

**Handbook for Summer School
Administrators and Principals (2022)**

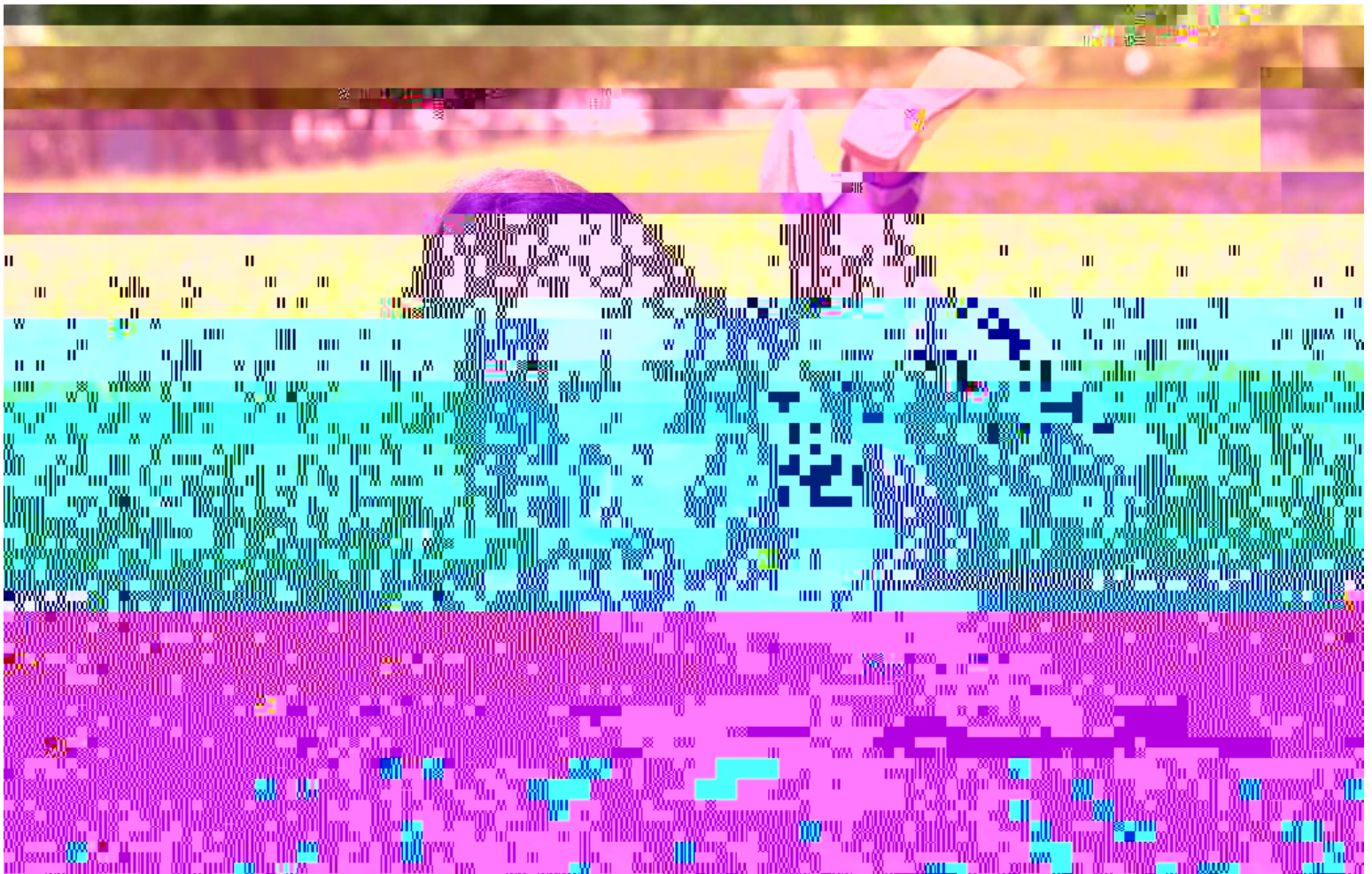


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2022 Calendar



INTRODUCTION

Promising Practices for Summer Learning

July 1, 2022, marks the beginning of the fourth school year affected by the novel coronavirus. As we continue to grapple with additional variants of the Coronavirus, we cannot seek a return to normal, or we must treat it as new possible. Summer Learning Programs can help achieve this.

Summer Learning Programs are designed to ameliorate the impact of learning loss by structuring teaching strategies and practices based on research findings regarding the most effective way that students learn. We know that our youngest children learn through play. We also know that as children grow and their brains continue to blossom, they learn most effectively in environments that equally support their cognitive, social, physical, psychological, and emotional growth. While summer school programs have historically been targeted toward specific areas of academic need, well-planned Summer Learning Programs implement a variety of evidence- and strength-based practices and activities. It has been

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local communities. The goal of these programs is to meet all students where they are and guide them in an authentic life-long learning process. A high-quality Summer Learning Program requires a strength and asset-based perspective to embrace and adapt the lessons learned and resiliency gained by students, staff, and the community.

Social Emotional Learning

Summer programs present a unique opportunity to build and reinforce student and adult social emotional competencies before the return to school in the fall. Social emotional learning is essential to creating



- x Create safe, supportive, engaging learning environments for social and emotional learning.
- x Implement an orientation or transition period to support the social and emotional well-being and resiliency of students before introducing academic content. Encourage connection, healing, and relationship-building.
- x Use community-building circles to ensure all voices can be heard.
- x Survey students regularly. Ask about their needs with open-ended questions. Do not wait for them to come to you. Be prepared to respond with assistance or referrals.
- x Support access to mental health and trauma supports for students.
- x Nurture adult-student relationships to ensure that every student has a trusted adult in the program, and that the adult checks in on the student regularly, regardless of the mode of instruction.
- x Promote positive youth development, promoting youth voice and youth leadership opportunities
- x Offer opportunities for movement and physical activity. Social emotional and physical well-being are interconnected.
- x Leverage transformative SEL to support the work of anti-racism and anti-bias.
- x Implement explicit SEL lessons and embed opportunities to develop and practice SEL competencies within academic lessons.
- x Embed SEL and trauma-responsive practices in restorative discipline policies.
- x Consider how community school strategies might be leveraged for greater impact.

Several opportunities for professional learning are available through the Teaching in Remote Learning Environments (TRLE) Initiative at [eTeachNY](https://www.teachnyny.org/).

Use of Community Resources and Partnerships

Collaborative planning with local and statewide partners is a cornerstone of high-quality summer programs. Resource sharing among partners may enable depth and capacity to summer program activities and services that may otherwise be unattainable by districts. Incorporating partnerships into the planning, development, and implementation of a summer program can increase awareness, stakeholder support, produce essential feedback, and encourage community engagement with school staff and students. Local collaborations that are available statewide may include the use of local libraries, through such initiatives as the [Summer Reading at New York Libraries](#), which help connect students with local reading materials, and the use of [local parks and recreation sites](#) to provide students the chance to experience nature in their community. [Local historic preservation centers](#) provide wonderful opportunities for summer programs to get students outdoors and incorporate areas of local historical and scientific importance. Learning collaboratively as a part of a larger community will help young people reach their full potential, and collaborative partnerships are often able to provide expanded learning opportunities, supports, and other benefits to assist students and their families emerge from trauma and isolation caused by the pandemic.

Programs can consider partnering with local colleges and universities to pair experienced teachers with college interns to expand capacity to provide smaller groups and more enrichment activities.

New York State Trauma Informed Network (2022). <https://www.traumainformedny.org/Home>

Options for Youth (2019, December 31). Mind the Gap- Why Summer Learning Is Important. OFY Education Blog. <https://ofy.org/blog/mind-gap-summer-learning-important/>

Peterson, T. K., and Vandell, D. L. (2021, May). The evidence base for summer enrichment and comprehensive afterschool opportunities. Washington, DC: Collaborative Communications. <https://express.adobe.com/page/synw23DwBdPms/>

Terzian, M. A., Moore, K. A. (2009, September 1). What works for summer learning programs for low income children and youth: Preliminary lessons from experimental evaluations of social interventions. Child Trends. <https://www.childtrends.org/publications/what-works-for-summer-learning-programs-for-low-income-children-and-youth-preliminary-lessons-from-experimental-evaluations-of-social-interventions>

U.S. Surgeon General (2021). 3 U R W H F W L Q J \ R X W K P H Q W D O K H D O W K 7 K H
U.S. Department of Health and Human Services. <https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf>



SUMMER SCHOOL PROGRAM REQUIREMENTS

NOTE: This Handbook is provided to assist schools for 2022 voluntary summer school sessions only.





ample opportunities to build relationships while engaging with the content and their classmates. In an online environment, most of the program should be in synchronous instruction involving interactive, student-focused activities such as learning games, real world project- or problem-based learning, tutoring, online centers, and peer-to-peer support. To be aidable, the combined synchronous instruction and asynchronous instructional experiences must amount to between one and five hours per day (elementary) and between one and five and one-half hours per day (secondary). To the extent required by law and regulation, synchronous instruction must be provided by a teacher certified in the subject area and must include regular breaks if delivered for longer than one hour.

- x Provide instructional learning experiences and activities that would be equivalent to a minimum of 20 hours of student engagement over the course of the summer program. These hours include but are not limited to the synchronous instruction described above.
- x BOCES that operate elementary and secondary summer school programs via remote

final decision is issued (8 NYCRR §276.1)



- x When the service provider is the district accountable for the student's performance and the building the service is provided in is:
 - o Known, use the BEDS code of the building where the student receives the service, or
 - o Not known, use the BEDS code of the district where the student receives the service.
- x When the service provider is an out-of-district placement (other than a public school district) and is not the district accountable for the student's performance, and the building the service is provided in is:
 - o Known, use the BEDS code of the building where the student receives the service, or
 - o Not known, use the BEDS code of the out-of-district placement where the student receives the services.
- x When the service provider is a BOCES, use the BEDS code of the BOCES (without regard to the specific location at which the service is provided).
- x When the service provider is a public-school district other than the district accountable for the V W X G H Q W ¶ V, use the BEDS code of the other district.
- x When the service provider is a public-school district and a charter school as accountability for the V W X G H Q W ¶ V S H U I R U P D Q F H X V H W K H % (' 6 F R G H R I W K H service.

All courses taken by students during the regular school year must be reported through Student Class Entry exit and Student Class Grade Detail Record. For courses taken during summer school, a Student Class Grade Detail Record must be reported only for those students who take a course to make up incomplete or failed course credit through section 100.5(d)(8) R I W K H & R P P L V V L R Q H I S E J W E A H J X O D graduation credit or a final grade that needs to go on their transcript. For students who are making up incomplete or failed course credit at any time, a Student Class Grade Detail Record must be reported and the Credit Recovery Code field on the record must be identified as "yes."

For more information about the Student Information Repository System, visit the



possible, schools should prioritize bilingual content area classes required for graduation with a Regents Diploma when planning their summer school offerings. Summer programs for ELLs can also be designed in response to intervention which would address the opportunity gaps experienced during the school year. Districts and schools are strongly encouraged to design enrichment programs for ELLs with an emphasis in the Arts.

Priority for participation in Stand-Alone English as a New Language (ENL) during summer school should, to the greatest extent possible, be given to Students with Inconsistent or Interrupted Formal Education (SIFE), Long Term ELLs (students have been identified as ELLs for six or more years), and ELLs who are transitioning between school levels (elementary to middle school, or middle to high school).

New York State Identification Test for English Language Learners (NYSITELL)

The New York State Identification Test for English Language Learners (NYSITELL) serves as the approved means of initially identifying English Language Learners (ELLs) in New York State. It is used to assess the English language proficiency of new entrants whose home language is other than English, as indicated on their Home Language Questionnaire and who are recommended to take the test based on the results of their Individual Interview. If the results of the NYSITELL indicate that the student is at the Entering, Emerging, Transitioning, or Expanding level of English proficiency, the student must be placed in a Bilingual Education or English as a New Language (ENL) program. For more information on the ELL Identification Process, visit the [ELL Identification & Placement/Home Language Questionnaire](#) webpage.

With the exception of Level I, the NYSITELL should be administered during the month of June only to students entering school for the remainder of the current school year and/or students enrolling in a summer school program. Schools are not permitted to administer Levels II-VIII of NYSITELL from July 1 ±July 14. The testing of new students who are enrolling in New York State schools in Grade 1 and above for the fall may begin no earlier than July 15. Schools are not permitted to administer Levels II ± VIII of NYSITELL from July 1 ±July 14. For more information about NYSITELL, see the [NYSITELL webpage](#).

School-Age Students with Disabilities

Students with disabilities identified by a Committee on Special Education (CSE) or students with disabilities who qualify under §504 of the Rehabilitation Act of 1973 must be provided equitable access to all summer school programs and are entitled to program modifications and/or accommodations deemed necessary to ensure an equal opportunity to participate in summer school programs. If a student with a disability is attending a summer school program (not an extended school year special education program), the school district operating the summer school program must determine when a student with a disability needs program modifications and/or accommodations to ensure their participation in the summer school program is required to provide the necessary supports.

Extended School Year (ESY) Programs and Services for Students with Disabilities

Separate and apart from participation in summer school programs, some students with disabilities with individualized education programs may require ESY programs and services during the months of July

and August to ensure the provision of a free appropriate public education. ESY programs and services (i.e., twelve-month programs and services) are special education programs and services provided on a year-round basis, for students determined to be eligible in accordance with §200.6(k)(1) of the Regulations of the Commissioner of Education. Students with disabilities eligible for ESY programs and services are those students that require a structured learning environment of up to 12-months duration in order to prevent substantial regression. Substantial regression means regression levels due to a loss of skill or knowledge over the summer months of such severity as to require an inordinate period of review at the beginning of the school year (e.g., eight weeks or more).



Administration of oral, topical or inhalant medications to nurse dependent students along with injectable medications to anyone may not be administered by unlicensed school staff and must remain the responsibility of the school nurse or a licensed practical nurse who is under the direction of an RN or physician with exceptions in law for epinephrine auto-injectors, glucagon and opioid antagonists.

An RN, nurse practitioner, physician assistant or physician may train willing unlicensed school staff members to administer emergency epinephrine auto-injector or glucagon to an individual student with an order from a healthcare provider for such emergency medication in the event that an appropriately licensed person is not available (Education Law §921; 8 NYCRR §136.7). Additionally, Education Law §921a permits schools to choose to provide and maintain epinephrine auto-injectors on site, and to permit trained unlicensed school personnel to administer an epinephrine auto-injector without a healthcare provider order to any student or staff member in a school building with symptoms of anaphylaxis regardless of whether or not there is a previous history of severe allergic reaction (Education Law §921; 8 NYCRR §136.6). Schools choosing to participate must meet the requirements of Public Health Law §3000-c. More detailed information and specific resources for schools that choose to participate are available from the [NYS Center for School Health](#) website under E in the A-Z Resources Index.

Education Law §922 permits schools to provide and maintain on-

requirements is contained in Education Law §917 and §136.4 of the Commissioner's regulations, and is available on the [Automatic External Defibrillators](#) webpage.

Fire and Emergency Drills

Pursuant to Education Law §807, two fire drills must be held during summer school in buildings where summer school is conducted. One of the two must be held during the first week of summer school.

School Library Services

Schools offering any course other than driver and traffic safety education are required to provide library services in accordance with Part 91 of the [Regulations](#).

- x [§91.1](#) requires a library in each elementary and secondary school that meets the needs of the pupils and provides an adequate complement to the instructional program in the various areas of the curriculum.
 - o Secondary schools should use summer school enrollment numbers to determine compliance with §91.1.
 - o Summer schools operating in a fully online modality may provide library access through a fully online school library, as long as the online library complies with §91.1.
 - f Fully online summer schools should implement a mechanism to provide physical
 - o Summer schools operating in a hybrid or blended modality may also provide library services in a hybrid/blended modality as long as the online library complies with §91.1 and is an adequate complement to the instructional program.
- x Secondary schools operating a summer school program must employ a certified school library media specialist in accordance with [§91.2](#)

HIGH SCHOOL COURSE REQUIREMENTS AND CREDIT

Districts offering secondary summer school programs may offer courses for make-up credit or for initial course credit.

Summer Course Taken to Improve an Existing Grade or Make Up an Incomplete or Failed Course

A summer course to improve an existing grade or make up an incomplete or failed course may be offered for less than 90 hours and carries only partial credit. Such courses must be offered in a fully face to face,

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instruction, or the equivalent, to culminate in one-half unit of credit, and 90 hours of instruction, or the equivalent, to culminate in one full unit of credit. Equivalent shall mean a minimum of 45 hours (one-half unit of credit) or 90 hours (one unit of credit) of instructional time for instruction delivered in a traditional face to face model or through alternative instructional experiences, including but not limited to digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to, meaningful and frequent interaction with an appropriately certified teacher, academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.





STATE AID AND OPERATING INFORMATION

There is no separate categorical aid for general education summer school programs. Districts are provided with summer school funding by including the average daily membership in district-operated summer school programs in the pupil count used to calculate Foundation Aid. Expenses for district participation in BOCES summer school programs generate BOCES Aid and are claimed by the BOCES on behalf of the district.

Foundation Aid

Foundation Aid is the largest category of aid for school districts. Foundation Aid is unrestricted aid available to help each district meet its expenditures for general operation and maintenance of the school district. Such operating expenditures include salaries of administrators, teachers and non-professionals, fringe benefits, utilities, and maintenance of school facilities. Foundation Aid provides the majority of State funding for general education summer school because the pupil counts used to calculate Foundation Aid include the average daily membership of summer school pupils. Foundation Aid is described briefly below. A more detailed explanation of Foundation Aid can be found in the State Aid Handbook on the [State Aid homepage](#).

Foundation Aid has four main components:

- x A State-specified expense per pupil, called the adjusted foundation amount, to which the State and school districts contribute;
- x A State-specified expected minimum local contribution per pupil (based on a computed tax rate or local share formula) representing ea

of average daily attendance. Possible hours are used as part of average daily membership calculations. This information should be reported to the State Aid Office on 2022-2023 SAMS Form A by September 1, 2022, in entries 71a and 71b (completed by the local district business office).

The total actual hours of aggregate student attendance should be calculated using the time in substantive interaction with the teacher in addition to an estimated time that the student spent engaging in online learning activities prescribed by the teacher. The total possible hours of aggregate student attendance should be calculated using daily membership (i.e., the hours for students on the summer school register for each day), not actual attendance hours, and should equal the aggregate sum of all students enrolled in such courses in hourly units. Districts are not limited to a particular number of hours, but for State Aid reporting, no student may be counted for more than 90 hours of actual or possible attendance during the summer session.

The costs associated with summer school are also reported to the State Education Department on the ST-3 Form. These costs are used in calculating the Approved Operating Expense (AOE), one of the factors in calculating some State aid to the school district. The term "special schools" used on the ST-3 Form includes district operated continuing education and summer schools.

The Commissioner has determined that non-mandatory summer courses are an ordinary contingent expense and may be part of a contingency budget adopted by the Board of Education (Matter of the Board of Education and Resident Taxpayers of the New Paltz Central School District, 30 Ed Dept Rep 300, Decision No. 12,472). Although an item may be an ordinary contingent expense, the amount of the administrative component of a contingency budget and the amount of the tax levy to support a contingency budget may not exceed the cap and limitation set forth under Education Law §2023 and 2023-a.

The following are not aidable summer school programs and districts should not include hours of attendance for these programs in their SAMS State Aid claim in September:

- f* nonpublic programs
- f* private tutorial programs
- f* learning center programs
- f* driver education programs that assess a fee
- f* recreation programs
- f* any other activities that would not be aidable during the regular school year.

Attendance

Section 100.12(1)(b) of the Regulations Concerning Attendance applies to all students enrolled in scheduled instruction during the school year from July 1 - June 30, including summer school. Districts and BOCES must use the same board-approved attendance policy for summer school that is used during the regular school year. Summer school attendance requirements are based on a pro-ration of the regular year attendance requirements. Every public elementary, middle and secondary school must maintain a record of each pupil's presence, absence, tardiness and early departure in a manner that complies with §104.1 of the Commissioner's regulations. For coursework leading to a Regents diploma, nonpublic schools must also take attendance. The regulations specifically require schools to adopt minimum attendance requirements, which distinguish between excused and unexcused student absences for the purpose of awarding course credit.



Funding Sources

Education Law §3602(1)(g) and Part 110 of the Commissioner's regulations state that summer school is public instruction during the months of July and August. Many sources of funds may support a summer school program, including local taxes, state aid, private donations and private, local, State and federal grants. However, the source of funds does not exempt a district from compliance with all laws and regulations applicable to summer school. In Matter of DeMasi, et al. (18 Ed Dept Rep 320, Decision No. 9,859), this requirement is stated as follows:

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to a third party its responsibility for determining whether or not to offer such programs or any control
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Contracting for Instruction

Generally, school districts lack the authority to contract with an independent contractor to provide core instructional services (Appeal of McKenna, et al., 42 Ed Dept Rep 54, Decision No. 14,774), such as social work services (Appeal of Barker and Pitcher, 45 Ed Dept Rep 430, Decision No. 15

STATE ASSESSMENTS

Administration Schedule

The examination administration schedule for August is available on page 33 of this document and is also available on the NYS [August 2022 Regents Examination Schedule](#) webpage. .

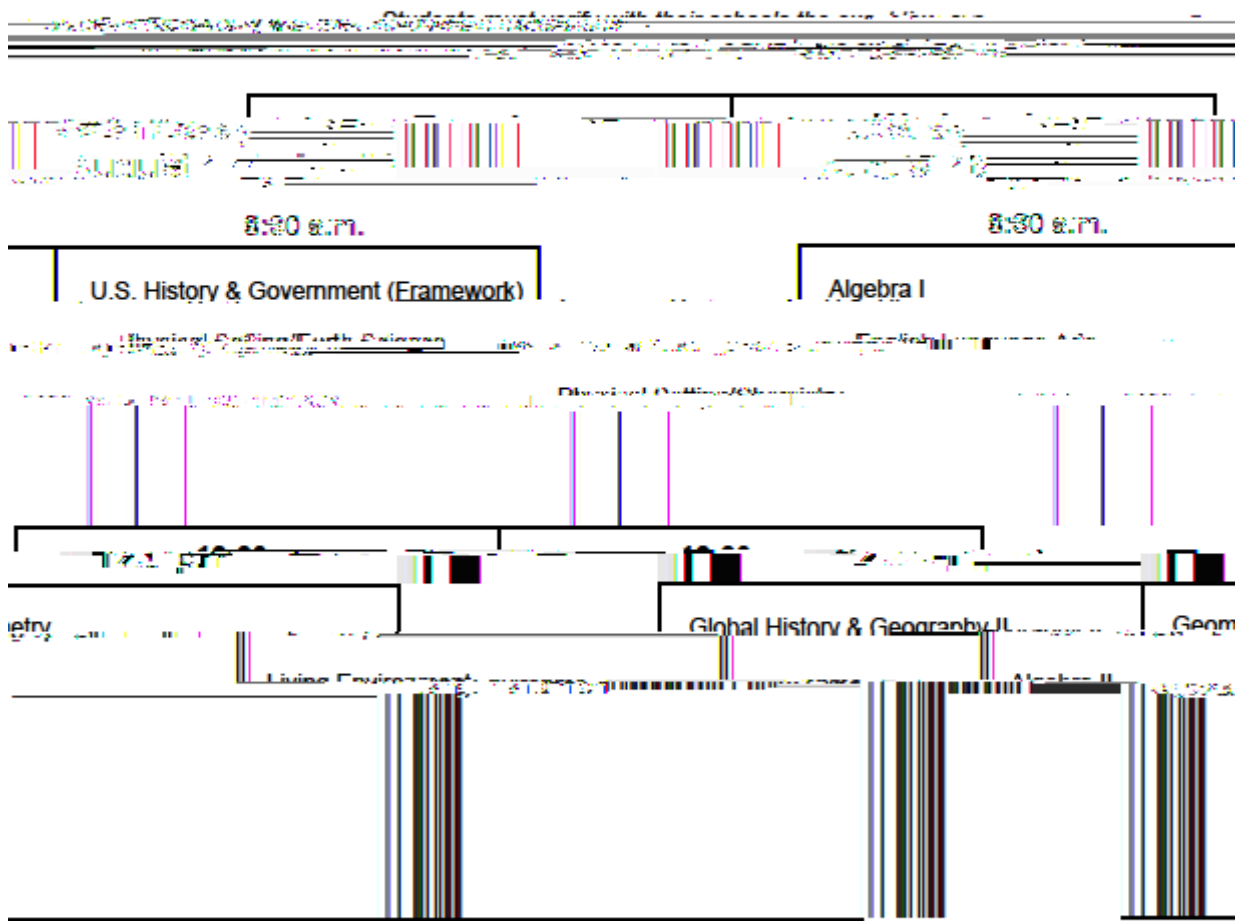


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AUGUST 2022

UNIFORM ADMISSION EXAMINATIONS



Uniform Admission Deadlines

Morning Examinations — 9:15 a.m.

Afternoon Examinations — 1:15 p.m.

Morning

STATE EDUCATION DEPARTMENT CONTACTS

Driver and Traffic Safety Education

Website: <http://www.p12.nysed.gov/cte/de/>

Phone: 518-486-1547

Email: EMSCDRVED@nysed.gov

Office of Bilingual Education and World Languages

Website: <http://www.nysed.gov/bilingual-ed>

Phone: Albany: 518-474-8775

Phone: Brooklyn 718-722-2445

Email: OBEWL@nysed.gov

Office of Curriculum and Instruction

Website: <http://www.nysed.gov/curriculum-instruction>

Phone: 518-474-5922

Email: emscurric@nysed.gov

Office of Educational Design and Technology

Website: <http://www.nysed.gov/edtech>

Phone: 518-474-5461

Email: edtech@nysed.gov

Office of ESSA Funded Programs

Website: <http://www.nysed.gov/essa>

Phone: 518-473-0295

Email: conappta@nysed.gov

Office of Information and Reporting Services

Website: <http://www.p12.nysed.gov/irs/>

Phone: (518) 474-7965

[Data Support](#)

Office of Special Education

Website: <http://www.p12.nysed.gov/specialed/>

Phone: (518) 473-2878

Email: speced@nysed.gov

Special Education Quality Assurance Regional Offices:

<http://www.p12.nysed.gov/specialed/quality/regassoc.htm>

SEQA email: seqa@nysed.gov

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Office of State Assessment

Website: <http://www.nysed.gov/state-assessment>

