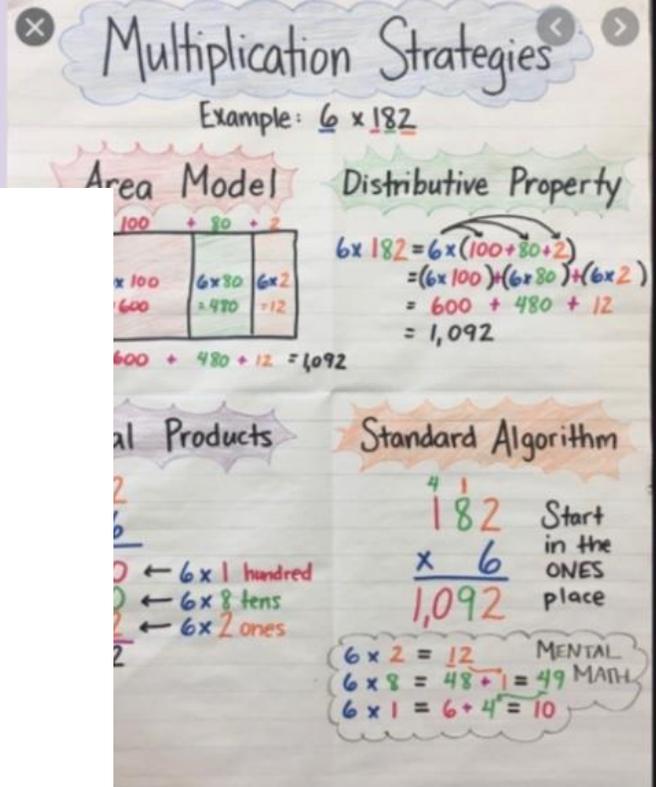
Innovation

Resourcefulness

Community Outreach

FEBRUARY 1

A Report Prepared by
The Council of Ontario Directors of Education



CODE

Council of Ontario Directors of Education

Table of Contents

Executive Summary	3
A Story of Innovation, Resourcefulness and Community Outreach	6
Different Times, Different Solutions	8
Parents Remain Essential to their Child’s Learning	11
Change Brings Innovation	13
Measuring the Impact of the 2020 SLP	14
Board Research Reports	16
Transitioning to September	17
SLP Considerations for 2021	17
Thank You to Boards	18

Executive Summary

The 2020 Summer Learning Program

With 2020 posing such unusual and unprecedented circumstances, boards embraced these challenges with creativity, commitment to student learning, flexibility, and the willingness to modify programs as needed. With CODE's leadership and experience in implementing summer learning, boards readily pivoted to a new type of learning within tight timelines to meet the needs of their communities.

For the first time since the CODE/Ministry of Education Summer Learning Programs (SLPs) started 10 years ago, the 2020 program was offered only through online learning. Notably, more students participated during 2020 than in any other year's program, providing greater student opportunities and equity of access to summer learning. In addition, 71 of 72 District School Boards implemented CODE/ Ministry of Education 2020 Summer Learning Programs.

More students than ever participated this past summer, with almost 12,000 Elementary pupils benefitting from the 2020 program. There are reasons for this larger enrolment: boards offered more classes and reached more students partly due to an increase in Ministry funding. In a few cases, boards used their own funds to increase the number of classes, and there were fewer related expenses this summer (e.g., no transportation, excursion, or nutrition/ lunch costs).

These changes also provided the added benefit of boards having greater flexibility in how they could structure and organize classes, thus increasing both the range and reach of summer learning.

As in the previous year, preparation timelines were very tight and reaching out to parents and students became an additional challenge. However, the biggest challenge was in organizing and implementing, for the first time, a completely virtual learning program and employing the necessary resources and staff in order to ensure Ontario's more vulnerable pupils had a rich and rewarding learning experience.

The ability to offer virtual learning helped more students and increased equity of participation in SLPs by students in rural, remote, and French Language boards (for the first time in many years, all 12 French Language boards offered summer learning programs).

Also notable this past summer: the expansion of programs for English Language Learners (ELL) and Grade 6, 7 and 8 students.

« Merci aux animatrices du camp. (nom) a beaucoup aimé son expérience. Cette année était une année extrêmement difficile pour elle et elle a perdu un peu d'espoir dans ses travaux. Près le camp elle a gagné un peu d'estime de soi. Merci beaucoup. »

- Parent, Est ontarien

New Tools and Skills

This summer, online resources and the wide range of backgrounds and skills of staff was critical to the success of Summer Learning Programs. A range of expertise (including Mathematics program leaders, learning engagement teachers, skill builders, speech pathologists, and tutors, joined virtual learning teachers as part of a more diversified staff (most boards also provided technology support staff and technology leaders).

More Classes, More Students

This summer more students participated than in previous years, with some boards offering additional classes (the chart included in the full report notes that almost 12,000 students participated in the 2020 Virtual Summer Learning Program). Flexibility, increased funding, willingness to consider a range of program organization options, and strategically assigning board resources were some of the factors that led to more opportunities for more students.

Parents Remain Essential to their Child's Learning

Through virtual learning, more parents were engaged in working daily with their child(ren). During virtual "live" lessons, many students had extra family members participate (this was especially prevalent for English Language Learners). In recognition of their increasingly important role, parents received technology support to enhance their child's online learning. Parents generally reported high 2020 SLP satisfaction levels.

Focus on Innovation, Professional Development and Student/Parent Wellness

Fostering cooperation and collaboration within a team approach allowed many boards to build-in opportunities for teachers to become learners and more adept at virtual/online teaching, with an emphasis on synchronous teaching and learning. Many boards provided summer learning teachers with opportunities to develop strategies applicable to virtual learning and online instruction. In September, summer learning teachers took on the role of mentors in helping their colleagues to become more successful in their capacity to offer virtual learning.

Boards reached out to local community resources and developed online resources that could engage students as they learned about their communities. Understanding that students and parents needed support in light of the pandemic, boards offered parent webinars dealing with the stresses associated with caregiving and learning. Working with community social workers and consulting psychologists, boards organized virtual meetings and information sessions to connect with parents and support student well-being.

Measuring the Impact of the 2020 SLP

Numeracy was a major focus this summer, with boards narrowing instruction to specific learning outcomes. This was helpful to "teach precise skills" and also with pre- and post-assessments. Summer 2020 brought with it the added complication of not only addressing summer learning loss, but also helping to close the gap created by the pandemic and preparing students to return to school in September.

Board reports generally show over 70% of students made gains in specific skills both in Numeracy and Literacy and evaluated their own level of learning at a minimum as 7.5 out of 10. To support these conclusions, boards developed data charts showing student pre- and post-assessment change.

Board Research Reports

With funding from CODE and as part of the 2020 Summer Learning Program, two boards completed detailed research reports (included in this document) on the impact of summer learning while utilizing virtual/online instruction. Both reports confirm the benefits of Summer Learning Programs for students and parents who need it the most.

Transitioning to September

A number of assessment strategies were used for 2020, ranging from discussion with September receiving teachers, clear SP outcomes shared, and updating student profiles, to student summer learning report cards, notes on parent involvement, and individual student packages with work samples and pre- and post-assessment results.

In some cases, summer learning leads and teachers also met individually with September receiving teachers, and organized sessions for Elementary school principals at the end of the summer to learn and understand the range and impact of summer learning.

SLP Considerations for 2021

Summer Learning Programs for Ontario's more vulnerable students will be even more essential during the summer of 2021. Leading education practitioners, researchers and parents have all noted the impact that necessary COVID-19 interruptions to learning are having on Ontario's students, especially those that need support, encouragement, and small group instruction.

Especially important this coming summer will be opportunities for students in Grade 6, 7 and 8 to not only minimize summer learning loss, but also help retrieve and build those critical skills in Mathematics and Literacy eroded during the pandemic.

Overall Key Factors for Continuing Success in 2021

Increased Ministry Funding

Earliest Possible Confirmation to Boards about the 2021 Program

Continued Flexibility for Planning and Implementation by Individual Boards

Virtual Learning as a Viable Option

Support for a Range of Subject and Program Areas

Effective Use of Board Networks, Social Media, and CODE Regional Leads

A Variety of Student Incentives

As always, CODE expresses its gratitude and appreciation for the professionalism and commitment of Summer Learning Program leads, planners, managers, and teachers.

Summer Learning 2020

A Story of Innovation, Resourcefulness and Community Outreach

Just as they have since 2010, students in Ontario who can benefit from additional support spent several weeks during the summer getting better prepared to learn for the upcoming school year. And once again, with management by CODE and funding through the Ministry of Education, Summer Learning Programs (SLPs) are reporting a successful year of increasing student achievement, engaging parents in their child's learning, and providing professional development opportunities for teachers.

There was, however, one major and dominating difference impacting summer learning in 2020: the COVID-19 global pandemic. For the first time since the CODE/Ministry of Education SLPs started 10 years ago, the 2020 program was offered only through online learning.

The successes and resourcefulness of boards in implementing completely virtual summer programs are outlined in the attached sample reports submitted by boards as part of their reporting requirements for CODE and organized by provincial clusters. The methods of reporting and range of information may vary, but there is one consistent message throughout: *While virtual learning presented challenges and prompted changes, summer learning programs for more vulnerable students were successful in offering students an opportunity to stay engaged as learners during this past summer.*

With 2020 posing such unusual and unprecedented circumstances, boards embraced these challenges with resourcefulness, commitment to student learning, flexibility, and the willingness to modify programs as needed. With CODE's leadership and experience in implementing summer learning, boards readily pivoted to a new type of learning within tight timelines to meet the needs of their communities.

Notably, more students participated during 2020 than in any other year's program, providing greater student opportunities and equity of access to summer learning. In addition, 71 of 72 District School Boards implemented CODE/Ministry of Education 2020 Summer Learning Programs.

The sample board reports highlight the quality and quantity of information submitted by boards this year. While they show consistency of purpose and learning outcomes, these documents also reveal each board's uniqueness of delivery, range of engagement, and instructional strategies.

“Thank you for the opportunity to offer synchronous learning for our students. The attendance was a very positive indicator of the engagement in the program and we are pleased with the depth and breadth of learning that occurred for students, staff and families.”

St Clair Catholic District School Board

Ten Years of Successful Summer Learning Programs

The journey through *ten years of successful Summer Learning Programs* is well documented on the Ontario summer learning website (www.ontariosummerlearning.org). To learn about how SLPs have evolved over time, please refer to the “Reports” section.

More students than ever participated this past summer, with almost 12,000 Elementary pupils benefitting from the 2020 program.

There are reasons for this larger enrolment: boards offered more classes and reached more students partly due to an increase in Ministry funding; in a few cases, boards used their own funds to increase the number of classes; and, there were fewer related expenses this summer (e.g., no transportation, excursion or nutrition/lunch costs). These changes also provided the added benefit of boards having greater flexibility in how they could structure and organize classes, thus increasing both the range and reach of summer learning.

At the same time, there were some additional costs related to increasing teacher capacity with virtual teaching and in providing students and parents with access to technology (many boards adapted software and hardware as they provided a range of instructional models, from synchronous and individual student contact to small group learning and direct parent support). In some boards, learning resource kits and other materials were developed and delivered to students’ homes.

Also notable this past summer was the expansion of programs for English Language Learners (ELL) and Grade 6, 7 and 8 students.

Follow Summer Learning in “Real Time”

Many summer programs make use of social media to provide lively and informal updates on daily learning activities. An especially popular choice is Twitter, where photos and brief descriptive text can provide parents, teachers, and the community with glimpses of summer learning in real time. Curated highlights of these engaging posts can be found anytime on the summer learning website (www.ontariosummerlearning.org).



KPDSB SLP 2020 @KPDSBSLP2020 · Aug 21, 2020

What a great second-last day of the program! We were fortunate to welcome Irene McCuaig from Inglenook Art Studio in Kenora to our virtual classrooms. Irene made full use of Zoom today to provide an art lesson to students in Ear Falls, Dryden & Kenora!
@OntarioSLP @KPDSB_Schools



This year, follow @OntarioSLP on Twitter for a front-row seat to summer learning.

Summer Learning 2020: Different Times, Different Solutions

It is difficult to fully document the changes boards were required to undertake, and the solutions they found. As in the previous year, preparation timelines were very tight and reaching out to parents and students became an additional challenge.

However, the biggest challenge was in organizing and implementing, for the first time, a completely virtual learning program and employing the necessary resources and staff to ensure Ontario's more vulnerable pupils had a rich and rewarding learning experience.

Northern Voices: Increased Equity of Access to Summer Learning Programs

One notable comment from boards (especially those in more northern/remote locations) was the role access to technology and Internet presented in some of their communities. While the online format of the 2020 program may have limited some students to be fully engaged, the ability to offer virtual learning helped more students and increased equity of participation in SLPs by students in rural, remote, and French Language boards (for the first time in many years, all 12 French Language boards offered summer programs).

"Many District School Board One communities are remote and their students have not had access to Summer Learning Programs until his year. We would like this to continue." (DSB1)

"2020 was our largest summer school program ever offered." (Sudbury Catholic District School Board)

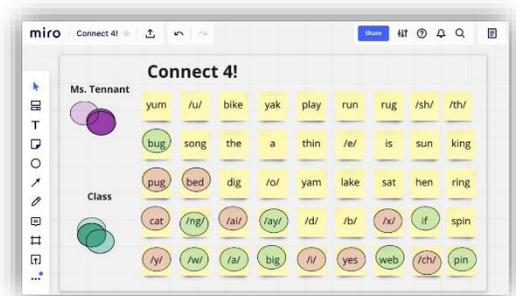
"Offering this year's program virtually was a great way to support learners from all over the board. It allowed learners to participate who had never been able to attend summer school before." (Northeastern Catholic District School Board)

While northern boards expressed support for virtual summer learning in 2021, most boards indicated an overwhelming preference for a hybrid model (i.e., a combination of virtual and in-class learning based on community needs and health and safety limitations).

SLP Resources Looked Different this Summer

While online platforms like Google Classroom and Google Docs were widely used, boards also offered digital tools such as MathUP, Mathletics, Zorbits, Headsprout, Raz-Kids, eHub, and Brightspace. Boards also incorporated their own platforms to engage and teach students.

Social media (Facebook, Twitter, Instagram) and internal board websites connected teachers with students and parents, providing additional opportunities for resource sharing and "virtual tours" with community partners.



This summer, Mathematics program leaders, learning engagement teachers, skill builders, speech pathologists, and tutors joined virtual learning teachers as part of a more diversified staff (most boards also provided technology support staff and technology leaders). Some boards further enhanced their programs with Education Assistants who often worked with students on an individual basis.

Consistent with previous years, superintendents and SLP leaders in certain programs engaged Aboriginal support workers for Grade 7/8 students, providing an aboriginal perspective to educational content (e.g., for Treaty Week).

More Classes, More Students

As broken down by cluster in the following chart, a total of almost 12,000 students participated in the 2020 Virtual Summer Learning Program.

Note: In previous years, the summer learning reports provided school locations. With virtual learning, boards were not required to detail this information. Clusters are grouped according to categories reported by boards.

Cluster	K-5 Classes	6,7,8 Classes	Indigenous Student Classes	ELL	Total Number of Funded Classes	Total Number of Students	
Cluster 1 Thunder Bay Region	22	4	2	2	30	440	
Cluster 4 Toronto Area to Collingwood Central Region	74	10	0	13	97	2026 (includes additional students in board- funded classes)	
Cluster 6 Sudbury Timmins Region	25	9	3	1	38	690	
Cluster 7 French Language Boards	52	14	1	5	71 (note Board funded additional classes)	3,181	
Cluster	K-3 Classes	4,5,6 Classes	7,8 Classes	Indigenous	ELL	Total Number of Funded Classes	Total Number of Students

Cluster 2 Ottawa Kingston Peterborough	95	50	23	4	3	175 (note includes board-funded additional classes)	2799 (includes additional students in board-funded classes)
Cluster	K-3 Classes	K-5	6, 7, 8 Classes	Indigenous	ELL	Total Number of Funded Classes	Total Number of Students
Cluster 3 London Windsor Owen Sound	13	35	4	3	12	67	1245
Cluster 5 Hamilton Niagara Waterloo	39	9	2	3	10	63	1341

Provincial Summary of Boards Reporting

Clusters Reporting	Number of Boards Reporting	Total Number of Funded Classes	Total Number of Students
1, 2, 3, 4, 5, 6, 7	71 59 English 12 French (Simcoe County DSB did not offer 2020 SLP)	495	11,722

This summer more students participated than in previous years, with some boards offering additional classes. Flexibility, willingness to consider a range of program organization options, and strategically assigning board resources were some of the factors that led to more opportunities for more students.

As one board noted in its final report:

“The number of classes was determined based on the availability of teaching staff to deliver the required instructional program requirements outlined by CODE. Class sizes were initially capped at 26 in order to accommodate:

- *the demands of a synchronous learning environment;*
- *the focus on the gap-closing measures needed to mitigate the learning loss and needs of the students intended to be served by the program; and*
- *a model of two teachers per class to facilitate whole group, small group and individual instruction learning opportunities.”*

Another board stated:

“Funding (was) provided from CODE to support four classes of Grade 3-4 students, however we strategically used the funds to create five classrooms. Funding was provided from CODE to support three classes of Grade 6-8 students; however, we strategically used the funds to create four classrooms.”

More classes for both English Language Learners and Grade 7 and 8 students were evident this summer. In 2020, boards demonstrated both the willingness and ability to expand and successfully offer more classes.

Parents Remain Essential to their Child’s Learning

Through virtual learning, more parents were engaged in working daily with their child(ren). During virtual “live” lessons, many students had extra family members participate (this was especially prevalent for English Language Learners).

In general terms, there were a number of students who could not complete assigned work without the active support of an adult. Parents needed and received technology support; in some cases, making sure families had the right technology and could connect to the Internet was a major issue. Boards provided laptops/Chromebooks/tablets to students (and parents) who needed them.

Boards used their websites to inform parents by sending announcements, videos, and links. Individual parents who were interested could participate in zoom meetings with teachers. Most boards offered a morning message and links to board and community resources.

One unexpected side benefit of the 2020 virtual program emerged when SLPs were able to assist boards in updating home email addresses and helping identify parents who would require more support with technology if virtual learning continued in September.

Report cards were sent to parents via email and regular mail, with copies provided to September principals. For the remainder of the summer (after completion of SLP classes), some boards continued to provide lessons that could be used by parents to support their child(ren)’s learning.

Parents, teachers, and students completed feedback surveys, with parents generally reporting high 2020 SLP satisfaction levels.

As an illustration, the results of one board’s Parent Satisfaction Survey are as follows:

- 82% - length of program was “just right”*
- 72% - length of synchronous day (two hours) was “just right”*
- 92% - valued the live teaching and support*

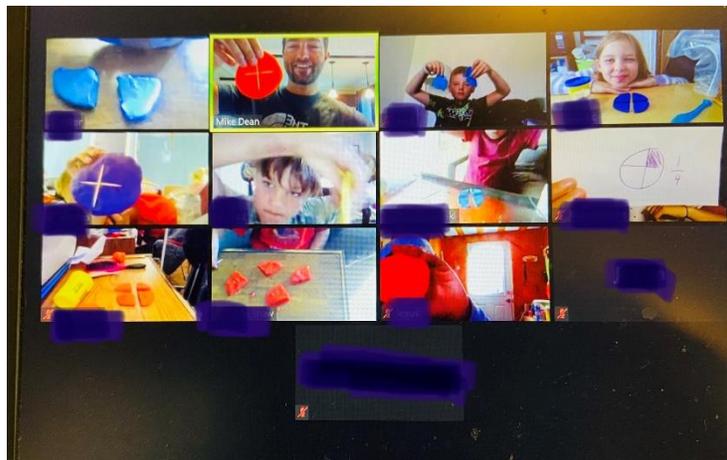
Parents were also asked about the perceived positive outcomes for their child:

- 76% - social interactions for their children*
- 96% - valued review of Literacy concepts*
- 86% - valued review of Math concepts*
- 76% - valued engagement in learning activities*
- 72% - noted growth and confidence in technology skills*

In addition, parents articulated their challenges with virtual learning, including limited Internet connectivity (boards provided devices and Wi-Fi where possible but some rural areas have low connectivity), and providing additional parent/caregiver support for student learning.

“Numeracy conferencing with students & assessment (using) DreamBox . . . (was) so easy. Parent conferencing and constant communication through email . . . all parents also confidently used the Brightspace Learning Environment app and love this feature.”

- SLP Teacher



Change Brings Innovation

A frequently heard comment this summer was the need to “pivot to a new type of teaching and student learning.” Terms like synchronous learning, virtual tours and resources, new and different teaching methods, utilizing a range of instructional and virtual learning materials, and ensuring diversity of staff became hallmarks of the 2020 summer learning program.



Fostering cooperation and collaboration within a team approach allowed many boards to build-in opportunities for teachers to become learners and more adept at virtual/online teaching, with an emphasis on synchronous teaching and learning. Boards provided summer learning teachers with opportunities to develop strategies applicable to virtual learning and online instruction. In September, summer learning teachers took on the role of mentors in helping their colleagues to become more successful in their capacity to offer virtual learning. For a number of teachers, new learning(s) increased their capacity to reach students virtually both during the summer programs and in September. These included:

- Teacher’s comfort integrating virtual learning challenges as part of their program. Many new games and activities were learned through the sharing of ideas.
- Growth in teacher confidence and aptitude in using Google collaborative applications and synchronous tools, including interactive slideshows, file management, Flipgrid, Jamboard, and Google Meets.
- Teachers being more cognizant of mental health and mindfulness strategies (and their importance) through the “Cultivating Wellness and Mindfulness 101” stream provided by our mental health lead; and
- Teacher capacity through participation in summer learning technology workshops.

Recognizing that in-class learning during the afternoon was not a possibility this summer, boards reached out to local community resources (e.g., libraries, historical societies, Science North, local businesses, theatre and recreation associations) to develop online resources that could engage students as they learned about their communities. Boards also incorporated body breaks and fitness activities into their daily program. Overall, innovative use of technology and web-based resources were widespread this summer.

Understanding that students and parents needed support in light of the pandemic, boards offered parent webinars dealing with the stresses associated with caregiving and learning. Working with community social workers and consulting psychologists, boards organized virtual meetings and information sessions to connect with parents and support student well-being.

Measuring the Impact of the 2020 SLP

All in all, the experience was a good one for (the student). It boost his self-esteem and had him excited to join in and to learn every day, which is a step forward for him. It served its purpose, (he) loved it and that's what matters most . . . for the first time to enjoy learning (and to) feel good about himself as well as feel proud."

Teacher comment 2020 SLP

Numeracy was a major focus this summer, with boards narrowing the instruction to specific learning outcomes. This was helpful to “teaching precise skills” and also with pre- and post-assessments. Summer 2020 brought with it the added complication of not only addressing summer learning loss, but also helping close the gap created by the pandemic and preparing students to return to school in September.

Boards developed their own strategies for measuring student achievement change, attitudes to learning, parent satisfaction, and teacher capacity in online virtual teaching.

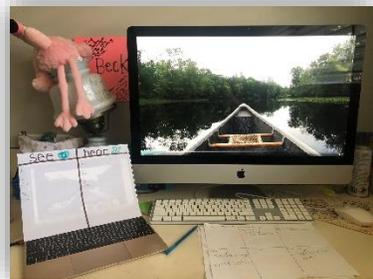
Although there are some exceptions to these figures board-by-board, reports generally show over 70% of students made gains in specific skills both in Numeracy and Literacy and evaluated their own level of learning at a minimum as 7.5 out of 10. Boards reported growth of 54% to 92% in student achievement (which varied by student, grade, and subject). To support these conclusions, boards developed data charts showing student pre- and post-assessment change.

There were many creative solutions this summer, with boards finding different ways to measure the impact of Summer Learning Programs. Key categories that emerged were: Attendance, Growth in Student Skills and Knowledge, Changes in Student Confidence to Learn and Student Efficacy, Parent Satisfaction, and Teacher Capacity in Virtual Learning.

The following chart taken from a board report outlines how one board measured student growth:

Plan for Measuring Success of SLP 2020	Outcomes
<p>Parent Surveys indicate parents value and support the program and were actively engaged.</p> <p>Continued monitoring of achievement data throughout the course of the 2020-2021 school year</p> <p>Pedagogical documentation</p>	<p>94.8% of parents ranked their child’s enjoyment of the program as a 4 or 5 out of 5; 83.1 % of parents said they would enroll their child in the program again.</p> <p>Students are performing close to or at standard throughout the school year.</p> <p>Reflects growth in the identified areas of need.</p>

<p>Student voice indicates positive student and parent engagement in the program.</p>	<p>Students were surveyed about their experience during the March-June closure period and their experience during the SLP program.</p> <p>During the school closure period, 40.9% of students ranked their enjoyment of distance learning as a 4 or 5 out of 5, 61% of students ranked their participation in distance learning as a 4 or 5 out of 5, and 38.8% of students ranked their comfort with distance learning work as a 4 or 5 out of 5.</p> <p>During the SLP program, 75.9% of students ranked their enjoyment of the program as a 4 or 5 out of 5, 77.2% of students ranked their participation in distance learning as a 4 or 5 out of 5, and 73.1% of students ranked their comfort with distance learning work as a 4 or 5 out of 5.</p>
<p>Conversation/Observation/Product</p> <p>Work samples will be collected at the beginning and completion of the program to measure growth in critical thinking.</p> <p>Engagement</p>	<p>Digital portfolios were created for each student containing evidence of conversations, observations, and products. These were shared with parents and the home school to support continued skill development.</p> <p>Daily attendance was consistent throughout the program. Registered students remained committed to the program throughout.</p>



Board Research Reports

With funding from CODE and as part of the 2020 Summer Learning Program, two boards completed detailed research reports (attached with this report) on the effects of virtual/online instruction on summer learning students. Both reports reinforce the impact of SLPs on students and parents.

The participating boards described the nature of their research efforts as follows:

Greater Essex County District School Board

The Greater Essex County District School Board Summer Learning Program is referred to across their community as Camp Wonder and has grown into a modified lab school situation, providing a space for experimentation, innovation, and inquiry. This report details the results of this year's innovation and includes learning aimed to support classroom, school and system decisions. Each year the GECDSB engages in a two-prong approach of program evaluation and research. This assessment includes multiple measures aligned to the overall objects of the Summer Learning Program.

Thunder Bay Catholic District School Board

Following a discussion with its CODE Regional Lead, the Thunder Bay Catholic DSB received funding to undertake a Primary Language Transition Class, employing a range of the classroom activities focused on the critical predictors for reading success: phonological awareness, oral language (*vocabulary, narrative*), and alphabet/spelling knowledge. A collaborative teaching model by a Primary teacher and speech-language pathologist allowed for a differentiated approach to target Literacy, language, and spelling development. The attached report shares the successes of a very targeted program with indicators of student growth being identified in a collaborative and multi-disciplinary approach.



Transitioning to September

Since the beginning of the Summer Learning Programs, boards have been expected to build bridges to September teachers and assist with the transition of students to their regular fall classrooms. Boards have developed a number of ways to share student information: achievement change, skill development, confidence, parent engagement, anxiety about learning, and resiliency.

For 2020, a number of assessment strategies were used, ranging from discussion with September receiving teachers, clear SP outcomes shared, and updating student profiles, to student summer learning report cards, notes on parent involvement, and individual student packages with work samples and pre- and post-assessment results.

In some cases, summer learning leads and teachers also met individually with September receiving teachers, and organized sessions for Elementary school principals at the end of the summer to learn and understand the range and impact of summer learning.

This year, transition support was undertaken virtually through Google Docs, board web-based resources, individual telephone calls, emails, and online student profiles.

On a broader basis, summer learning leads presented to board administration (Executive Council and Trustees) with an offer to visit Google Classrooms to see the program at work.

SLP Considerations for 2021

Summer Learning Programs for Ontario's more vulnerable students will be even more essential during the summer of 2021. Leading education practitioners, researchers, and parents have all noted the impact that the recent and necessary interruptions to learning for Ontario's students—especially those that need support, encouragement, and small group instruction—will have on their future progress. Especially important this coming summer will be opportunities for students in Grade 6, 7 and 8 to not only minimize summer learning loss, but to also help retrieve and build those critical skills in Mathematics and Literacy eroded during the pandemic.

- **Early Announcement to Boards.** This will be extremely important especially if boards are to plan and organize the new Grade 9 Destreamed Summer Learning Program. An early announcement also provides boards with more opportunities to plan and reach out to parents and school administrators/teachers.
- **Continued Flexibility.** One of the important lessons learned during the 2020 SLP: boards need flexibility and a range of possibilities when organizing, implementing, and developing instructional opportunities. However, the SLP outcomes and principles remain constant as described in board Letters of Agreement.
- **Virtual Learning as a Viable Option.** Some boards stressed that virtual learning provided an opportunity to reach more students and their parents, especially in more rural, northern, and smaller French Language District School Boards.

- **Boards Choose How to Offer Summer Learning 2021.** While the future for in-class learning during this summer remains unclear, giving boards the choice of offering either in-class or virtual learning (or a combination of both) will allow them to identify “what will support their students best.”
- **Support a Range of Subject and Program Areas.** Boards have gradually moved over time towards a focus on Mathematics; however, allowing a range of K-8 subject areas (Mathematics, Literacy) and program areas (Indigenous Programs and English Language Learners) will best suit the needs of students and match the expectations of parents. Boards also recognize the importance of a culturally-responsive curriculum.
- **Effective Use of Board Networks, Social Media, and CODE Regional Leads.** This summer, boards and CODE effectively used a range of communication and outreach strategies including the use of Twitter, the Ontario Summer Learning Program website, board web-based platforms, Facebook, email, and a range of apps. CODE regional leads, as in previous years, were instrumental in keeping board leads informed, building communication channels, and sharing strategies among boards in their Clusters (which helped to identify challenges, solutions, and resources). The aim, as always, is to build a culture of commitment and motivation. The relationship that CODE and CODE regional leads have with boards has been described as a “partnership for success.”
- **Increased Ministry Funding.** Over the years, the Ministry has used the CODE Summer Learning Program to introduce, build and expand programs, such as students using STEAM resources, expanding student use of technology and robotics, building knowledge of coding to programs, and supporting Indigenous culture. This year continued that trend with the introduction of virtual learning and synchronous teaching. Summer Learning Programs present an ideal opportunity to build teacher knowledge and experience in innovative instructional strategies, create and use new resources, and develop activities to build both student and parent engagement. These successes have a long-term impact over the regular school year, especially in terms of student achievement, parent support, and teacher capacity. Ministry funding is essential to making this happen.
- **A Range of Incentives.** As SLPs continue, boards will need to continue to employ a number of incentives, including student-friendly technology and interactive software, individual support, recreation, art, drama and fitness activities, lunch and nutrition breaks, and individual and group celebrations. Expanding programs for Grade 7 and 8 students will need even more meaningful incentives: acquiring community service hours, building familiarity with Secondary feeder schools, certificates of accomplishment, and activities that focus on group participation including sports and games. In addition, and if possible, boards could offer Grade 7 and 8 summer learning students an opportunity for online Math tutorials in September as a continuation of their summer learning program.

Thank you to Boards

It is fitting to conclude this report with an important and necessary thank you to board leads, teachers, board support staff, volunteers, community partners and parents. Without their willingness to undertake the challenges associated with implementing, for the first time, a virtual Summer Learning Program, this report could not tell the compelling 2020 story of innovation, creativity, resourcefulness, and most significantly, commitment to helping students who need it the most.