

ANNUAL REPORT

2022 SUMMER LEARNING PROGRAM

ADAPTATION | INNOVATION | TRANSITION



SUBMITTED BY: THE COUNCIL OF ONTARIO DIRECTORS OF EDUCATION



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Cover Image: *“The Climbers” at HWDSB’s Camp Climb collaborate on a classroom banner.*

Note: Samples of the many program delivery successes, innovations, strategies, and activities that boards utilized this summer to ensure that the needs of their more vulnerable students and families are met can be found in the 2022 Summer Learning Board Plans/Reports attached to this document. To experience the full range of past SLPs and their history of successes, visit the “Reports” area at ontariosummerlearning.org.

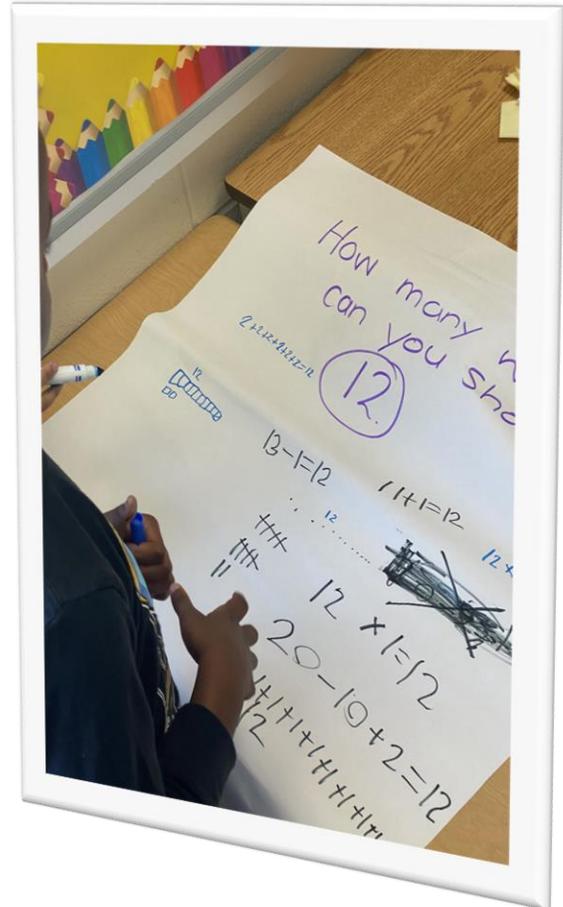
INTRODUCTION

The successful conclusion of the 2022 Summer Learning Program, once again funded and supported by the Ministry of Education, represents the 13th year of CODE's (Council of Ontario Directors of Education) facilitation, management, and oversight of learning opportunities offered by District School Boards to assist their more vulnerable students.

The aim, as it has been from the beginning of the "SLP," is to help these young learners keep pace with their peers, acquire new skills, and develop more self-confidence heading into the September school year.

Over those 13 years, the CODE Summer Learning Program has demonstrated outstanding success in providing a wide range of learning opportunities and meaningful activities for students from families that may face economic and social challenges and would benefit from community support.

As an illustration of how SLPs work to engage and support their students, below are the program aims of the Greater Essex County District School Board. This example of how one board approaches its Summer Learning Program is consistent with the goals of boards across the province:



- Reduce summer learning loss
- Organize activities for students to transition to face-to-face student learning
- Support students for return to in-class/school learning in September
- Target whole group and small group instruction
- Improve student well-being through movement & mindfulness
- Improve character traits of responsibility, resiliency, and respect
- Build strong caregiver partnerships
- Provide enriching STEAM experiences
- Improve public confidence
- Improve healthy eating through daily breakfast and snack programs
- Identify technology needs and support staff for September
- Provide additional resources for parents and students that can be used year-round
- Create an engaging and diverse school/community atmosphere

ABOUT THIS REPORT

The focus of *2022 Summer Learning: Adaptation, Innovation and Transition* is on:

- Range and Scope of Summer Learning Programs 2022 (see page 3)
- Stories about summer learning successes as told by parents, teachers, and board leaders (see page 4, A Journey of Challenges, Opportunities and Successes)
- Preparing for the return to school in September (see page 8, A Transition to In-Person Learning)
- Connecting the Summer Learning Program to daily student learning (see page 9, Summer Learning: Essential to Year-Round Student Success)
- Overview of meetings between Supervisory Officers and Regional Leads (see page 11, Board Leaders: Key to the Range and Successes of Summer Learning Programs)
- Preparing for 2023 (see page 12 and Final Summary, page 13)
- In-depth Information from boards (see appendices: 2022 Board Plans and Reports)

2022 BOARD PLANS AND REPORTS

When reading this report, CODE would like to especially direct the reader's attention to two key sections of the document:

1) **The stories and comments from parents, teachers, and board leaders** (see page 4) who were directly involved in the programs and can speak with the knowledge of being front line participants. Their perspectives provide the most important validation of the success of summer learning 2022; and,

2) **The attached Board Plans and Reports to the Board of Trustees**, which truly capture the commitment of summer learning staff and the importance of SLPs to parents and communities. Reading these reports will provide an interesting, informative, and reliable picture of the 2022 summer programs and their influence and impact on Ontario students and their parents.

RANGE AND SCOPE OF SUMMER LEARNING PROGRAMS 2022

When reviewing the range, scope, and depth of SLPs, it was clearly evident that the most successful* summer programs were offered in a supportive and positive learning environment.

(*Based on student attendance and engagement, student achievement growth, less summer slide based on defined outcomes and student assessment(s), teacher instruction, variety of resources, parent satisfaction, and connections to community partners.)



SUMMER LEARNING CLASSES FOR 2022 AT A GLANCE

- Total number of participating school boards offering CODE SLPs: **70**
- Total number of SLP students: **13,781**
- Total number of SLP teachers: **1,054**
- Total number of Ministry-funded classes: **312**

The numbers reported are not exact but are based on the best available information provided by boards. However, they do present a good snapshot of the 2022 program. *It is also important to note that the number of participating students and teachers reported includes those in CODE/Ministry-funded Summer Learning Programs supplemented by board funding.*

More detailed information will be available at a later date.

A JOURNEY OF CHALLENGES, OPPORTUNITIES AND SUCCESSES

Summer Learning in the words of students, teachers, parents, supervisors, and other participants

The most powerful way of telling the story of Summer Learning 2022 is through first-hand accounts from those most directly impacted by the program. This year, we asked students, teachers, parents, and others to share their individual summer learning experiences and successes. Taken altogether, their words form an inspiring narrative of adaptation, innovation, and collaboration.

WHAT PARENTS SAID ABOUT SUMMER LEARNING 2022



Surveyed at the beginning and end of the summer program, parents initially expressed concern for their child's math and literacy skills and the need to close gaps and build confidence in learning. By the end of the program, *they noted improved reading skills, stronger engagement with school, improved numeracy skills, increased confidence, and a more positive attitude toward learning.*

Parents felt they had learned more strategies to support their child in literacy and numeracy and indicated relief at being provided with quick methods to, as one parent put it, "be able to sneak in the learning." Many parents did not feel as overwhelmed in helping their children and were ready to commit to daily learning support.

One especially noteworthy comment came from a parent who said she felt more assured in asking questions about what her child is learning. *In a Caregiver Survey, 99% of families believe their child will be better prepared for school in September because they were enrolled in an SLP this summer.*

In their own words...

“Thank you for all you did for my kids this summer.”

“Just writing to let you know that my kids really enjoyed CampSAIL, and it was an excellent experience. I’m so happy and I appreciate your effort you have put in and I wish you all the best. Thanks again.”

“Thank you for providing the kids with fun camp activities the past few weeks. It is much appreciated.”

“Everything was super, and the staff are amazing and the kids had a lot of fun and learnt a lot of new stuff. We appreciate everything.”

“This program got my child to read every day and made it fun so that he was able to stay engaged.”

“I liked the small group sizes which allowed for a comfortable, less stressful atmosphere. There was a lot of one-on-one help.”

“He learned new math strategies. We appreciated the opportunity to be a part of this camp for additional help.”

“I have noticed that my child has started to read more and feel more confident in doing so.”

“My daughter LOVED it! She was thrilled to go every day! She is reading more, and her math skills have improved! Far beyond what I imagined they would this summer!”

“They loved the opportunity to work in smaller groups on science activities, baking as well as meeting new kids and teachers.”

“My child could not wait to go every day. They were up and excited.”

“She loves her teachers, loves to learn, loves meeting the special guests, loved the parent engagements (I did too) loves all her old friends and new ones too. As a parent and a newly widowed parent I appreciate the breakfast program and lunch program and I can't thank the companies enough for doing this for my daughter and all the children.”

“I liked how caring and genuine the staff was. Great communication!”

“She loves the teachers; they are so enthusiastic and great! She is very social, so being surrounded by kids is perfect for her. She finds everything at Camp Wonder so fun and loves to show off whatever she has come home with.”

“My daughter enjoyed absolutely everything! She especially enjoyed the baking and science activities! She didn't truly realize how much she was learning.”

“She loved how hands on it was, how much the teachers were involved with her. The overall whole experience was amazing for her.”

“My son told me that his teacher always pays attention to them in class and answers every question he has to make sure he understands . . . the parts of math he was struggling with.”

“My child has never come home loving school or come home feeling as included as she did during this Summer Learning Program. She came home happy and eager to return and was sad when it was the weekend and she didn't have school.”

« Les enseignants ont toujours amiable et Jacob a été excité d'aller au camp »

“Nora had a great 3 weeks making new friends and practicing her French. Thank you for this opportunity!”

« Kailyn a adoré participer au camp Franco!!! Elle a surtout aimé les sorties éducatives! C’était une expérience très agréable pour ma fille. Merci!!! »

WHAT TEACHERS SAID ABOUT SUMMER LEARNING 2022

With the return to classroom learning at many SLP sites, much of the feedback from teachers focused on the positive impact of in-person instruction, planning, professional development, and engagement with parents. One teacher noted that the 2022 SLP helped “reignite” her passion for teaching. Teachers took advantage of face-to-face opportunities to share successes and strategies with their summer learning colleagues both before and during the programs. Pre-SLP planning sessions included best practices to target small group support and differentiate instruction for summer students. Teacher connections with parents were also bolstered with a return to family visits to SLP classrooms.



In their own words...

“I would consider myself a beginner coder, but I know that it is in the curriculum, and I need to get better with it and learn how to incorporate it into my lessons. The fact that I could sit with my small group and we could learn the basics of coding together not only built my capacity as an educator, but it made the students see I was learning with them. I now feel much more confident to teach my Grade 1 Math Curriculum this fall.”

“I have been involved with the Summer Learning Program for several years and many of our students in the program are English Language Learners (ELL). The Summer Learning Program at Lakehead Public Schools not only works to minimize the loss of literacy and math skills during the summer months, it also provides a safe and equitable space where all students have opportunities to make meaningful connections with their peers and community.”

“I really enjoyed my time with CampSAIL this summer. I think the program was super beneficial for the campers and it was a really fun and rewarding experience.”

“CampSAIL was so fun and ended way too quickly. I would love it to go for one more week, so four weeks total...” (Note: A number of parents also suggested that the experience be extended to four weeks.)

“I am very grateful for my time at CampSAIL and wanted to thank you for the opportunity to experience it this summer. I was feeling very burnt out this June and honestly this camp experience reignited my fire, love and passion for teaching and I am so grateful for that!”

“The summer learning program was very beneficial to so many students. Through small support group activities, I was able to demonstrate a stimulating learning experience that I believe sparked student engagement. Students can transfer the skills they learned and bring them back into the classroom. We worked in small groups and incorporated a variety of literacy techniques and programs as well as daily reading. My role was to support our students who were experiencing learning difficulties and use my training as a special education resource teacher to incorporate a variety of strategies into lessons to provide students with new tools to engage in their learning.”

“Students were engaged in activities that they could rotate through and that combined a fun game-like feel with working on improving math and literacy skills.”

“The students enjoyed the activities that they perceived as ‘games.’ The joy of playing go-fish while you are looking at the beginning sounds of words or using dominoes to look at various ways to show dollar amounts.”

“The students really enjoyed the board games and other activities that were provided from the program. Coding and robotics were also really engaging for the students. The students were very engaged for both guest speakers this summer.”

WHAT SUPERVISORY OFFICERS/PROGRAM LEADS SAID ABOUT SUMMER LEARNING 2022

Many of the comments from those in supervisory or oversight roles reflected a more holistic view of summer learning, especially its capacity to create “learning communities” of children from different schools. SOs and leads spoke of settings conducive to student collaboration and parent engagement, high impact strategies, and meaningful community partnerships.

At the same time, they also noted the challenges of running summer programs after two or more years of pandemic restrictions. These included staff recruitment difficulties, attracting students in more rural boards, and attendance issues during the program.

In their own words...

“Students had a great chance to connect with peers and meet Black professionals. This created opportunities for questions and reflection. I did feel that it was evident that campers built strong relationships with their peers and the staff and that we all felt a part of something special.”

“I believe that we were able to provide students with opportunities to feel empowered and connected to their identity. I think this was supported by the students’ attendance: those in Camp Nia did their best to attend every day and were eager participants in activities. We were able to be successful in helping students see the value within themselves and within their cultural identity.”

“Professional development provided to staff aligns with the work they are doing throughout the school year (and) provides greater consistency for staff and students. Networking among staff lasts beyond the SLP and into the school year.”

“The Summer Learning Program is highly valued as an integral part of the board improvement plan; not an “add on,” it is part of ongoing support for learning.”

“Summer learning is part of the continuum of support opportunities available to struggling students and their families . . . SLP student support strategies inform future professional learning opportunities for all teachers.”

“A parent shared with me that her child, who initially did not want to attend, soon after starting was dressed, eating breakfast, and bugging her to take him to the program. The parent disclosed they were often so early that she had to devise different routes to lengthen the time it took to arrive at the school.”

A TRANSITION TO IN-PERSON LEARNING



An important goal of the 2022 Summer Learning Program was to help students, teachers and parents transition back to in-person/classroom learning. After more than two years of virtual learning and modified models of student instruction, students and parents were anxious about returning to the structure and organization of in-person student learning. To help reduce this anxiety, boards employed a wide range of summer learning activities and strategies that supported a safe return to schools for September. These included:

- *Discussing* lessons learned with SLP teachers, principals and receiving teachers to help SLP students transition to in-class learning in September and engaging parents with these findings;
- *Connecting* students and families with mental health agencies as appropriate. Concerns emerging from the summer learning experience (both academic and/or mental health-related) were shared with the appropriate community and school contacts;
- *Informing* relevant workers/agencies (with appropriate consents) about the impact/outcomes of SLPs for certain students;
- *Sharing* wellness strategies and activities aligned with summer learning student needs. SLP teachers could incorporate these strategies when they returned to their home schools in September and embed them in their classrooms;
- *Enhancing* understanding of structured literacy and high impact math strategies for teachers from different schools who benefitted from working collaboratively to plan their programs; carrying this knowledge and these instructional strategies forward into classrooms in September will assist all students as they return to in-class learning;
- *Supporting* more students through the continued use of materials purchased originally for their summer programs;
- *Facilitating* discussions between summer learning teachers and September homeroom teachers in schools that organized and hosted SLPs;

- *Inviting* school administrators and central board staff to a session that extended the reach and impact of summer learning by reviewing all the elements of effective 2022 SLPs; and,
- *Offering* professional learning sessions that provided opportunities for educators to review and reflect on the challenges boards faced during the pandemic, and the impact on students, families and teachers when returning to school in September.

As an example, one board’s **Supported Entry/Return to School** plan for effective student transition to September classrooms is outlined below:

“This summer, our board focused on the re-engagement of families and children. We wanted to ensure that families were our partners in education by introducing them to a welcoming space where not only their children but they themselves belonged.”

“Supported Entry was an opportunity to build warm, reciprocal relationships with children, families and educators. During supported entry, families were invited to attend a 15-minute meeting with their child on the first day of the program. Translators were arranged for families who required this service. During supported entry, caregivers were invited to set goals for their children alongside our educator team. These were used to inform student programming, with future learning directly linked to these goals. This partnership allowed for greater family and student engagement and increased attendance.”

With the reinstatement of face-to-face programming, the board mentioned above also welcomed the return of “Family Fridays,” in which families were invited into SLP classrooms at the end of the school week to contribute and be a part of their child’s learning journey. During Family Fridays, many of the SLP’s community partners were in attendance to provide information and connect to a range of community resources.

In a number of boards, small group/individual opportunities provided students with personalized instruction as they prepared for the transition back to school in September.

Teachers identified students in their SLP with irregular attendance and who did not engage. Working with recently hired educational assistants, child & youth workers, and senior counselors, the teachers built relationships with these children, thereby maximizing opportunities for student engagement. This added level of social-emotional support was instrumental in preparing students for their return to school in September. (Of note: additional teachers were hired using the Ministry Tutoring Allocation Funds in order to support learning needs within these programs.)

SUMMER LEARNING: ESSENTIAL TO YEAR-ROUND STUDENT SUCCESS

Over time, the evolution of SLPs as being essential to continued student success has been recognized and supported by all district school boards. SLPs are now viewed as a valuable contribution to effective planning and delivery of year-round student learning and achievement.

Using the knowledge, instructional strategies, resources, and innovation that are entrenched in summer learning, boards are constructing broader and more effective learning plans which in turn are having a significant impact on how students learn and teachers teach.



With SLPs now firmly established as a needed and integral support to student learning, the 2022 Board Plans for student growth and achievement reflect their summer learning achievements and successes. Boards recognize the benefits of SLPs as an important resource to build capacity for parent engagement, support for student mental health, and new and effective instructional practices and innovations, which are an essential component for learning and building self-confidence with more vulnerable students.

The comments listed below (from 2022 SLP Board Plans) illustrate how boards have effectively institutionalized summer learning into their year-round repertoire of supports, activities, instructional practices, and innovations for all students:

“Summer learning is highly valued as an integral part of the board improvement plan, not an ‘add on.’ It is part of ongoing support for learning. The SLP is directly linked to our Board’s Strategic Commitments of ‘Be Community, Be Well, Be Innovative.’”

“All SLPs are aligned and connected to our school year literacy and math programs.”

“SLPs promote: positive mental health and well-being; equity and diversity; and closing the gap. This helps boards to develop future direction and resources for these important aspects of our Board Plans focused on safe and positive learning environments.”

“SLPs present an ideal setting to re-engage students academically and socially and as such year-round tutoring and learning recovery are aligned with summer learning. Tutoring and student support activities are structured on a 12-month basis which includes summer learning as part of a continuum of opportunities available to struggling students and their families.”

“Teachers from different schools benefitted from working collaboratively to plan their programs and from working with central staff to enhance their understanding of structured literacy and high-impact math strategies. As part of the school plan and delivery of instructional practices, teachers will carry this learning forward into classrooms in September.”

CODE is proud to be part of a now flourishing Ontario-wide program that started with a few boards willing to try “something new” to help struggling students and their families minimize summer learning loss. With the Summer Learning Program’s growing impact on students, teachers, and parents over the years, we’ve noticed one very significant change brought about through each board’s commitment to student learning: the expectation that SLPs are a permanent addition to the range of opportunities for students who are struggling in school and need a boost.

Summer learning, as one board states, is “not an add on” but instead has become an essential service to students and parents who need it the most.

It is especially gratifying over time to see summer learning become connected to (and influence) board and school plans for closing the gap, continuing student achievement, and increasing student self-confidence and support to parents.

SLPs are high-impact programs with documented results that help boards to be innovative, adaptable, flexible, and progressive in the planning and development of instructional strategies and resources to support students, their parents, and teachers.

BOARD LEADERS: KEY TO THE RANGE AND SUCCESSES OF SUMMER LEARNING PROGRAMS

Supervisory Officers, Summer Learning Leads, principals -- and of course teachers -- are essential to the success and effectiveness of SLPs.

This summer, near the conclusion of the 2022 SLP, each regional lead had an in-depth online meeting or in-person visit with board Supervisory Officers responsible for summer learning. CODE has discovered over time that strong and innovative leadership by senior board staff has a significant impact on the success of the program.



Supervisory Officers told us that they:

1. Advocate for SLPs with senior staff, Directors of Education, and trustees. They provide direction, rationale, and data to support a robust SLP offering.
2. Develop a budget using funding from the Ministry and the board to maximize learning opportunities and student spaces. Boards used a range of funding to support summer learning (e.g., CODE funding, Ministry Tutoring Allocation Funds, and other board funds).
3. Organize SLPs and recruit staff. Some boards had difficulty getting SLP staff and board leads; less so with larger and urban boards. This year, recruiting teachers was (in some cases) more difficult, with veteran teachers not applying for positions.
4. Promote SLPs using social media, email, local media, and through community partners.
5. Speak at system principal meetings and school council meetings prior to the start of SLPs, and in the fall when school resumes.
6. Regularly engage parents in a variety of ways, including sending out a weekly newsletter. With support by the Supervisory Officer, the coordinator partnered with staff to highlight the key components of the program and shared this communication with families each week. Teachers also connected with parents on a weekly basis to share student progress.
7. Had a unique opportunity this summer to return to in-person learning. Using the lessons learned from our two years of solely virtual programming (and 10 years of in-person summer learning programs), they helped create an SLP that incorporated the best of both.
8. Inform the trustees about the range of successes that take place in SLPs and, at full meetings of the Board, share a final board report. In addition, Supervisory Officers provide updates for trustees detailing the results on student learning and achievement over the three-week duration of the program.
9. Visit sites at different points of the day to see how the program is progressing, note innovation and effective teaching strategies, and view the in-person summer learning “camp.”
10. Talk with SLP educators and volunteers and thank them in person for the important work that they have done and continue to do.
11. Capitalize on the Ministry Tutoring Allocation Funds and other board funding sources to provide targeted instruction in the areas of literacy and numeracy.

12. **Recommend that the Ministry increase funding for SLPs to engage more students who would benefit from the program.**
13. Encourage innovation, flexibility, and new approaches to learning and teaching through STEAM activities each day, with a focus on literacy and numeracy, and the character teachings of responsibility, resiliency, and respect.

PREPARING FOR 2023

Considerations for the 14th year of summer learning:

- **A number of boards had waiting lists for their Summer programs.**

Parent interest and expectations were high in 2022, and students unable to participate were disappointed. Boards repeatedly expressed a desire for additional funding, noting that their community would benefit from additional Ministry support. This is especially necessary for boards with diverse populations, Indigenous students, and families new to Canada. These boards have repeatedly indicated that increased funding would allow them to meet the unique, often changing needs of their students and communities. ***CODE would welcome the opportunity to develop and present to the Ministry a plan to increase funding in 2023 to support boards as they work to meet the needs of these students.***

- **Continued flexibility to offer SLPs using different organizational structures and delivery models.**

While many boards were able to transition to in-person student learning, a number of more northern, rural, and smaller boards utilized virtual learning; summer programs in these boards would not be possible without this option. Board leads also noted that having the flexibility to determine which method (virtual or in-person) would best meet the needs of their students, parents, and communities is essential to offering successful summer programs in their jurisdiction. Accordingly, this level of flexibility should continue for 2023.

- **Recruiting qualified staff, including teachers, educational assistants, and resource personnel, may continue to present challenges for some boards.**

Smaller boards were affected by recruitment challenges this year more than their larger counterparts. Many boards were able to attract long-term occasional teachers and newly graduated teachers. It is necessary that boards adapt their recruitment strategies to reflect changes in school systems and the impact of the pandemic.

- **Involving the greatest number of students in SLPs remains a key priority for boards.**

A number of strategies were employed by boards during the 2022 SLP to broaden the range and scope of their programs. These included using board funds and incorporating Ministry Tutoring and Safe Return to School funding to extend summer learning.

- **Boards continue to support teachers through in-service and training sessions.**

With the return to in-person learning and professional development opportunities, boards will want to support teachers in 2023 through focused in-service and training sessions. With the pandemic,

these opportunities were not available -- but they remain essential to developing a wide range of teacher instruction strategies and the capacity to support more vulnerable students.

- **Boards recognize the importance of SLPs as integral to board and school improvement planning.**

In 2022, SLPs were used to enrich and enhance school-year learning. New knowledge and resources, effective instructional practices, safe and nurturing learning situations, and parent engagement strategies developed during SLPs impacted the development of year-round planning and delivery on how students learn and teachers teach.

It is certainly noteworthy that boards are aware that funding will be available for their 2023 SLPs. This early notification has been well received, with many boards already planning their programs and recruiting staff.

FINAL SUMMARY



As in previous years, the 2022 Summer Learning Program clearly demonstrated that SLPs support more vulnerable students to be motivated and engaged in learning at school. And once again, the programs reached out to parents and community organizations as partners to help build positive and nurturing learning environments.

In 2022, boards demonstrated significant flexibility, adaptability, and innovation. As a result, students were more confident and adept learners as they began the transition to in-person classroom settings in September.

Also this summer, many boards accessed Ministry Tutoring Allocation Funds to expand programs and reach more students. Employing these funds, in addition to their board and CODE funding, was an effective way for boards to offer more classes and reach more students.

Another notable aspect of the 2022 SLP: increased engagement with CODE's Ontario Summer Learning website and Twitter feed by teachers, parents, and administrators. Participants shared stories about summer learning, highlighted their successes, and demonstrated observable student outcomes. The summer learning website (ontariosummerlearning.org) and Twitter account ([@OntarioSLP](https://twitter.com/OntarioSLP)) are especially valuable community-building resources for teachers to share their successful strategies with colleagues, acquire new resources, and interact with other summer learning stakeholders. In addition, the SLP website increases public confidence in, and support for, summer learning by providing focused content for parents and others to see that the programs are successful and that Ministry funding is well spent.

For many students, teachers, and families, the pandemic was a difficult and anxious time. SLPs gave a renewed sense of hope and encouragement, especially for students and their parents. Over the last 2+ years, summer learning staff would often comment on how SLPs increased student self-confidence and helped young learners and their parents begin the transition to in-person learning. For the staff themselves, summer learning and its more relaxed and smaller settings fosters innovation, flexibility, and enjoyment and enthusiasm that is shared with their students.

Board staff continue to recognize that there are students and parents in their communities who require more assistance. Family social and economic challenges often limit the ability for these more vulnerable students to have a rewarding and enjoyable summer experience. SLPs funded by the Ministry and managed by CODE provide these young people with stimulating opportunities they may not otherwise have.

As teachers continue to tell our Regional Leads, SLPs reinforce their belief that all children are important and, as teachers, they can make a difference.

While CODE and boards are very appreciative of the Ministry support and funding for Summer Learning Programs (and the early approval of this year's Transfer Payment Agreement), if additional funding could be made available for 2023 more students and parents who need help would be able to benefit.

On a final note, CODE would like to thank and acknowledge the commitment and helpfulness of our Summer Learning Ministry contacts, managers, and education officers. Your strong support of our work and Ontario's more vulnerable students is greatly appreciated.

