



Evidence-based tools and guidance
for delivering effective programs

PLANNING & MANAGEMENT
ACADEMICS & ENRICHMENT
STAFFING & PROFESSIONAL DEVELOPMENT
SITE CLIMATE
STUDENT RECRUITMENT & ATTENDANCE

summerlearningtoolkit.org



SAMPLE: **DALLAS SUMMER STAFF HANDBOOK**

For more information on the importance of staff handbooks and tips for developing effective handbooks, review Dallas Summer Staff Handbook Guidance.

Developed by the Dallas Independent School District, the Dallas Summer Staff Handbook is provided to staff as a comprehensive internal guide of summer learning policy and governance. The handbook includes a detailed description of each program and an overview of program policies, schedules, locations, professional development, and site-specific staffing structures and position responsibilities.



2015
SUMMER SCHOOL

Handbook of Intensive Summer Learning Programs

For students enrolled in Dallas ISD during the 2014-2015 school year*

- *Accelerated Instruction Program*
- *Learning Labs*
- *Traditional*
- *Thriving Minds*
- *Teach For America*
- *Extended School Year for Special Education*

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SUMMER LEARNING OVERVIEW

The Goal of the DISD Summer Program is to provide all qualifying students with intensive and rigorous programming in a safe and orderly environment while building professional capacity and increasing student achievement. The Dallas ISD Summer Learning Program is a comprehensive Intensive Summer School Program for PK – 12th Grade Students.

Services include academic intervention, enrichment activities, high school credit recovery, high school acceleration, Pre-K Program, professional development for teachers, principals, counselors and support staff. Students are provided with breakfast and lunch. Transportation is provided for Elementary and Middle School students.

High School students are able to recover credits through a proficiency based approach utilizing the district's Reconnection Centers or through Live Credit Recovery courses. Students who failed one or more portions of the STAAR End Of Course (E.O.C.) Exam or the TAKS are eligible to engage in test preparation courses to increase their chances at passing the next administration of the Exam.

All students, including those who are not in danger of retention, are eligible for enrichment programs.

PRINCIPLES OF A NEW VISION FOR SUMMER LEARNING FROM THE NATIONAL SUMMER LEARNING ASSOCIATION

The Summer Learning Program in Dallas is in alignment with the Principles of the New Vision for Summer Learning set forth by the National Summer Learning Association. These principles are:

1. Increase the duration, intensity, and scope of the traditional summer school model to a comprehensive research-based, 6 week, full day model that makes summer an essential component of district school reform strategy.
2. Expand participation to all students in school-wide Title I programs, not just those who are struggling academically, and consider expanded year programs that include all students in participating schools.
3. Change the focus from narrow remediation and test preparation to a blended approach of both academic learning AND enrichment activities that provide hands-on, engaging programming that fosters critical 21st Century skills, inducing collaboration, innovation, creativity, communication, and data analysis.
4. Strengthen and expand partnerships with community-based organizations and public agencies that provide summer activities to align and leverage existing resources, identify and meet gaps in service, improve program quality, and develop shared outcomes for summer success.
5. Include strategies to improve student attendance and engagement by providing healthy food, field trips, recreation, electives, attendance policies, and comprehensive supports.
6. Provide innovative professional development for educators and ensure summer programs offer teachers a chance to test new models of teaching and gain valuable leadership experience.
7. Include innovative approaches to learning for older students; including proficiency based learning, flexible credit recovery and acceleration, internships, college visits, and other college and career readiness opportunities that provide targeted interventions and workforce development skills to prepare students for future success.
8. Target key transition periods such as the summers before kindergarten, middle school, high school, and college to ensure students are prepared for success in new environments.
9. Summers need to move from the periphery to the center of school reform strategies through sustainable and stable funding from Title 1 and other sources, long-term planning, robust assessment and evaluation, and improved infrastructure and data collection.

STUDENT SUCCESS INITIATIVE (SSI) ACCELERATED INSTRUCTION

POLICY

(EIE LEGAL) Each time a student fails to perform satisfactorily on a grade advancement test, the District shall provide the student with accelerated instruction in the applicable subject area. A student who fails to perform satisfactorily on a grade advancement test shall be provided accelerated instruction before the next administration of the applicable assessment. An accelerated instruction group for students who have failed an assessment may not have a ratio of more than ten students for each teacher per class. The accelerated instruction must satisfy the standards found in 19 Administrative Code 101.2006. [See UNSATISFACTORY PERFORMANCE ON ASSESSMENT INSTRUMENTS, above] *Education Code 28.0211(c); 19 TAC 101.2006(e)(1)*

LOCATION AND ELIGIBILITY

DISD Students at 5th and 8th Grade who did not pass the second administration of the STAAR Reading exam will have an opportunity to participate in Accelerated Instruction on their home campus.

The District must accommodate the request of an out-of-District student to participate in any established, on-campus summer accelerated instruction program, provided the student is living away from his or her home district and the program matches the accelerated instruction prescribed by the student’s GPC. *Education Code 28.0211(a-1); 19 TAC 101.2001(c), .2006(a)–(d)*

TRANSPORTATION

The District shall provide students required to attend the accelerated programs (Elementary and Middle School) with transportation to those programs if the programs occur outside of regular school hours. *Education Code 28.0211(j); 19 TAC 101.2006(b)*

DATES OF PROGRAM

Student Success Initiative – Accelerated Instruction Program

Level	Dates	Time	Location
Elementary	June 9, 10, 11, 15, 16, 17, 18 and 22	8:00 a.m. – 10:00 a.m.	Home Campus
Middle School	June 9, 10, 11, 15, 16, 17, 18 and 22	9:00 a.m. – 11:00 a.m.	Home Campus
High School E.O.C. Test Prep	June 9, 10, 11, 15, 16, 17, and 18	9:00 a.m. – 11:00 a.m.	Home Campus

Student Success Initiative – Testing

Level	Dates	Time	Location
Elementary	June 23	8:00 a.m. – 3:00 p.m.	Home Campus
Middle School	June 23	9:30 a.m. – 4:30 p.m.	Home Campus
High School	July 6 – July 10	9:30 a.m. – 4:30 p.m.	Designated Summer School Locations

Student Success Initiative – Make-Up Test

Level	Dates	Time	Location
Elementary	June 25	8:00 a.m. – 3:00 p.m.	Home Campus
Middle School	June 25	9:30 a.m. – 4:30 p.m.	Home Campus

June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5 Last Day of School	6
7	8	9 Elem / Middle SSI High School A.I	10 Elem / Middle SSI High School A.I	11 Elem / Middle SSI High School A.I	12	13
14	15 Elem / Middle SSI High School A.I	16 Elem / Middle SSI High School A.I	17 Elem / Middle SSI High School A.I	18 Elem / Middle SSI High School A.I	19	20
21	22 Elem / Middle SSI	23 Reading Re-Test for Elem/Middle	24	25 STAAR Make-Up Tests for Elem / Middle	26	27
28	29	30				

July

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6 E.O.C. Re-Test at Summer School Site	7 E.O.C. Re-Test at Summer School Site	8 E.O.C. Re-Test at Summer School Site	9 E.O.C. Re-Test at Summer School Site	10 E.O.C. Re-Test at Summer School Site	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Students that must attend SSI – Accelerated Instruction and would like to attend the District wide Summer School Program in order to meet promotion eligibility will be allowed to enroll in summer school beginning on June 24, 2015. Students will need to present an SSI completion report indicating their participation in SSI program in order to be able to enroll in the Districtwide Summer School Program.

TIMELINE (FROM 2ND STAAR ADMINISTRATION)

Grade-Advancement Requirements of the Student Success Initiative

Taken from 2015 Student Success Initiation Manual, Texas Education Agency

	Date	Action	Sample Forms for Required Notification	Sample Forms for Optional Notification and Documentation
Reading Second Administration	May 12, 2015	Administer the second STAAR grades 5 and 8 reading assessments		
	June 1, 2015	Receive student results for the STAAR grades 5 and 8 reading assessments		
	By June 8, 2015	Notify parent of results for the STAAR grades 5 and 8 reading assessment (for students who met the passing standard).	Confidential Student Report	Parent Notification of Student Performance
	By June 8, 2015	Notify parent of results for the STAAR grade 5 or 8 reading assessment and plans for the accelerated instruction (for students who did not meet the passing standard).	Parent Notification of Student Performance Confidential Student Report	
	June 17, 2015 (suggested date)	Convene and document GPC meetings for students who did not meet the passing standard in grades 5 and 8 reading (includes accelerated instruction requirements).	Confirmation of Participation in Grade Placement Committee	
	June 22, 2015 (suggested date)	Notify parent of GPC decisions	Parent Notification of Grade Placement Committee Decisions	
Reading Third Administration	June 23, 2015	Administer the third STAAR grades 5 and 8 reading assessments		
	July 10, 2015	Receive student results for the STAAR grades 5 and 8 reading assessments		
	By July 17, 2015	Notify parent of results for the STAAR grade 5 or 8 reading assessment (for students who met the passing standard).	Confidential Student Report	Parent Notification of Student Performance – R. 1
	By July 17, 2015	Notify parent of results for the STAAR grade 5 or 8 reading assessment and plans for accelerated instruction (for students who did not meet the passing standard).	Parent Notification of Student Performance – R.8 Confidential Student Report	
	August 3, 2015 (suggested date)	Convene and document GPC meetings for students who did not meet the passing standard in grades 5 and 8 reading, GPC must determine accelerated instruction that student must complete before being placed in or promoted to the next grade as well as accelerated instruction plan for next school year.	Confirmation of Participation in Grade Placement Committee – R 9	
	August 10, 2015 (suggested date)	Notify parents of GPC decisions	Parent Notification of Grade Placement Committee Decision – R. 11 GPC meeting minutes – R.10	

ELEMENTARY SUMMER LEARNING PROGRAMS

POLICIES

EIE Local Policy

Any Dallas ISD student in grades 1 – 12 who does not meet the criteria for promotion to the next grade level **may** attend extended year program(s) provided by the district in applicable content areas. A student who attends at least 90 percent of the extended – year program days in the applicable content areas shall be promoted to the next grade level at the beginning of the school year but only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

Promotion Criteria:

PK / K	Prekindergarten and kindergarten students shall not be retained due to the voluntary status of enrollment.
Grade 1	Grade 1 students shall be considered for retention if mastery of grade-level objectives is not reflected by assessments, especially in language arts and mathematics. If a student is being considered for possible retention, a parent conference must be held.
Grades 2 – 5	In grades 2–5 (and 6 if in elementary), promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards for all subject areas, and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.
Grade Advancement Testing Requirement	In addition to local standards for mastery and promotion, students in grades 5 and 8 must meet the passing standard on the currently adopted statewide assessment instrument in the subjects required under state law in order to be promoted to the next grade.

Reduction of Student Retention (EIE LOCAL)

Any student who attends optional extended-year programs with the required 90 percent attendance rate and meets the academic achievement requirements but still experiences difficulty or is defined as “at risk” shall be required to participate the following year in additional strategic intervention strategies/programs designed to provide accelerated instructional services. These campus-based strategies/programs must meet established district guidelines for such interventions

FD Legal

The District shall permit a person who is eligible under Education Code 25.001 [see GENERAL ELIGIBILITY] to attend school in the District but who is not enrolled in school in the District to enroll in a District summer school course on the same basis as a District student, including satisfaction of any course eligibility requirement and payment of any fee authorized under Education Code 11.158 [see FP] that is charged in connection with the course.

This requirement does not apply to enrollment in a Summer Intensive Mathematics Instruction Program under Education Code 29.088, a Summer Intensive Science Instruction Program under Education Code 29.090, or an Intensive Summer Program under Education Code 29.098 or in a similar intensive program. Education Code 25.008

Texas Administrative Code (TAC) Section 89.1250

Required Summer School Programs, requires districts to provide a summer school program for limited English proficient (LEP) students who will be eligible for admission to kindergarten and first grade at the beginning of the next school year. Districts operating a two-semester system shall offer the program for one-half day for eight weeks while school is recessed for the summer or a total of 120 hours of instruction

PROGRAMS

The Districtwide Summer Learning programs provide an environment where educators and students will engage in meaningful learning experiences with a very positive culture and climate. Teachers will receive instructional support and the main goal is to improve student achievement through the summer learning experience.

All of the Elementary Summer Learning Programs meet the criteria for an Intensive Mathematics Instruction Program under Education Code 29.088, a Summer Intensive Science Instructional Program under Education Code 29.090, or an Intensive Summer Program under Education Code 29.098. Students eligible for these programs are those that attended Dallas ISD Schools during the 2014-2015 school year that did not meet the criteria for promotion per Policy EIE Local.*

Intensive Traditional Elementary Summer Learning with additional Teacher Learning Lab

The Traditional Elementary Summer School Program provides students with intensive remediation in mathematics and language arts while providing additional professional development for teachers but no additional time for students. At the heart of the Learning Lab model is the relationship between mentor and mentee teachers who will spend their summer working together to challenge one another to grow as classroom leaders.

Intensive Traditional Elementary Summer Learning with Teach for America Corp Members

The Traditional Elementary Summer School Program provides students with intensive remediation in mathematics and language arts but no additional time for students. Teachers in this program will mentor Teacher for America Corp Members who will begin teaching in the fall.

Intensive Traditional Elementary Summer Learning The Traditional Elementary Summer School Program provides students with intensive remediation in mathematics and language arts.

Thriving Minds Summer Camp (TMSC) Elementary

The Thriving Minds Summer Camp provides students with intensive remediation in mathematics and language arts as well as an enrichment program at the end of the day. Enrichment will be provided by Big Thought and will be held from 2:00 p.m. to 4:30 p.m. Students are expected to attend the entire day of summer program.

STAFFING BY PROGRAM

Elementary School - Learning Lab		
QTY	Position	Staffed by:
1	Principal	Executive Director
(based on projected number of students)	Assistant Principal	Summer Learning Principal
1	Office Manager	Summer Learning Principal
1	CRC	
1	School Nurse	
1	Media Specialist	
1	Site PD Coordinator	Summer Learning Principal
1	Reading Instructional Coach	Summer Learning Principal
1	Math Instructional Coach	Summer Learning Principal
1	Science Instructional Coach	Summer Learning Principal
1	Special Education Inclusion Teacher	Special Education Department
(based on projected number of students)	Mentor Teachers	Summer Learning Principal
1	PK Teaching Assistants	Summer Learning Principal
2	Teacher Assistants	Summer Learning Principal
(based on projected number of students)	Mentee Teachers	Summer Learning Principal
(based on projected number of students)	Special Education Specialized Units* ESY	Special Education Department

* At designated locations

Elementary School- TFA		
QTY	Position	Staffed by:
1	Principal	Executive Director
(based on projected number of students)	Assistant Principal	Summer Learning Principal
1	Office Manager	Summer Learning Principal
1	CRC	
1	School Nurse	
1	Media Specialist	
1	PD Coordinator	TFA Staff
1	Reading Instructional Coach	Summer Learning Principal
1	Math Instructional Coach	Summer Learning Principal
1	Science Instructional Coach	Summer Learning Principal
1	Special Education Inclusion Teacher	Special Education Department
(based on projected number of students)	Classroom Teachers	Summer Learning Principal
1	PK Teaching Assistants	Summer Learning Principal
2	Teacher Assistants	Summer Learning Principal
(based on projected number of students)	Teach for America Teachers	TFA Staff
(based on projected number of students)	Special Education Specialized Units* ESY	Special Education Department

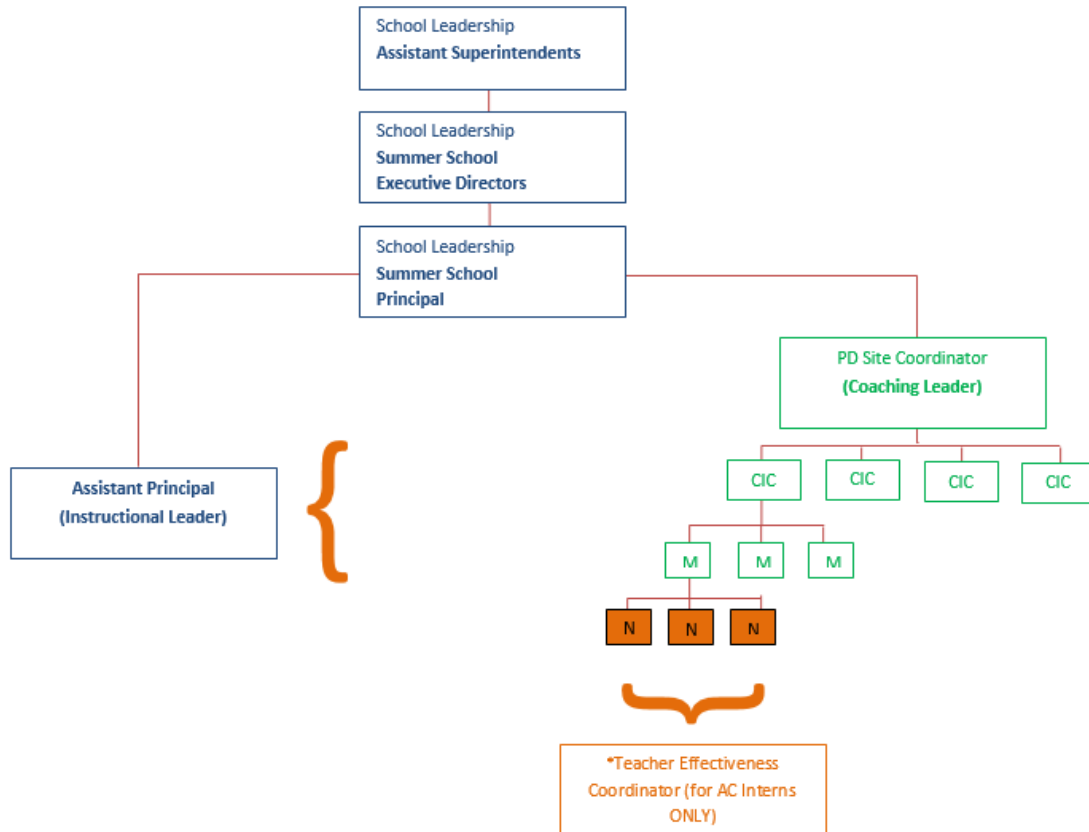
* At designated locations

Elementary School – Traditional / Thriving Minds		
QTY	Position	Staffed by:
1	Principal	Executive Director
(based on projected number of students)	Assistant Principal	Summer Learning Principal
1	Office Manager	Summer Learning Principal
1	CRC	
1	School Nurse	
1	Media Specialist	
1	Reading Instructional Coach	Summer Learning Principal
1	Math Instructional Coach	Summer Learning Principal
1	Science Instructional Coach	Summer Learning Principal
1	Special Education Inclusion Teacher	Special Education Department
(based on projected number of students)	Classroom Teachers	Summer Learning Principal
1	PK Teaching Assistants	Summer Learning Principal
2	Teacher Assistants	Summer Learning Principal
(based on projected number of students)	Special Education Specialized Units* ESY	Special Education Department

* At designated locations

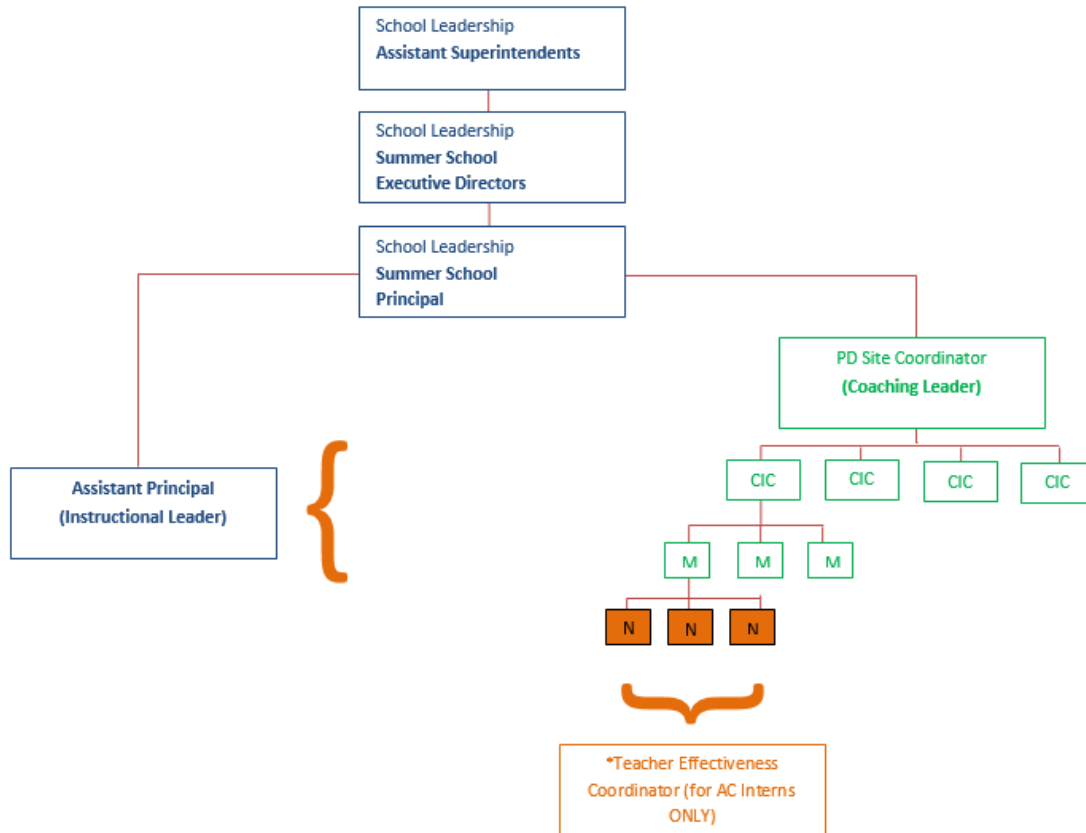
PROGRAM STRUCTURE

Learning Labs



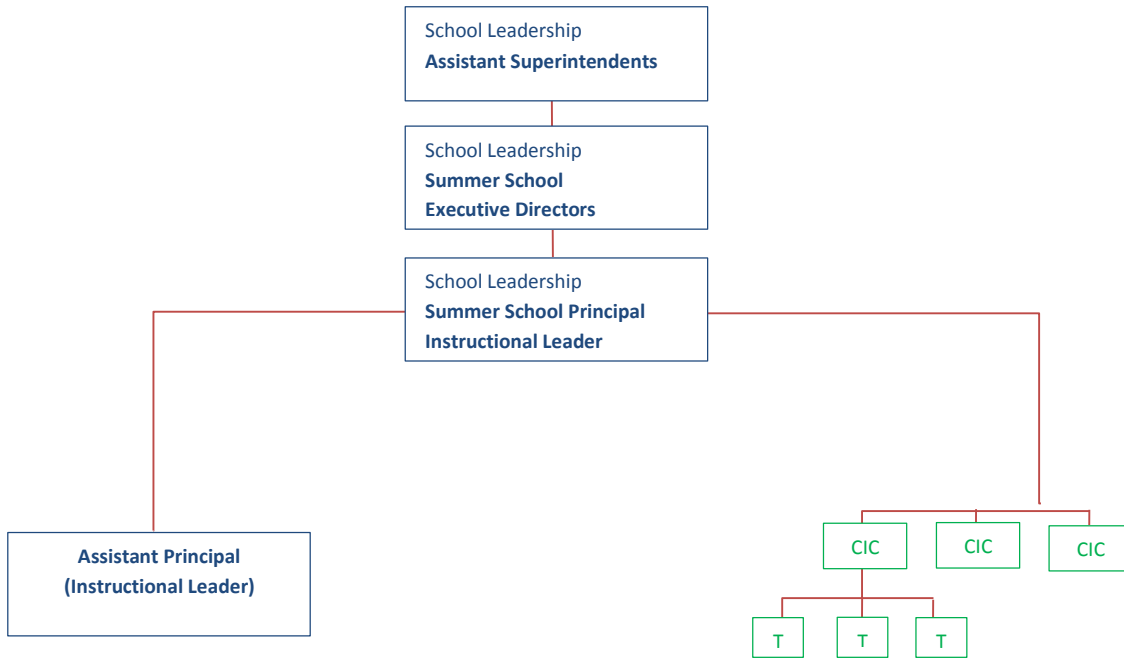
Principal	Manages Instructional Leader and Coaching Leader, analyzes campus-wide student achievement data to action plan with Instructional Leader and Coaching Leader
Asst. Principal (AP)/ / Test Coordinator	Assist in the planning, development, organization, coordination, and supervision of the instructional programs and campus activities. Manages the logistics for ACP Exams
PD Site Coordinator	Manages and develops team of CICs to grow their coaching capacities and identify/address campus-wide instructional and development needs.
Campus Instructional Coach (CIC)	Delivers PD sessions to N teachers on crafting and executing strong lesson plans, managing classrooms, other necessary content for new and progressing teachers; delivers PD sessions to M teachers to develop capacities as teacher leaders
Teacher Effectiveness Coordinator (for AC Interns ONLY)	Supports AC Interns throughout the summer process; ensures adherence to the AC programmatic requirements; collaborates with campus leadership and site PD coordinator on training needs
Master Teacher (M)	Lead teaches, co-teaches with M, engages in observation-debrief cycle with CIC and N, provides lesson plan feedback to N, attends M PD sessions delivered by Instructional Leader
Novice or Progressing Teacher (N)	Observes M, co-teaches, lead teaches with M, conducts small group instruction, engages in observation-debrief cycles with M and CIC, plans and refines lessons based on M and CIC feedback, attends N PD sessions delivered by Instructional Leader

Teach For America



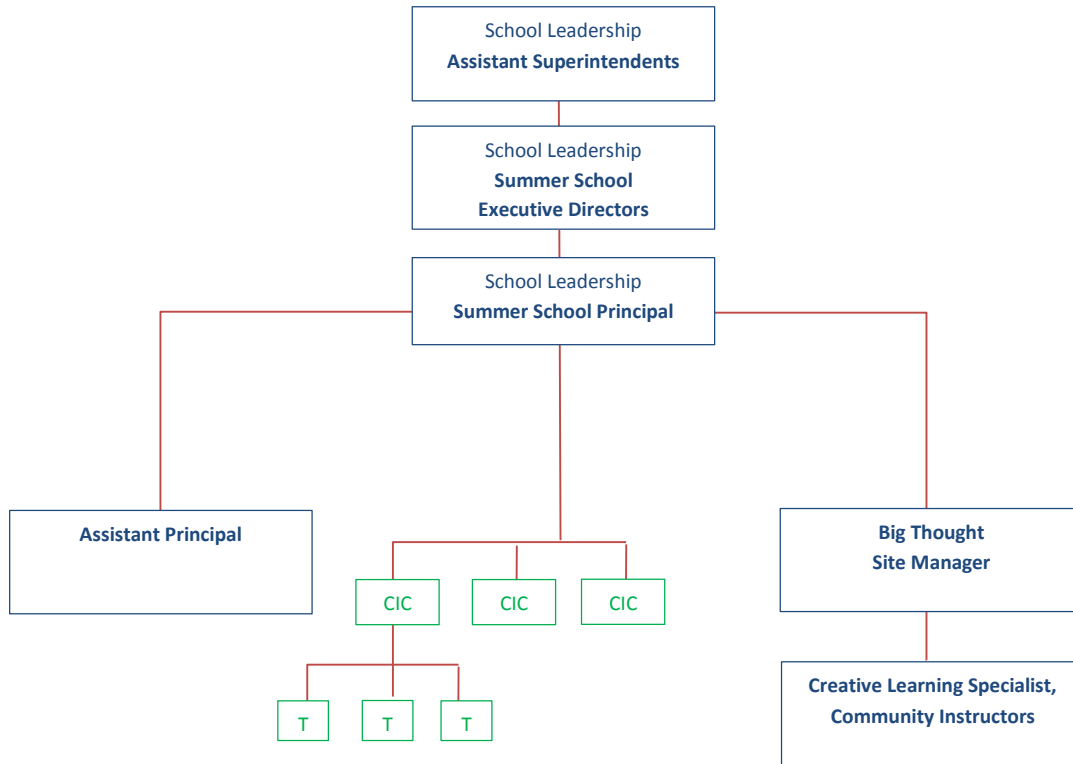
Principal	Manages Instructional Leader and Coaching Leader, analyzes campus-wide student achievement data to action plan with Instructional Leader and Coaching Leader
Asst. Principal (AP) / Test Coordinator	Assist in the planning, development, organization, coordination, and supervision of the instructional programs and campus activities. Manages the logistics for ACP Exams
PD Site Coordinator	Manages and develops team of CICs to grow their coaching capacities and identify/address campus-wide instructional and development needs.
Campus Instructional Coach (CIC)	Delivers PD sessions to N teachers on crafting and executing strong lesson plans, managing classrooms, other necessary content for new and progressing teachers; delivers PD sessions to M teachers to develop capacities as teacher leaders
Teacher Effectiveness Coordinator (for AC Interns ONLY)	Supports AC Interns throughout the summer process; ensures adherence to the AC programmatic requirements; collaborates with campus leadership and site PD coordinator on training needs
Master Teacher (M)	Lead teaches, co-teaches with M, engages in observation-debrief cycle with CIC and N, provides lesson plan feedback to N, attends M PD sessions delivered by Instructional Leader
Novice or Progressing Teacher (N)	Observes M, co-teaches, lead teaches with M, conducts small group instruction, engages in observation-debrief cycles with M and CIC, plans and refines lessons based on M and CIC feedback, attends N PD sessions delivered by Instructional Leader

Traditional



Principal	Manages Instructional Leader and Coaching Leader, analyzes campus-wide student achievement data to action plan with Instructional Leader and Coaching Leader
Asst. Principal (AP)/ / Test Coordinator	Assist in the planning, development, organization, coordination, and supervision of the instructional programs and campus activities. Manages the logistics for ACP Exams
Campus Instructional Coach (CIC)	Delivers PD sessions to teachers on crafting and executing strong lesson plans, managing classrooms, other necessary; delivers PD sessions to teachers to develop capacities as teacher leaders

Thriving Minds



Principal	Manages Instructional Leader and Coaching Leader, analyzes campus-wide student achievement data to action plan with Instructional Leader and Coaching Leader
Asst. Principal (AP) / Test Coordinator	Assist in the planning, development, organization, coordination, and supervision of the instructional programs and campus activities. Manages the logistics for ACP Exams
Campus Instructional Coach (CIC)	Delivers PD sessions to teachers on crafting and executing strong lesson plans, managing classrooms, other necessary; delivers PD sessions to teachers to develop capacities as teacher leaders
Site Manager	<p>Work closely with Principal on scheduling and other camp logistics, especially as it impacts integration and studio times.</p> <p>Manages Big Thought contract personnel, including the signing and processing of invoices.</p> <p>Ensure all necessary paperwork is collected for students who will be reported to TEA through TX21st.</p> <p>Responsible for collecting TEA related attendance and program data for all students at summer site and providing that information to other Big Thought CSM for data entry into TX21st.</p> <p>Other responsibilities as assigned by Regional Manager or Principal.</p> <p>Attend all applicable orientation and professional development sessions, as well as weekly grade level planning “PLC” meetings during the camp.</p> <p>Responsible for entering own data into TX21st on a daily basis.</p>

DATES / TIMES BY PROGRAM

<i>Program</i>	<i>Dates</i>	<i>Student Times</i>	<i>Instruction</i>
Intensive Learning Lab, TFA, and Traditional Elementary Summer School Program	June 15 – July 16	8:00 a.m. – 2:00 p.m.	Core Remediation
Thriving Minds Summer Camp	June 15 – July 16	8:00 a.m. – 2:00 p.m.	Core Remediation
Thriving Minds Summer Camp	June 15 – July 16	2:00 p.m. – 4:30 p.m.	Enrichment

Hourly Supplemental Pay Employees Dates/ Times

<i>Programs</i>	<i>Dates</i>	<i>Hours</i>	<i>Hours of Pay</i>
Intensive Learning Lab, TFA, and Traditional Elementary Summer School Program	June 15 – July 16	7:30 a.m. – 2:30 p.m.	6.5
Thriving Minds Summer Camp	June 15 – July 16	7:30 a.m. – 2:30 p.m.	6.5

June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 Elem Summer School Begins	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16 Last Day of Elem Summer School	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

ELEMENTARY PROGRAM TIME ALLOTMENTS FOR CORE REMEDIATION

Course	Time	Assessment
READING / LANGUAGE ARTS	120 MINUTES	READING ACP
TRANSITION	5 MINUTES	
MATHEMATICS TRANSITION	120 MINUTES 5 MINUTES	MATHEMATICS ACP
LUNCH	30 MINUTES	
TRANSITION	10 MINUTES	
ACADEMIC ENRICHMENT	70 MINUTES	N/A

LOCATIONS

Host Site	Feeder Schools
Callejo Traditional	Guzick, Richardson, Rowe, San Jacinto, Silberstein, Tatum, Urban Park
Carr TMSC	Allen, Arcadia Park, Carver, DeZavala, Earhart, Kahn, Lanier Martinez, Rosemont, Stevens Park
Foster TFA Site	Saldivar, Knight, Calliet, Field, Polk, Williams, Walnut Hill, Burnet, Cigarroa
Highland Meadows TMSC	McShan, Lowe, J Stone, Hotchkiss, Reilley, Casa View, Gill
Kennedy Traditional	Lipscomb, Lee, Milam, Houston, Medrano, Ray, Zaragoza, Maple Lawn, Hernandez, Chavez, Lakewood, Stonewall Jackson
King Traditional	Roberts, Mt. Auburn, Dunbar, Rhoads, Rice, Mata
McNair Traditional	Weiss, U Lee, Alexander, Terry, Turner, Twain, Carpenter, Webster, Tolbert
Mills Learning Lab Site	Johnston, Bowie, Hogg, Botello, Reagan, Peeler, Jordan, Russell, Bryan, Miller, Starks, Budd
Moseley Traditional	Halliday, Lagow, Cuellar, Anderson, Dorsey, Macon, Blair
Nathan Adams TMSC	Frank, Junkins, Bush, Cabell, Marcus, Gooch, DeGolyer, Withers, Kramer, Preston Hollow, Pershing
Pleasant Grove Traditional	Runyon, Titche, Blanton, Hawthorne, JQ Adams, Ireland, Gonzalez, Burleson, Douglass
Reinhardt Traditional	Bayles, Conner, Truett, Kiest, Smith, Sanger, Hexter, Rogers
Seagoville North Learning Lab Site	Central, Seagoville, Kleberg
Soto TMSC	Cochran, Bethune, Stemmons, Hall, Brashear, Cowart, Moreno, Henderson, Winnetka, Salazar, Hooe, Peabody, Jones, LO Donald
Young TMSC	Bushman, Pease, Ervin, Wilmer Hutchins, Thornton, Marsalis, Oliver, Holland,

Students can only attend the summer school location listed as the HOST site based on the feeder school location they attend during the school year. Students whose parents have moved during the summer and would like to attend a different host school, must present proof of address in order to be changed to a different location. Students who attend a magnet school during the regular school year may enroll for summer school courses at the school location based on their home address.

TRANSPORTATION

Transportation will run much as it does during the regular school year, which includes **no transportation for PK students** and no additional teacher bus monitors. Bus schedules will be listed on the summer school website at www.dallasisd.org/summerschool.

Transportation services may be available to special needs ESY students depending on ARD committee recommendation.

STUDENT INELIGIBILITY

Students who met promotion criteria per EIE Local Policy are not eligible for summer school.

Students that met promotion criteria but did not meet the 90% attendance requirement may not attend summer school to make up the time.

STUDENT ELIGIBILITY BY GRADE LEVEL

Students **must** meet eligibility criteria in order to attend the District Summer School Program. Only students that did not meet promotion criteria or are considered a retention candidate may attend the Districtwide Summer Program – all other students are ineligible unless they attend an ESY program or enrichment program offered at the summer school location.

Students that must attend SSI – Accelerated Instruction and would like to attend the District wide Summer School Program in order to meet promotion eligibility will be allowed to enroll in summer school beginning on June 24, 2015. Students will need to present an SSI completion report indicating their participation in SSI program in order to be able to enroll in the Districtwide Summer School Program.

PK and Kinder - Space for PK and Kinder is limited and will be based on a first come first serve basis.

Student Group	Scenario	Retention Candidate?	May attend the optional intensive summer math, science, language arts program*
PK Students	Shall not be retained due to the voluntary status of enrollment	NO	YES
Kinder Students	Shall not be retained due to the voluntary status of enrollment	NO	YES

*The optional intensive summer math, science, language arts program is for students that attend DISD during the 2014-2015 school year to be enrolled at a location that offers this course. **Transportation is not provided for students in PK.**

Grade 1

Retention and Optional Summer Programs Chart

Student Group	Criteria	Retention Candidate?	May attend Optional Summer School Program
Grade 1 Students	Met Mastery of grade-level objectives especially in language arts and math	NO	No summer program
	Did Not Meet Mastery of grade-level objectives especially in language arts and math	YES	YES

Grades 2 – 4

Retention and Optional Summer Programs Chart

Student Group	Criteria	Retention Candidate?	May* Attend (Optional) Summer School Program
Grade 2 Student	<ul style="list-style-type: none"> • Meets overall average of 70 <u>and</u> • Receives a grade of 70 or above in three of the four following areas: language arts, math, science, social studies 	NO	NO
	<ul style="list-style-type: none"> • Meets overall average of 70 <u>and</u> • Does NOT receive a grade of 70 or above in three of the four following areas: language arts, math, science, social studies 	YES	YES
	<ul style="list-style-type: none"> • Does Not Meet overall average of 70 <u>and</u> • Does NOT receive a grade of 70 or above in three of the four following areas: language arts, math, science, social studies 	YES	YES
Grade 3 Student	<ul style="list-style-type: none"> • Meets overall average of 70 <u>and</u> • Receives a grade of 70 or above in three of the four following areas: language arts, math, science, social studies 	NO	NO
	<ul style="list-style-type: none"> • Meets overall average of 70 <u>and</u> • Does NOT receive a grade of 70 or above in three of the four following areas: language arts, math, science, social studies 	YES	YES
	<ul style="list-style-type: none"> • Does Not Meet overall average of 70 <u>and</u> • Does Not receive a grade of 70 or above in three of the four following areas: language arts, math, science, social studies 	YES	YES
Grade 4 Student	<ul style="list-style-type: none"> • Meets overall average of 70 <u>and</u> • Receives a grade of 70 or above in three of the four following areas: language arts, math, science, social studies 	NO	NO
	<ul style="list-style-type: none"> • Meets overall average of 70 <u>and</u> • Does NOT receive a grade of 70 or above in three of the four following areas: language arts, math, science, social studies 	YES	YES
	<ul style="list-style-type: none"> • Does Not Meet overall average of 70 <u>and</u> • Does NOT receive a grade of 70 or above in three of the four following areas: language arts, math, science, social studies 	YES	YES

*May Attend – Means that a student is NOT REQUIRED to attend Summer School but is highly encouraged to ensure success at the next grade level.

Grade 5

Retention and Optional Summer Programs Chart

Student Group	Criteria	Retention Candidate?	May* Attend (Optional) Summer School Program Only	(Required) Accelerated Instruction Only	Must Attend Accelerated Instruction AND May Attend Summer School to meet Promotion Criteria
Grade 5 Student	<ul style="list-style-type: none"> Meets overall average of 70 and Receives a grade of 70 or above in three of the four following areas: language arts, math, science, social studies and passes STAAR requirements 	NO			NO
	<ul style="list-style-type: none"> Meets overall average of 70 and Does not receive a grade of 70 or above in three of the four following areas: language arts, math, science, social studies and Fails STAAR requirements 	YES			YES
	<ul style="list-style-type: none"> Does Not Meet overall average of 70 and Receives a grade of 70 or above in three of the four following areas: language arts, math, science, social studies and Fails STAAR requirements 	YES			YES
	<ul style="list-style-type: none"> Does Not Meet overall average of 70 and Does not receive a grade of 70 or above in three of the four following areas: language arts, math, science, social studies and Fails STAAR requirements 	YES			YES
	<ul style="list-style-type: none"> Meets overall average of 70 and Receives a grade of 70 or above in three of the four following areas: language arts, math, science, social studies and Fails STAAR requirements 	YES		YES	NO
	<ul style="list-style-type: none"> Does Not Meet overall average of 70 and Receives a grade of 70 or above in three of the four following areas: language arts, math, science, social studies and Passes STAAR requirements 	YES	YES		NO
	<ul style="list-style-type: none"> Does Not Meet overall average of 70 and Does not receive a grade of 70 or above in three of the four following areas: language arts, math, science, social studies and Passes STAAR requirements 	YES	YES		NO

*May Attend – Means that a student is NOT REQUIRED to attend Summer School but is highly encouraged to ensure success at the next grade level.

CURRICULUM RESOURCES

- Pre-K
- Mathematics
- Reading Language Arts
- Science
- Social Studies
- Enrichment Content for Elementary and Middle Schools
- Library Media Resources
- Teach for America Lesson

<https://sites.google.com/a/dallasisd.org/cc-summer/home/>

Home >
Reading/Language Arts

Summer School ACP Blueprints

Grade 3	Grade 4	Grade 5
Grade 6	Grade 7	Grade 8
English I	English II	English III
Semester 1 Semester 2	Semester 1 Semester 2	Semester 1 Semester 2
English IV		
Semester 1 Semester 2		

Summer School Scope & Sequence & Pacing Guides

Grade 3	Grade 4	Grade 5
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English IV		
Semester 1 Semester 2		

Comments

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PROFESSIONAL DEVELOPMENT

The rate of pay for professional development for staff members receiving an hourly supplemental rate is \$20 / hour. This does not include principals and assistant principals since they receive a flat stipend for the entire summer school program. Professional development held prior to the beginning of summer school and professional development held on the afternoons on the days of the summer school fall in the \$20 / hour category.

All Staff

6/9/15 AM	Summer 2015 Leadership Academy <i>continued</i> <ul style="list-style-type: none"> • Learning Lab PD Coordinator • Summer School Traditional and Learning Lab CICs • Learning Lab Master Teachers • *AC Teachers 	Professional Development: <ul style="list-style-type: none"> • Preparation for 6/9 & 6/10 teacher PD • Content PD *AC Teachers - AC Department programmatic PD
6/9/15 PM	Summer 2015 Official Kick-off <ul style="list-style-type: none"> • All Summer School Staff 	Professional Development: <ul style="list-style-type: none"> • Summer School 2015 • Unpacking the Summer School Pacing Guide TEKS and aligning LOs, DOLs, MRS, and PAI
6/10/15	<ul style="list-style-type: none"> • Learning Lab PD Coordinator • All Summer School Traditional and Learning Lab CICs • AC Teachers • All Learning Lab Master Teachers • Learning Lab Elementary, Middle School, and High School Teachers • Summer School Traditional Elementary Teachers • Summer School Traditional Middle School Teachers • Summer School Traditional High School Teachers 	AM - Professional Development: <ul style="list-style-type: none"> • Building effective Unit Plans and Lesson Plans • Using <i>DOLs</i> to inform instruction • Content PD • Accessing Teacher Resources PM - Team Planning Starts <ul style="list-style-type: none"> • Data Analysis • Unit and Lesson Planning
6/11/15	<ul style="list-style-type: none"> • Learning Lab PD Coordinator • Summer School Traditional and Learning Lab CICs • AC Teachers • Learning Lab Master Teachers • Learning Lab Elementary, Middle School, and High School Teachers • All Summer School Traditional Elementary, Middle School, and High School Teachers 	Campus-based Professional Learning Communities Room prep

WEEKLY COACHES' PD WITH TEACHING AND LEARNING

<p>Weekly CIC PD with T&L</p>	<ul style="list-style-type: none"> • Learning Lab PD Coordinator • All Summer School Traditional and Learning Lab CICs 	<ul style="list-style-type: none"> • Enhancing the Dallas ISD instructional framework (curriculum alignment, creating effective Lesson Objectives, Demonstrations of Learning, use of Multiple Response Strategies, and Purposeful and Aligned Instruction) • Expanding pedagogical skill set • Deeper understanding of student learning and child development to build effective differentiation strategies to support at-risk students, students with special needs, ELL students, and gifted students • Use of data to inform instruction • Integrate technology into Unit and Lesson Planning (using online/web-based resources)
<p>Weekly campus-based PD</p>	<p>Developed by the campus leadership team</p>	

MIDDLE SCHOOL SUMMER LEARNING PROGRAMS

POLICIES

EIE Local Policy

Any Dallas ISD student in grades 1 – 12 who does not meet the criteria for promotion to the next grade level **may** attend extended year program(s) provided by the district in applicable content areas. A student who attends at least 90 percent of the extended – year program days in the applicable content areas shall be promoted to the next grade level at the beginning of the school year but only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

A maximum of two middle school foundation courses may be taken in summer school. A student who has failed three foundation courses may attend summer school and shall be eligible for promotion if his or her summer school grades enable him or her to meet the promotion criteria. A student who attends 90 percent of the summer school session in one or two failed foundation courses may be exempted from the mandatory accelerated instruction program. A student who has failed more than three foundation courses may attend summer school if he or she so chooses but shall not be eligible for promotion.

Promotion Criteria:

Grades 6-8

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, science, and social studies.

Grade Advancement Testing Requirement

In addition to local standards for mastery and promotion, students in grades 5 and 8 must meet the passing standard on the currently adopted statewide assessment instrument in the subjects required under state law in order to be promoted to the next grade.

Reduction of Student Retention (EIE LOCAL)

Any student who attends optional extended-year programs with the required 90 percent attendance rate and meets the academic achievement requirements but still experiences difficulty or is defined as “at risk” shall be required to participate the following year in additional strategic intervention strategies/programs designed to provide accelerated instructional services. These campus-based strategies/programs must meet established district guidelines for such interventions

FD Legal

The District shall permit a person who is eligible under Education Code 25.001 [see GENERAL ELIGIBILITY] to attend school in the District but who is not enrolled in school in the District to enroll in a District summer school course on the same basis as a District student, including satisfaction of any course eligibility requirement and payment of any fee authorized under Education Code 11.158 [see FP] that is charged in connection with the course.

This requirement does not apply to enrollment in a Summer Intensive Mathematics Instruction Program under Education Code 29.088, a Summer Intensive Science Instruction Program under Education Code 29.090, or an Intensive Summer Program under Education Code 29.098 or in a similar intensive program. *Education Code 25.008*

PROGRAMS

The Districtwide Summer School programs provide an environment where educators and students will engage in meaningful learning experiences with a very positive culture and

climate. Teachers will receive instructional support and the main goal is to improve student achievement through the summer school experience.

All of the Middle School Summer Learning Programs meet the criteria for an Intensive Mathematics Instruction Program under Education Code 29.088, a Summer Intensive Science Instructional Program under Education Code 29.090, or an Intensive Summer Program under Education Code 29.098. Students eligible for these programs are those that attended Dallas ISD Schools during the 2014-2015 school year that did not meet the criteria for promotion per Policy EIE Local.*

Intensive Traditional Middle School Summer School with additional Teacher Learning Lab

The Traditional Middle School Summer School Program provides students with intensive remediation in mathematics, language arts, science and social studies while providing additional professional development for teachers but no additional time for students. At the heart of the Learning Lab model is the relationship between mentor and mentee teachers who will spend their summer working together to challenge one another to grow as classroom leaders.

Intensive Traditional Elementary Summer School with Teach for America Corp Members

The Traditional Middle School Summer School Program provides students with intensive remediation in mathematics, language arts, science and social studies but no additional time for students. Teachers in this program will mentor Teacher for America Corp Members who will begin teaching in the fall.

Intensive Traditional Middle School Summer School

The Traditional Middle School Summer School Program provides students with intensive remediation in mathematics, language arts, science and social studies.

STAFFING BY PROGRAM

Middle School - Learning Lab		
QTY	Position	Staffed by:
1	Principal	Executive Director
(based on projected number of students)	Assistant Principal	Summer School Principal
1	Office Manager	Summer School Principal
1	Data Controller	
1	Counselor	
1	School Nurse	
2	Security Officers	
1	Media Specialist	
1	Site PD Coordinator	Summer School Principal
1	Reading Instructional Coach	Summer School Principal
1	Math Instructional Coach	Summer School Principal
1	Science Instructional Coach	Summer School Principal
1	Social Studies Instructional Coach	Summer School Principal
1	Special Education Inclusion Teacher	Special Education Department
(based on projected number of students)	Mentor Teachers	Summer School Principal
(based on projected number of students)	Mentee Teachers	Summer School Principal
(based on projected number of students)	Special Education Specialized Units* ESY	Special Education Department

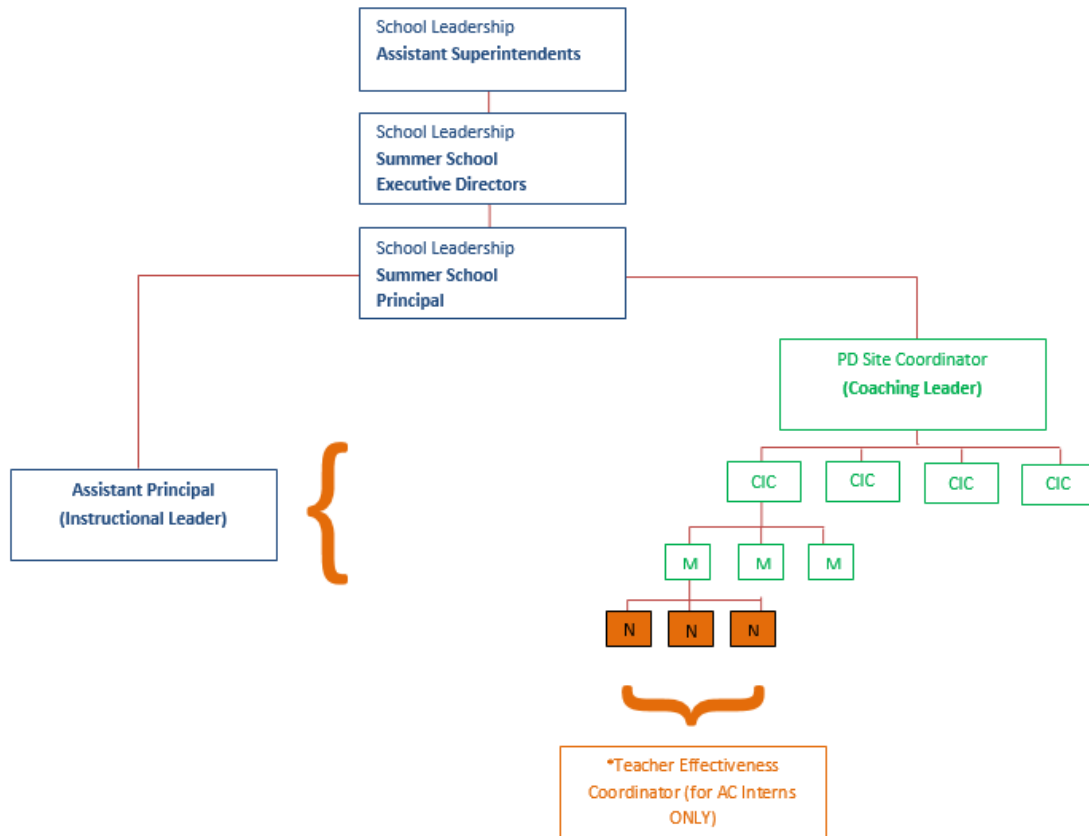
Middle School- TFA		
QTY	Position	Staffed by:
1	Principal	Executive Director
(based on projected number of students)	Assistant Principal	Summer School Principal
1	Office Manager	Summer School Principal
1	Data Controller	
1	Counselor	
1	School Nurse	
2	Security Officers	
1	Media Specialist	
1	PD Coordinator	TFA Staff
1	Reading Instructional Coach	Summer School Principal
1	Math Instructional Coach	Summer School Principal
1	Science Instructional Coach	Summer School Principal
1	Social Studies Instructional Coach	Summer School Principal
1	Special Education Inclusion Teacher	Special Education Department
(based on projected number of students)	Classroom Teachers	Summer School Principal
(based on projected number of students)	Teach for America Teachers	TFA Staff
(based on projected number of students)	Special Education Specialized Units* ESY	Special Education Department

Middle School- Traditional		
QTY	Position	Staffed by:
1	Principal	Executive Director
(based on projected number of students)	Assistant Principal	Summer School Principal
1	Office Manager	Summer School Principal
1	Data Controller	
1	Counselor	
1	School Nurse	
2	Security Officers	
1	Media Specialist	
1	Reading Instructional Coach	Summer School Principal
1	Math Instructional Coach	Summer School Principal
1	Science Instructional Coach	Summer School Principal
1	Social Studies Instructional Coach	Summer School Principal
1	Special Education Inclusion Teacher	Special Education Department
(based on projected number of students)	Classroom Teachers	Summer School Principal
(based on projected number of students)	Special Education Specialized Units* ESY	Special Education Department

* At designated locations

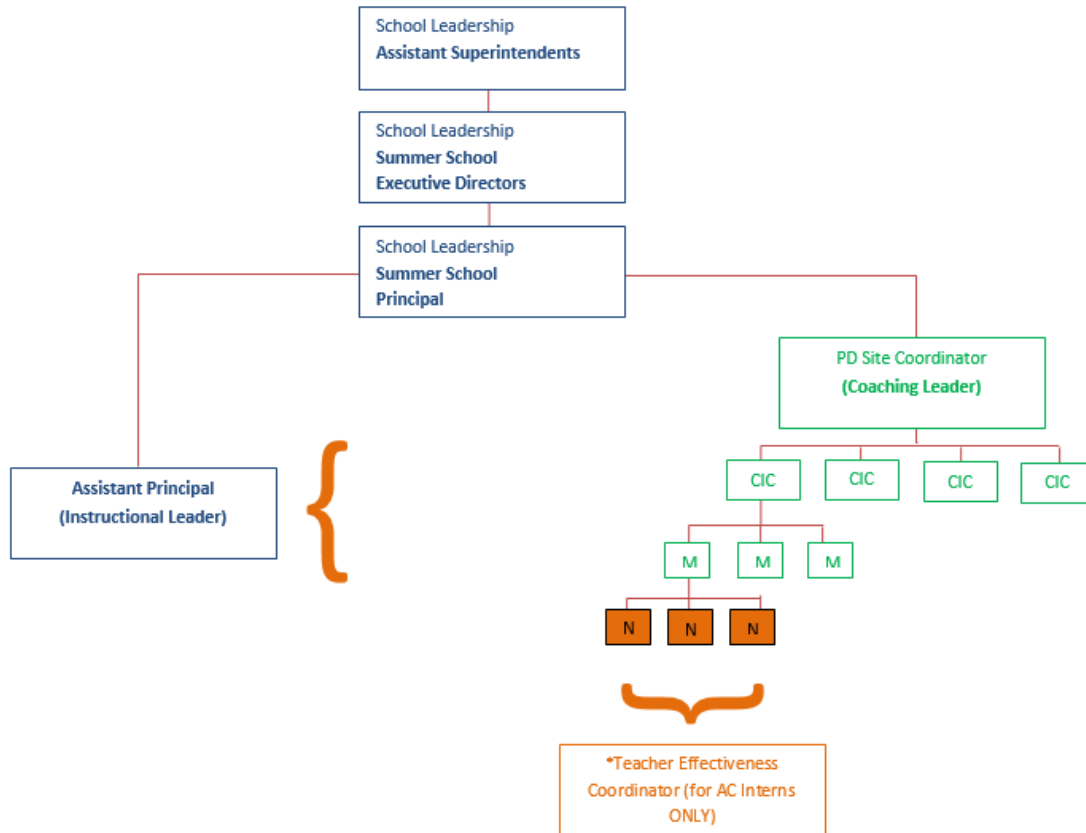
PROGRAM STRUCTURE

Learning Labs



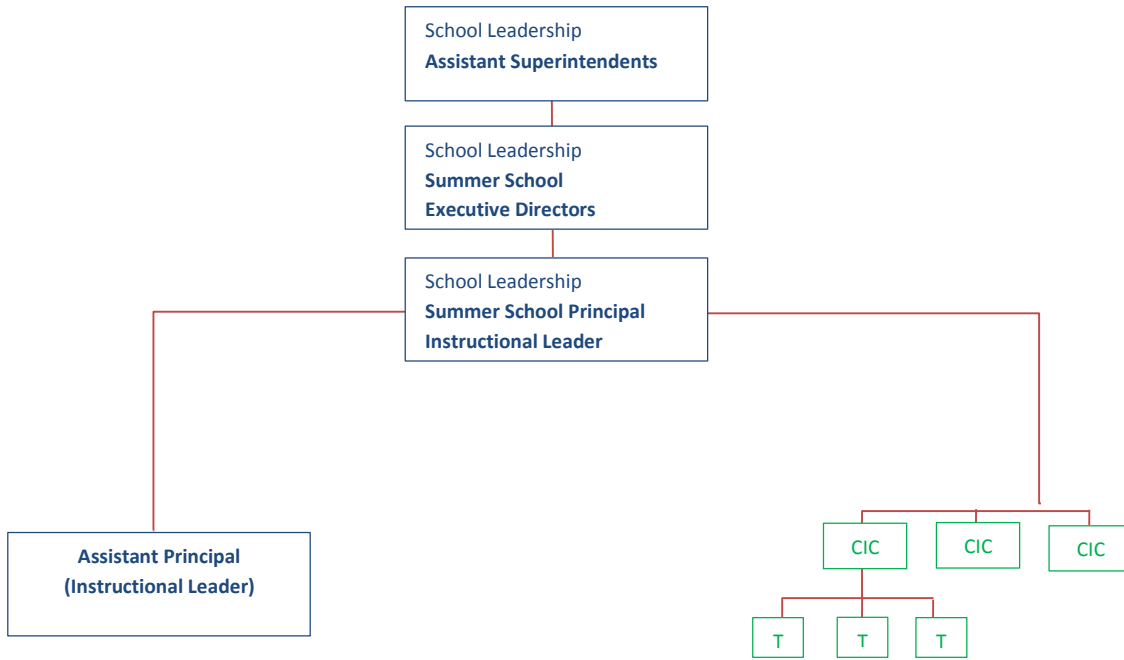
Principal	Manages Instructional Leader and Coaching Leader, analyzes campus-wide student achievement data to action plan with Instructional Leader and Coaching Leader
Asst. Principal (AP)/ / Test Coordinator	Assist in the planning, development, organization, coordination, and supervision of the instructional programs and campus activities. Manages the logistics for ACP Exams
PD Site Coordinator	Manages and develops team of CICs to grow their coaching capacities and identify/address campus-wide instructional and development needs.
Campus Instructional Coach (CIC)	Delivers PD sessions to N teachers on crafting and executing strong lesson plans, managing classrooms, other necessary content for new and progressing teachers; delivers PD sessions to M teachers to develop capacities as teacher leaders
Teacher Effectiveness Coordinator (for AC Interns ONLY)	Supports AC Interns throughout the summer process; ensures adherence to the AC programmatic requirements; collaborates with campus leadership and site PD coordinator on training needs
Master Teacher (M)	Lead teaches, co-teaches with M, engages in observation-debrief cycle with CIC and N, provides lesson plan feedback to N, attends M PD sessions delivered by Instructional Leader
Novice or Progressing Teacher (N)	Observes M, co-teaches, lead teaches with M, conducts small group instruction, engages in observation-debrief cycles with M and CIC, plans and refines lessons based on M and CIC feedback, attends N PD sessions delivered by Instructional Leader

Teach For America



Principal	Manages Instructional Leader and Coaching Leader, analyzes campus-wide student achievement data to action plan with Instructional Leader and Coaching Leader
Asst. Principal (AP) / Test Coordinator	Assist in the planning, development, organization, coordination, and supervision of the instructional programs and campus activities. Manages the logistics for ACP Exams
PD Site Coordinator	Manages and develops team of CICs to grow their coaching capacities and identify/address campus-wide instructional and development needs.
Campus Instructional Coach (CIC)	Delivers PD sessions to N teachers on crafting and executing strong lesson plans, managing classrooms, other necessary content for new and progressing teachers; delivers PD sessions to M teachers to develop capacities as teacher leaders
Teacher Effectiveness Coordinator (for AC Interns ONLY)	Supports AC Interns throughout the summer process; ensures adherence to the AC programmatic requirements; collaborates with campus leadership and site PD coordinator on training needs
Master Teacher (M)	Lead teaches, co-teaches with M, engages in observation-debrief cycle with CIC and N, provides lesson plan feedback to N, attends M PD sessions delivered by Instructional Leader
Novice or Progressing Teacher (N)	Observes M, co-teaches, lead teaches with M, conducts small group instruction, engages in observation-debrief cycles with M and CIC, plans and refines lessons based on M and CIC feedback, attends N PD sessions delivered by Instructional Leader

Traditional



Principal	Manages Instructional Leader and Coaching Leader, analyzes campus-wide student achievement data to action plan with Instructional Leader and Coaching Leader
Asst. Principal (AP)/ / Test Coordinator	Assist in the planning, development, organization, coordination, and supervision of the instructional programs and campus activities. Manages the logistics for ACP Exams
Campus Instructional Coach (CIC)	Delivers PD sessions to teachers on crafting and executing strong lesson plans, managing classrooms, other necessary; delivers PD sessions to teachers to develop capacities as teacher leaders

DATES / TIMES BY PROGRAM

<i>Program</i>	<i>Dates</i>	<i>Times</i>
Intensive Traditional Middle School Learning Lab, TFA and Traditional Summer School Program	June 15 – July 16	9:00 a.m. – 3:00 p.m.

Hourly Supplemental Pay Employees Dates/ Times

<i>Programs</i>	<i>Dates</i>	<i>Hours</i>	<i>Hours of Pay</i>
Intensive Traditional Middle School Learning Lab, TFA and Traditional Summer School Program	June 15 – July 16	8:30 a.m. – 3:30 p.m.	6.5

June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 Middle School Summer School Begins	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16 Last Day of Middle School Summer School	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MIDDLE SCHOOL PROGRAM TIME ALLOTMENTS FOR CORE REMEDIATION

Course	Time	Assessment
CORE CONTENT COURSE FAILED: MATHEMATICS, READING, LANGUAGE ARTS, SCIENCE, SOCIAL STUDIES	120 MINUTES	CONTENT ACP
CORE CONTENT COURSE FAILED: MATHEMATICS, READING, LANGUAGE ARTS, SCIENCE, SOCIAL STUDIES	120 MINUTES	CONTENT ACP
LUNCH	30 MINUTES	
ACADEMIC ENRICHMENT	60 MINUTES	N/A

LOCATIONS

Host Site	Feeder Schools
Atwell Traditional	Zan Holmes, Browne, Zumwalt
Dealey Traditional	E.D. Walker, Franklin
Hill Traditional	Gaston, Tasby
Lang Traditional	Hood, Florence, Richards
Long Traditional	Dade, Spence
Medrano TFA	Cary, Rusk, Marsh
O.W. Holmes Learning Lab Site	Kennedy Curry, Garcia, Storey, Comstock
Seagoville Middle Learning Lab Site	Balch Springs
Stockard Traditional	Greiner, Quintanilla, Edison, Rosemont Middle

Students can only attend the summer school location listed as the HOST site based on the feeder school location they attend during the school year. Students whose parents have moved during the summer and would like to attend a different host school, must present proof of address in order to be changed to a different location. Students who attend a magnet school during the regular school year may enroll for summer school courses at the school location based on their home address.

TRANSPORTATION

Transportation will run much as it does during the regular school year. Bus schedules will be listed on the summer school website at www.dallasisd.org/summerschool.

Transportation services may be available to special needs ESY students depending on ARD committee recommendation.

STUDENT ELIGIBILITY

Students must meet eligibility criteria in order to attend the District Summer School Program. Only students that did not meet promotion criteria or are considered a retention candidate may attend the Districtwide Summer Program – all other students are ineligible unless they attend an ESY program or enrichment program offered at the summer school location.

Middle School Students Grades 6 – 8

Number of failed courses	May Attend Summer School	Considered for Promotion?
1	Yes – Must be enrolled in 2 courses	Yes – Must complete courses successfully and attend 90% of the summer session
2	Yes – May take up to 2 courses	Yes – Must complete courses successfully and attend 90% of the summer session
3	Yes – may only take 2 courses	Yes – Must complete courses successfully and attend 90% of the summer session
More than 3	Yes	No

Grades 6 - 7

Retention and Optional Summer Programs Chart

Student Group	Criteria	Retention Candidate?	May* Attend (Optional) Summer School Program at a Traditional Site or Thriving Minds Camp
Grade 6 Student	<ul style="list-style-type: none"> • Meets overall average of 70 <u>and</u> • Receives a grade of 70 or above in three of the four following areas: language arts, math, science, social studies 	N	
	<ul style="list-style-type: none"> • Meets overall average of 70 <u>and</u> • Does NOT receive a grade of 70 or above in three of the four following areas: language arts, math, science, social studies 	Y	X
	<ul style="list-style-type: none"> • Does Not Meet overall average of 70 <u>and</u> • Does Not receive a grade of 70 or above in three of the four following areas: language arts, math, science, social studies 	Y	X
Grade7 Student	<ul style="list-style-type: none"> • Meets overall average of 70 <u>and</u> • Receives a grade of 70 or above in three of the four following areas: language arts, math, science, social studies 	N	
	<ul style="list-style-type: none"> • Meets overall average of 70 <u>and</u> • Does NOT receive a grade of 70 or above in three of the four following areas: language arts, math, science, social studies 	Y	X
	<ul style="list-style-type: none"> • Does Not Meet overall average of 70 <u>and</u> • Does Not receive a grade of 70 or above in three of the four following areas: language arts, math, science, social studies 	Y	X

*May Attend – Means that a student is NOT REQUIRED to attend Summer School but is highly encouraged to do so in order to ensure success at the next grade level.

Grade 8

Grade Advancement Testing Requirement

Students in grade 8 must meet the passing standard on the currently adopted statewide assessment instrument in the subjects required under state law in order to be promoted to the next grade level.

Student Group	Criteria	Retention Candidate?	May* Attend (Optional) Summer School Program	(Required) Accelerated Instruction Only	Must Attend Accelerated Instruction AND May Attend Summer School to meet Promotion Criteria
Grade 8 Student	<ul style="list-style-type: none"> Meets overall average of 70 and Receives a grade of 70 or above in three of the following areas: language arts, math, science, social studies and passes STAAR requirements 	N			
	<ul style="list-style-type: none"> Meets overall average of 70 and Does not receive a grade of 70 or above in three of the four following areas: language arts, math, science, social studies and Fails STAAR requirements 	Y			X
	<ul style="list-style-type: none"> Does Not Meet overall average of 70 and Receives a grade of 70 or above in three of the four following areas: language arts, math, science, social studies and Fails STAAR requirements 	Y			X
	<ul style="list-style-type: none"> Does Not Meet overall average of 70 and Does not receive a grade of 70 or above in three of the four following areas: language arts, math, science, social studies and Fails STAAR requirements 	Y			X
	<ul style="list-style-type: none"> Meets overall average of 70 and Receives a grade of 70 or above in three of the four following areas: language arts, math, science, social studies and Fails STAAR requirements 	Y		X	
	<ul style="list-style-type: none"> Does Not Meet overall average of 70 and Receives a grade of 70 or above in three of the four following areas: language arts, math, science, social studies and Passes STAAR requirements 	Y	X		
	<ul style="list-style-type: none"> Does Not Meet overall average of 70 and Does not receive a grade of 70 or above three of the four following areas: language arts, math, science, social studies and Passes STAAR requirements 	Y	X		

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- Mathematics
- Reading Language Arts
- Science
- Social Studies
- Enrichment Content for Elementary and Middle Schools
- Library Media Resources
- Teach for America Lesson

<https://sites.google.com/a/dallasisd.org/cc-summer/home/>

The screenshot shows a web browser window with the following content:

Navigation menu: Home, Pre-K, K - 2, Reading/Language Arts, Mathematics, Science, Social Studies, Other Content Areas, Sitemap, Recent Site Activity

Home >
Reading/Language Arts

Summer School ACP Blueprints

Grade 3	Grade 4	Grade 5
Grade 6	Grade 7	Grade 8
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Semester 1 Semester 2	Semester 1 Semester 2	Semester 1 Semester 2
English IV		
Semester 1 Semester 2		

Summer School Scope & Sequence & Pacing Guides

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Semester 1 Semester 2		

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All Staff

6/9/15 AM	Summer 2015 Leadership Academy <i>continued</i> <ul style="list-style-type: none"> • Learning Lab PD Coordinator • Summer School Traditional and Learning Lab CICs • Learning Lab Master Teachers • *AC Teachers 	Professional Development: <ul style="list-style-type: none"> • Preparation for 6/9 & 6/10 teacher PD • Content PD *AC Teachers - AC Department programmatic PD
6/9/15 PM	Summer 2015 Official Kick-off <ul style="list-style-type: none"> • All Summer School Staff 	Professional Development: <ul style="list-style-type: none"> • Summer School 2015 • Unpacking the Summer School Pacing Guide TEKS and aligning LOs, DOLs, MRS, and PAI
6/10/15	<ul style="list-style-type: none"> • Learning Lab PD Coordinator • All Summer School Traditional and Learning Lab CICs • AC Teachers • All Learning Lab Master Teachers • Learning Lab Elementary, Middle School, and High School Teachers • Summer School Traditional Elementary Teachers • Summer School Traditional Middle School Teachers • Summer School Traditional High School Teachers 	AM - Professional Development: <ul style="list-style-type: none"> • Building effective Unit Plans and Lesson Plans • Using <i>DOLs</i> to inform instruction • Content PD • Accessing Teacher Resources PM - Team Planning Starts <ul style="list-style-type: none"> • Data Analysis • Unit and Lesson Planning
6/11/15	<ul style="list-style-type: none"> • Learning Lab PD Coordinator • Summer School Traditional and Learning Lab CICs • AC Teachers • Learning Lab Master Teachers • Learning Lab Elementary, Middle School, and High School Teachers • All Summer School Traditional Elementary, Middle School, and High School Teachers 	Campus-based Professional Learning Communities Room prep

WEEKLY COACHES' PD WITH TEACHING AND LEARNING

<p>Weekly CIC PD with T&L</p>	<ul style="list-style-type: none"> • Learning Lab PD Coordinator • All Summer School Traditional and Learning Lab CICs 	<ul style="list-style-type: none"> • Enhancing the Dallas ISD instructional framework (curriculum alignment, creating effective Lesson Objectives, Demonstrations of Learning, use of Multiple Response Strategies, and Purposeful and Aligned Instruction) • Expanding pedagogical skill set • Deeper understanding of student learning and child development to build effective differentiation strategies to support at-risk students, students with special needs, ELL students, and gifted students • Use of data to inform instruction • Integrate technology into Unit and Lesson Planning (using online/web-based resources)
<p>Weekly campus-based PD</p>	<p>Developed by the campus leadership team</p>	

HIGH SCHOOL SUMMER LEARNING PROGRAMS

POLICIES

EIE Local Policy

Any Dallas ISD student in grades 1 – 12 who does not meet the criteria for promotion to the next grade level **may** attend extended year program(s) provided by the district in applicable content areas. A student who attends at least 90 percent of the extended – year program days in the applicable content areas shall be promoted to the next grade level at the beginning of the school year but only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

Reduction of Student Retention (EIE LOCAL)

Any student who attends optional extended-year programs with the required 90 percent attendance rate and meets the academic achievement requirements but still experiences difficulty or is defined as “at risk” shall be required to participate the following year in additional strategic intervention strategies/programs designed to provide accelerated instructional services. These campus-based strategies/programs must meet established district guidelines for such interventions

FD Legal

The District shall permit a person who is eligible under Education Code 25.001 [see GENERAL ELIGIBILITY] to attend school in the District but who is not enrolled in school in the District to enroll in a District summer school course on the same basis as a District student, including satisfaction of any course eligibility requirement and payment of any fee authorized under Education Code 11.158 [see FP] that is charged in connection with the course.

This requirement does not apply to enrollment in a Summer Intensive Mathematics Instruction Program under Education Code 29.088, a Summer Intensive Science Instruction Program under Education Code 29.090, or an Intensive Summer Program under Education Code 29.098 or in a similar intensive program. Education Code 25.008

PROGRAMS

The Districtwide Summer School programs provide an environment where educators and students will engage in meaningful learning experiences with a very positive culture and climate. Teachers will receive instructional support and the main goal is to improve student achievement through the summer school experience.

Intensive Traditional High School Summer School with additional Teacher Learning Lab

The Traditional High School Summer School Program provides students with an opportunity to regain credits and/or acceleration where available while providing additional professional development for teachers but no additional time for students. At the heart of the Learning Lab model is the relationship between mentor and mentee teachers who will spend their summer working together to challenge one another to grow as classroom leaders.

Intensive Traditional Elementary Summer School with Teach for America Corp Members

The Traditional High School Summer School Program provides students with an opportunity to regain credits and/or acceleration where available while providing additional professional development for teachers but no additional time for students. Teachers in this program will mentor Teacher for America Corp Members who will begin teaching in the fall.

Intensive Traditional High School Summer School

The Traditional High School Summer School Program provides students with an opportunity to regain credits and/or acceleration where available.

STAFFING BY PROGRAM

High School - Learning Lab		
QTY	Position	Staffed by:
1	Principal	Executive Director
(based on projected number of students)	Assistant Principal	Summer School Principal
1	Office Manager	Summer School Principal
1	Data Controller	
1	Counselor	
1	School Nurse	
2	Security Officers	
1	Media Specialist	
1	Reading Instructional Coach	Summer School Principal
1	Site PD Coordinator	Summer School Principal
1	Math Instructional Coach	Summer School Principal
1	Science Instructional Coach	Summer School Principal
1	Social Studies Instructional Coach	Summer School Principal
1	Special Education Inclusion Teacher	Special Education Department
(based on projected number of students)	Mentor Teachers	Summer School Principal
(based on projected number of students)	Mentee Teachers	Summer School Principal
(based on projected number of students)	Special Education Specialized Units* ESY	Special Education Department

High School- TFA		
QTY	Position	Staffed by:
1	Principal	Executive Director
(based on projected number of students)	Assistant Principal	Summer School Principal
1	Office Manager	Summer School Principal
1	Data Controller	
1	Counselor	
1	School Nurse	
2	Security Officers	
1	Media Specialist	
1	PD Coordinator	TFA Staff
1	Reading Instructional Coach	Summer School Principal
1	Math Instructional Coach	Summer School Principal
1	Science Instructional Coach	Summer School Principal
1	Social Studies Instructional Coach	Summer School Principal
1	Special Education Inclusion Teacher	Special Education Department
(based on projected number of students)	Classroom Teachers	Summer School Principal
(based on projected number of students)	Teach for America Teachers	TFA Staff
(based on projected number of students)	Special Education Specialized Units* ESY	Special Education Department

High School- Traditional		
QTY	Position	Staffed by:
1	Principal	Executive Director
(based on projected number of students)	Assistant Principal	Summer School Principal
1	Office Manager	Summer School Principal
1	Data Controller	
1	Counselor	
1	School Nurse	
2	Security Officers	
1	Media Specialist	
1	Reading Instructional Coach	Summer School Principal
1	Math Instructional Coach	Summer School Principal
1	Science Instructional Coach	Summer School Principal
1	Social Studies Instructional Coach	Summer School Principal
1	Special Education Inclusion Teacher	Special Education Department
(based on projected number of students)	Classroom Teachers	Summer School Principal
(based on projected number of students)	Special Education Specialized Units* ESY	Special Education Department

* At designated locations

Courses Offered for regaining Credit at Summer School Locations:

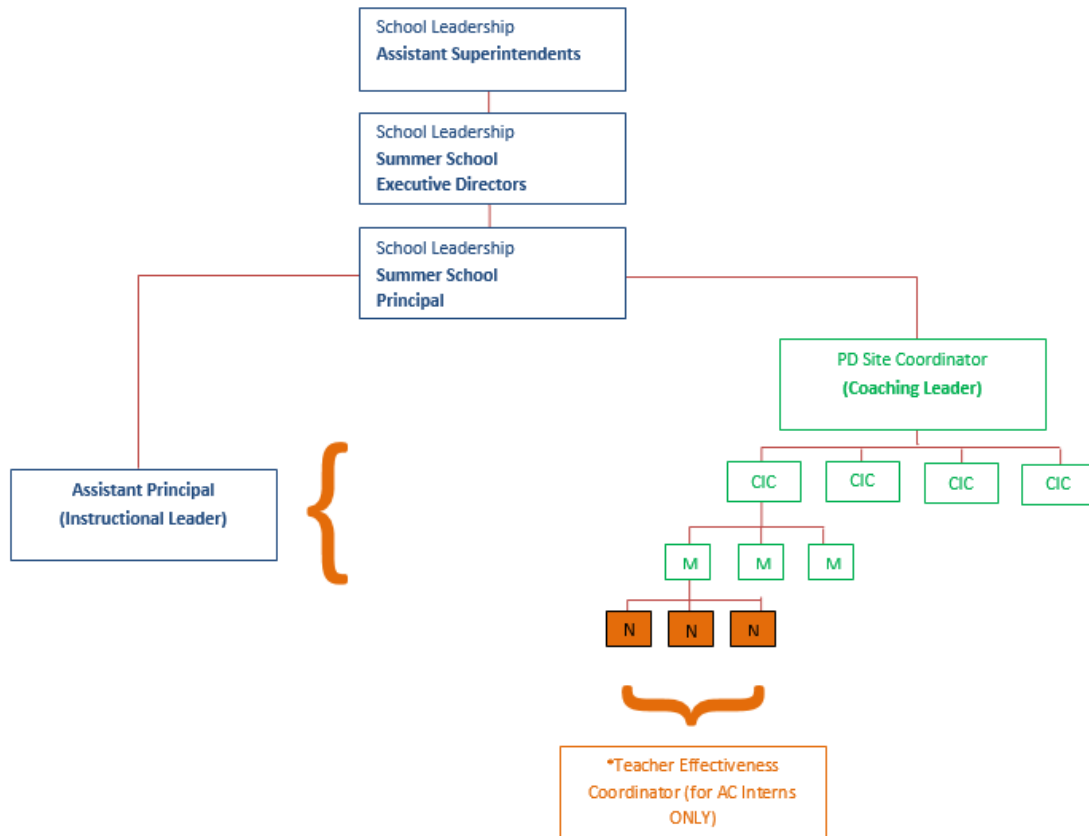
COURSE #	Course	Sem		COURSE #	Course	Sem		COURSE #	Course	Sem
☐ 1201	ENGLISH I	1		☐ 2601	ALG I	1		☐ 3151	BIOLOGY	1
☐ 1202	ENGLISH I	2		☐ 2602	ALG I	2		☐ 3152	BIOLOGY	2
☐ 1301	ENGLISH II	1		☐ 2631	GEOMETRY	1		☐ 3221	CHEMISTRY	1
☐ 1302	ENGLISH II	2		☐ 2632	GEOMETRY	2		☐ 3222	CHEMISTRY	2
☐ 1401	ENGLISH III	1		☐ 2721	ALG II	1		☐ 3261	PHYSICS	1
☐ 1402	ENGLISH III	2		☐ 2722	ALG II	2		☐ 3262	PHYSICS	2
☐ 1501	ENGLISH IV	1		☐ 2841	PRE-CAL	1		☐ 2321	U.S. HIST	1
☐ 1502	ENGLISH IV	2		☐ 2842	PRE-CAL	2		☐ 2322	U.S. HIST	2
☐ 2121	WORLD GEO	1		☐ 2935	MATH MDLS	1		☐ 2106	WORLD HIST	1
☐ 2122	WORLD GEO	2		☐ 2936	MATH MDLS	2		☐ 2107	WORLD HIST	2
☐ 2307	GOVT			☐ 2351	ECONOMICS			☐ 3437	HEALTH	
☐ 1944	COMMUNICATIONS									

HIGH SCHOOL PROGRAM TIME ALLOTMENTS FOR CORE REMEDIATION

Course	Time	Assessment
CORE CONTENT COURSE FAILED BY SEMESTER: MATHEMATICS, READING, LANGUAGE ARTS, SCIENCE, SOCIAL STUDIES	100 MINUTES	CONTENT ACP
CORE CONTENT COURSE FAILED BY SEMESTER: MATHEMATICS, READING, LANGUAGE ARTS, SCIENCE, SOCIAL STUDIES	100 MINUTES	CONTENT ACP
LUNCH	30 MINUTES	
CORE CONTENT COURSE FAILED BY SEMESTER: MATHEMATICS, READING, LANGUAGE ARTS, SCIENCE, SOCIAL STUDIES	100 MINUTES	CONTENT ACP
TRANSITIONS	10 MINUTES AFTER EACH SESSION AND LUNCH	

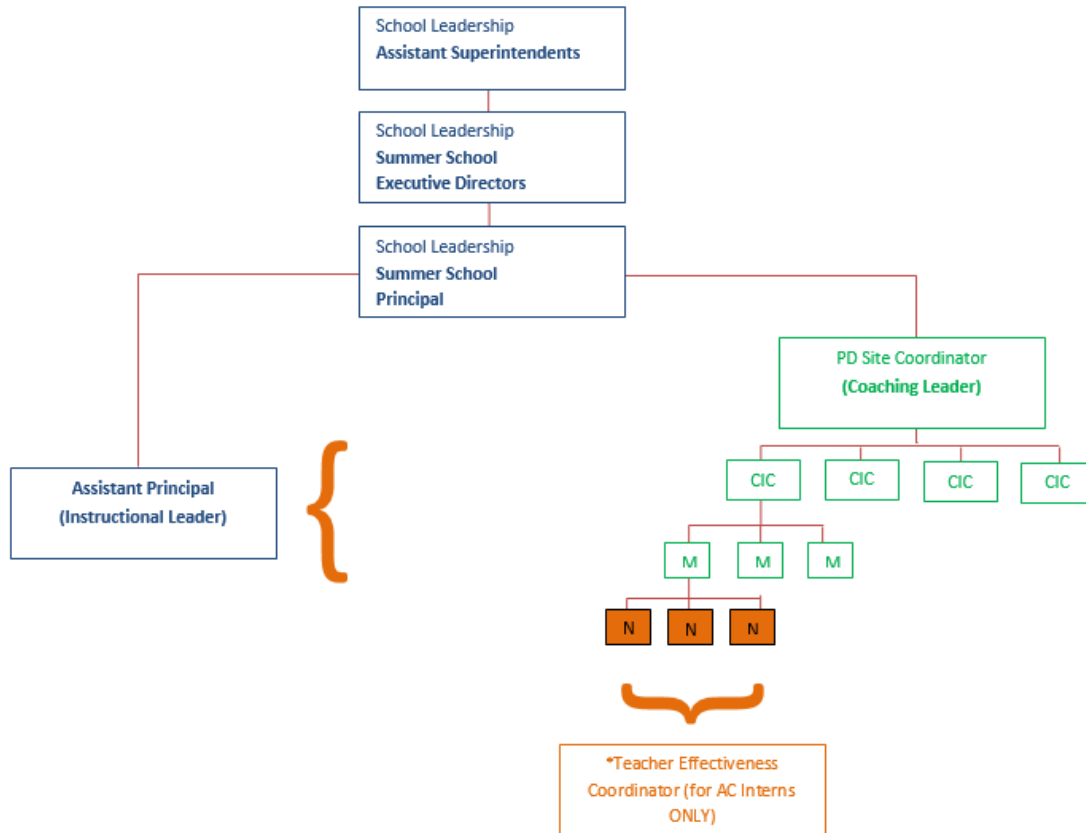
PROGRAM STRUCTURE

Learning Labs



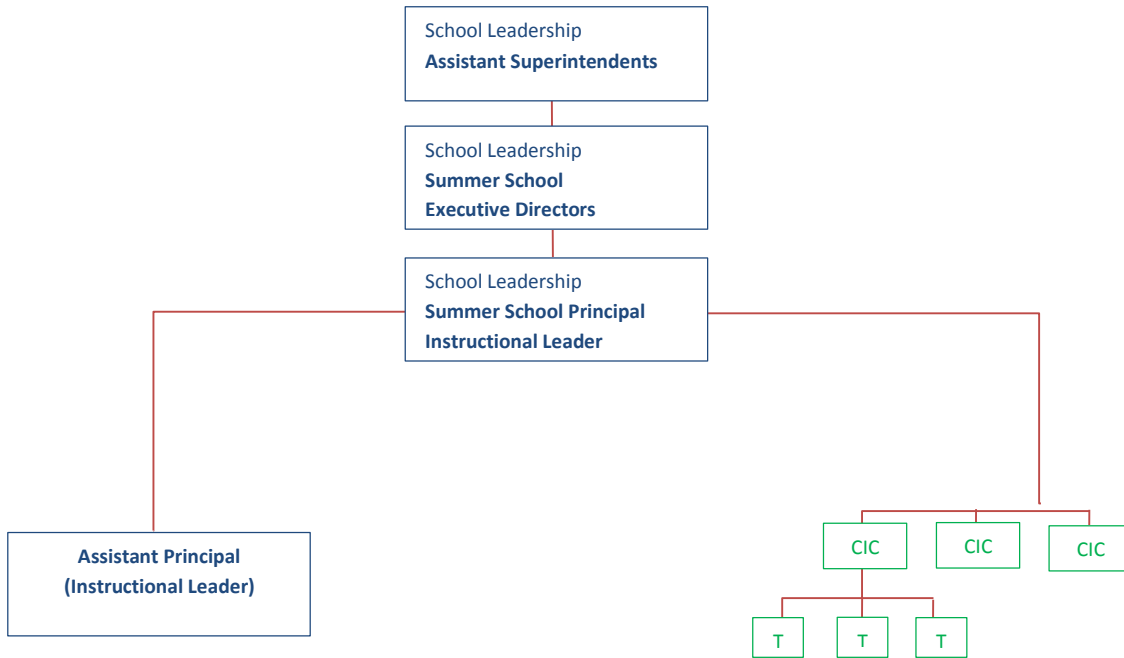
Principal	Manages Instructional Leader and Coaching Leader, analyzes campus-wide student achievement data to action plan with Instructional Leader and Coaching Leader
Asst. Principal (AP)/ / Test Coordinator	Assist in the planning, development, organization, coordination, and supervision of the instructional programs and campus activities. Manages the logistics for ACP Exams
PD Site Coordinator	Manages and develops team of CICs to grow their coaching capacities and identify/address campus-wide instructional and development needs.
Campus Instructional Coach (CIC)	Delivers PD sessions to N teachers on crafting and executing strong lesson plans, managing classrooms, other necessary content for new and progressing teachers; delivers PD sessions to M teachers to develop capacities as teacher leaders
Teacher Effectiveness Coordinator (for AC Interns ONLY)	Supports AC Interns throughout the summer process; ensures adherence to the AC programmatic requirements; collaborates with campus leadership and site PD coordinator on training needs
Master Teacher (M)	Lead teaches, co-teaches with M, engages in observation-debrief cycle with CIC and N, provides lesson plan feedback to N, attends M PD sessions delivered by Instructional Leader
Novice or Progressing Teacher (N)	Observes M, co-teaches, lead teaches with M, conducts small group instruction, engages in observation-debrief cycles with M and CIC, plans and refines lessons based on M and CIC feedback, attends N PD sessions delivered by Instructional Leader

Teach For America



Principal	Manages Instructional Leader and Coaching Leader, analyzes campus-wide student achievement data to action plan with Instructional Leader and Coaching Leader
Asst. Principal (AP) / Test Coordinator	Assist in the planning, development, organization, coordination, and supervision of the instructional programs and campus activities. Manages the logistics for ACP Exams
PD Site Coordinator	Manages and develops team of CICs to grow their coaching capacities and identify/address campus-wide instructional and development needs.
Campus Instructional Coach (CIC)	Delivers PD sessions to N teachers on crafting and executing strong lesson plans, managing classrooms, other necessary content for new and progressing teachers; delivers PD sessions to M teachers to develop capacities as teacher leaders
Teacher Effectiveness Coordinator (for AC Interns ONLY)	Supports AC Interns throughout the summer process; ensures adherence to the AC programmatic requirements; collaborates with campus leadership and site PD coordinator on training needs
Master Teacher (M)	Lead teaches, co-teaches with M, engages in observation-debrief cycle with CIC and N, provides lesson plan feedback to N, attends M PD sessions delivered by Instructional Leader
Novice or Progressing Teacher (N)	Observes M, co-teaches, lead teaches with M, conducts small group instruction, engages in observation-debrief cycles with M and CIC, plans and refines lessons based on M and CIC feedback, attends N PD sessions delivered by Instructional Leader

Traditional



Principal	Manages Instructional Leader and Coaching Leader, analyzes campus-wide student achievement data to action plan with Instructional Leader and Coaching Leader
Asst. Principal (AP)/ / Test Coordinator	Assist in the planning, development, organization, coordination, and supervision of the instructional programs and campus activities. Manages the logistics for ACP Exams
Campus Instructional Coach (CIC)	Delivers PD sessions to teachers on crafting and executing strong lesson plans, managing classrooms, other necessary; delivers PD sessions to teachers to develop capacities as teacher leaders

DATES / TIMES BY PROGRAM

<i>Program</i>	<i>Dates</i>	<i>Times</i>
Intensive Traditional High School Learning Lab, TFA and Traditional Summer School Program	June 15 – July 23	9:00 a.m. – 3:00 p.m.

Hourly Supplemental Pay Employees Dates/ Times

<i>Programs</i>	<i>Dates</i>	<i>Hours</i>	<i>Hours of Pay</i>
Intensive Traditional High School Learning Lab, TFA and Traditional Summer School Program	June 15 – July 23	8:30 a.m. – 3:30 p.m.	6.5

June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 High School Summer School Begins	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23 Last Day of High School Summer School	24	25
26	27	28	29	30	31	

LOCATIONS

Host Site	Feeder Schools
Adamson Traditional Site	Sunset
Conrad Traditional Site	Hillcrest
Thomas Jefferson	W.T. White
North Dallas Traditional Site	Madison
L. Patton at NEP Traditional Site	Carter, Kimball
Pinkston Traditional Site	Molina
Roosevelt Learning Lab Site	South Oak Cliff, Smith New Tech, Lincoln
Seagoville Learning Lab Site	Spruce, Wilmer Hutchins
Skyline Traditional Site	Samuell
Wilson Traditional Site	Adams

Students can only attend the summer school location listed as the HOST site based on the feeder school location they attend during the school year. Students whose parents have moved during the summer and would like to attend a different host school, must present proof of address in order to be changed to a different location. Students who attend a magnet school during the regular school year may enroll for summer school courses at the school location based on their home address.

TRANSPORTATION

Transportation will not be provided for students at the High School level.

STUDENT ELIGIBILITY

High School Summer School will be available to existing Dallas ISD students in Grades 9 – 12 who were enrolled in the DISD during the 2014-2015 school year. The purpose of the courses offered is to regain credit and not for acceleration.

CURRICULUM RESOURCES

- Mathematics
- Reading Language Arts
- Science
- Social Studies
- Enrichment Content for Elementary and Middle Schools
- Library Media Resources
- Teach for America Lesson

<https://sites.google.com/a/dallasisd.org/cc-summer/home/>

The screenshot shows a web browser window with the following content:

Home >
Reading/Language Arts

Summer School ACP Blueprints

Grade 3	Grade 4	Grade 5
Grade 6	Grade 7	Grade 8
English I	English II	English III
Semester 1 Semester 2	Semester 1 Semester 2	Semester 1 Semester 2
English IV		
Semester 1 Semester 2		

Summer School Scope & Sequence & Pacing Guides

Grade 3	Grade 4	Grade 5
Grade 6	Grade 7	Grade 8
English I	English II	English III
Semester 1 Semester 2	Semester 1 Semester 2	Semester 1 Semester 2
English IV		
Semester 1 Semester 2		

Comments

You do not have permission to add comments.

PROFESSIONAL DEVELOPMENT

The rate of pay for professional development for staff members receiving an hourly supplemental rate is \$20 / hour. This does not include principals and assistant principals since they receive a flat stipend for the entire summer school program. Professional development held prior to the beginning of summer school and professional development held on the afternoons on the days of the summer school fall in the \$20 / hour category.

All Staff

6/9/15 AM	Summer 2015 Leadership Academy <i>continued</i> <ul style="list-style-type: none"> • Learning Lab PD Coordinator • Summer School Traditional and Learning Lab CICs • Learning Lab Master Teachers • *AC Teachers 	Professional Development: <ul style="list-style-type: none"> • Preparation for 6/9 & 6/10 teacher PD • Content PD *AC Teachers - AC Department programmatic PD
6/9/15 PM	Summer 2015 Official Kick-off <ul style="list-style-type: none"> • All Summer School Staff 	Professional Development: <ul style="list-style-type: none"> • Summer School 2015 • Unpacking the Summer School Pacing Guide TEKS and aligning LOs, DOLs, MRS, and PAI
6/10/15	<ul style="list-style-type: none"> • Learning Lab PD Coordinator • All Summer School Traditional and Learning Lab CICs • AC Teachers • All Learning Lab Master Teachers • Learning Lab Elementary, Middle School, and High School Teachers • Summer School Traditional Elementary Teachers • Summer School Traditional Middle School Teachers • Summer School Traditional High School Teachers 	AM - Professional Development: <ul style="list-style-type: none"> • Building effective Unit Plans and Lesson Plans • Using <i>DOLs</i> to inform instruction • Content PD • Accessing Teacher Resources PM - Team Planning Starts <ul style="list-style-type: none"> • Data Analysis • Unit and Lesson Planning
6/11/15	<ul style="list-style-type: none"> • Learning Lab PD Coordinator • Summer School Traditional and Learning Lab CICs • AC Teachers • Learning Lab Master Teachers • Learning Lab Elementary, Middle School, and High School Teachers • All Summer School Traditional Elementary, Middle School, and High School Teachers 	Campus-based Professional Learning Communities Room prep

WEEKLY COACHES' PD WITH TEACHING AND LEARNING

<p>Weekly CIC PD with T&L</p>	<ul style="list-style-type: none"> • Learning Lab PD Coordinator • All Summer School Traditional and Learning Lab CICs 	<ul style="list-style-type: none"> • Enhancing the Dallas ISD instructional framework (curriculum alignment, creating effective Lesson Objectives, Demonstrations of Learning, use of Multiple Response Strategies, and Purposeful and Aligned Instruction) • Expanding pedagogical skill set • Deeper understanding of student learning and child development to build effective differentiation strategies to support at-risk students, students with special needs, ELL students, and gifted students • Use of data to inform instruction • Integrate technology into Unit and Lesson Planning (using online/web-based resources)
<p>Weekly campus-based PD</p>	<p>Developed by the campus leadership team</p>	

OPERATIONAL INFORMATION

ADMINISTRATIVE RESPONSIBILITIES



Host Site Principal Responsibilities

- Fire Drill, Tornado Drill and Evacuation maps are posted in every classroom and common areas.
- Code of Conduct Posters are clearly visible in a main corridor.
- Ensure that summer school teachers have access to overhead projectors and/or other media equipment such as projectors, computers and document cameras, and all other necessary resources.
- Ensure that summer principals have access to computer, fax machine, and PA system.
- Ensure that the summer school program has full access to all common areas in the building including but not limited to the cafeteria, gym, computer labs, and auditorium as well as an ample number of classrooms that will ensure adherence to the appropriate student teacher ratios.
- Secure all regular school year text books in locked cabinets or book room.
- Ensure that the classrooms and common areas are clean and ready for use prior to the beginning of summer school.
- Brief the summer school principal on any potential safety hazards such as gang activity in the area, trouble spots in the mornings and afternoons.



Regular School Year Principal Responsibilities

- Have a working knowledge of the enrollment and recruitment procedures.
- Assist in and ensure timely enrollment of all qualifying students
- Ensure as per the school counselor and teachers understand the summer school course offerings and eligibility criteria for each of the programs.
- Inform students and parents of the designated summer school site.



Summer School Principal Responsibilities

The principal must adhere to all local, state and federal laws. Additionally, the essential functions of the summer school principal include, but are not limited to, the following fundamental duties:

Serve as the Instructional Leader

- Serve as the instructional leader for the building by setting clear goals; managing the delivery of curriculum; allocating resources to instruction; ensuring that teachers get the training, support and direction they need to deliver quality instruction to every student; coaching teachers and related activities.
- Build and maintain a focus on ambitious school achievement for students.
- Visit classrooms weekly; observe and gather data to make adjustments as necessary and appropriate to meet district and school goals and objectives relating to curriculum, best teaching practices, cultural competency and related factors.
- Build the summer master schedule.
- Select highly qualified candidates for the summer school campus.

Manage Summer School Systems

- Supervise school staff; assign staff to focus on specific goal areas; establish a structure and groups for encouraging professional learning; create a culture of on-going learning; effectively select and orient new staff; and clearly define expectations for staff performance regarding instructional strategies, classroom management, established policies and procedures as well as communication with the public.
- Comply with leveling guidelines.
- Develop a management system that encourages positive student behavior, self-esteem, and a supportive climate to facilitate maximum student achievement.
- Promote activities that ensure positive student conduct and fair, equitable discipline practices.
- Review discipline data to plan, revise, and monitor practices and procedures appropriately.
- Develop and implement a lunch monitoring procedure.
- Recruit and maintain a viable list of DISD educators that can serve as substitute teachers.

Utilize Effective Communication Systems

- Design an open, clear, and effective communication for the school; ensure that teaching staff communicate to families about student progress and specific ways to support their child's learning; utilize feedback from school staff, parents, students and community groups to improve school-wide processes; adapt modes and styles of communication that make materials meaningful and engaging to staff, parents, students, and community groups.
- Communicate with the host principal to ensure an overall safe and academically successful summer school program.



Summer School Executive Director Responsibilities

The Executive Director must adhere to all local, state and federal laws. Additionally, the essential functions of the summer Executive Director include, but are not limited to, the following fundamental duties:

Instruction

- Build and maintain a focus on ambitious school achievement for students.
- Visit classrooms weekly; observe and gather data to support summer principals in making adjustments as necessary and appropriate to meet district and school goals and objectives relating to curriculum, best teaching practices, cultural competency and related factors.
- Assist summer school principals and approve the summer master schedule.
- Ensure that summer school teachers have access to all media equipment on the campus such as projectors, document cameras, computers.
- Ensure that the summer school principal and teachers have access to all necessary textbooks at the host site.
- Ensure that the summer school program has full access to all common areas in the building including but not limited to the cafeteria, gym, computer labs, and auditorium.
- Approve changes to summer meal time at each site
- Work between the campus and Transportation Department to correct any Transportation issues.
- Monitor the use of summer school ACP's as described by Evaluation and Accountability.
- Monitor the review of the summer school grade books while summer school is in session.
- Monitor the use of data found on My Data Portal and any other available data providing systems.
- Provide professional development for summer school principals on instruction and operational procedures for the summer.
-

Summer School Systems

- The Executive Director over summer school will level each campus during the first week of summer school.
- The Executive Director assigned to summer school in each Division will approve payroll.
- Provide technical assistance to campuses for Incident Reporting
- Provide summer school sites with closing of summer school guidelines.
- Support a management system that encourages positive student behavior, self-esteem, and a supportive climate to facilitate maximum student achievement.
- Recruit and maintain a viable list of DISD educators that can serve as substitute teachers.

CAMPUS DISCIPLINE MANAGEMENT

The District Code of Conduct must be followed when disciplinary measures are needed at every summer school campus. The Parent / guardian shall be notified within 24 hours verbally or in writing concerning the alleged act of misconduct for which disciplinary action is being considered. The Summer School Principal must hold a conference with parents prior to sending a student home for any reason. The Summer Executive Director should also be consulted prior to sending a student home.

Each classroom teacher is to complete and post their classroom rules in his or her classroom. In addition the Code of Conduct must be posted and clearly visible in the summer school building.

Out of School suspension for two or more days is not recommended as a disciplinary consequence for offenses during summer school. Principals are advised to use some of the other disciplinary consequences before executing a suspension consequence. Prior to suspending a student, the summer school principal should consult with the Executive Director.

Referrals must be completed for students with alleged misconduct.

Students attending JJAEP ARE NOT allowed to attend Dallas ISD Summer School.

Students that have not completed their DAEP assignments are not allowed to attend summer school at their home campus. They must attend the summer program at DAEP Village Fair.

COUNSELING SERVICES

Middle School

Summer school counselors will:

- Assist with the enrollment process.
- Conduct individual or small group counseling as needed.
- Work in collaboration with the Data Controller to ensure summer school grades have been entered.
- Complete other duties as assigned.

High School

Summer School Counselors will:

- Conduct at least one senior parent meeting to discuss graduation.
- Communicate with student's home school with course or credit issues.
- Check student enrollment and SEP for accuracy of courses for all students.
- Work in collaboration with principal to ensure the correct courses are offered especially for the graduating seniors.
- Check with the Data Controller to ensure all summer grades have been entered.
- Conduct individual counseling as needed.

- Provide the list of seniors who will be certified to graduate and receive their diploma in the summer. The list should include ONLY those students who have an excellent chance of completing all graduation requirements including TAKS. Counselors are to complete the Summer School Graduation Form.
- Complete other duties as assigned.

DATA SERVICES

Attendance/ Record Keeping

Elementary - Homeroom Teachers will take attendance on grade speed. Teachers are to submit their attendance by 10:00 am each morning. Students that show up after 10:00 am must report to the front office to the Data Controller for an admittance slip. The Data Controller must update attendance in Chancery for all students that report to the office after 10:30 am. The Data Controller will also inform the summer school principal of students who arrive after 10:00 a.m.

Middle/High School – Teachers will take attendance in grade speed during each period. Students that show up after attendance is taken, must report to the front office to the Data Controller for an admittance slip. The Data Controller must update attendance in Chancery for all students that report to the office after attendance is taken. The Data Controller will also inform the summer school principal of students who are late to class.

The summer school principal will establish procedures to notify parents of students who arrive late.

Grades / Grading –Teachers will enter grades into grade speed.

DRESS CODE

Students are expected to follow the dress code found in the Student Code of Conduct during the regular school year.

Teachers and Administrators will adhere to summer dress code guidelines.

Guidelines for Summer Dress

- Choose business casual clothing that communicates professionalism.
- Take your workday schedule into account when you are dressing. If you have a meeting scheduled with the public or vendors, you may need to wear customary business attire.
- Clothing should be clean, pressed and wrinkle-free, not excessively worn or faded and without holes or frayed areas. Anything you might wear to the gym, to the beach, or to clean around the house, leave at home.
- Business casual may differ based on the various business needs of the department. Please consult with your department supervisor to determine appropriate attire for your functional area.
- There are certain events on the district's calendar that may deem it appropriate that employees in a specific department or location wear customary business attire.
- Casual clothing should cause you and everyone you work with to feel comfortable.
- Check with your department supervisor if you have any questions or concerns.

Acceptable and Unacceptable Attire at Dallas ISD

- Footwear – Loafers, boots, flats, dress sandals and leather deck shoes are acceptable.
Athletic shoes, sneakers, slippers and casual flip flops are not acceptable.
- Slacks – Nice pants and cotton slacks are acceptable.
Sweatpants, shorts, bib overalls, spandex, lycra or other form-fitting pants and jeans are not acceptable.
- Shirt – Causal shirts, golf shirts, sweaters and turtlenecks are acceptable.
T-shirts, tank tops and shirts with inappropriate messages/graphics are not acceptable.
- Dresses and skirts – Causal dresses and skirts are acceptable, Skirt lengths should be appropriate for an office environment.
Dresses or attire revealing a bare midriff should not be worn to the office.

DUTY FREE LUNCH

Under Texas Education Code Section 21.405, teachers are entitled by law to at least a 30 minute free lunch period. This is only for teachers working at a summer campus that extends above 5 hours.

END OF SUMMER REPORT CARD

Elementary, Middle and High School students will receive an end of summer report card. The report card at the Elementary and Middle school levels will be the document that is used to determine students' eligibility for moving to the next grade level. At the High School level, the report card will be used to determine students' eligibility for moving to the next grade level, credit recovery and/or eligibility for graduation.

GRADING / GRADE WEIGHTS

Grading of student work should be based on district required learning standards and provide clear expectations for mastery that are communicated to students. Criteria for grading should be clearly communicated to parents and displayed in the classroom. Grades in core content areas are derived from group and independent student classwork and should include both formative and summative assessments.

Elementary / Middle Grades will be weighted as follows:

Classwork/Homework*	80 percent (Homework grades recorded if they improve grade average)
Tests	15 percent grade weight
ACP	5 percent

High School Grades will be weighted as follows:

Classwork/Homework*	80 percent (Homework grades recorded if they improve grade average)
Tests	5 percent grade weight
ACP	15 percent

PAYROLL

Activity Codes

All employees – including administrators working during the summer **must clock in and out** using the *Biometric Clock* unless informed by the summer school Executive Director to utilize a different process. Activity codes are provided by the summer school office or other programs. Summer School principals must ensure employees use the appropriate activity code for the biometric clock. **The codes CANNOT be POSTED next to the Biometric Clock.**

Exempt Form

The exempt form is used when there is an error on the clock-in and clock-out report, if there is a problem with the Biometric Clock, or if an employee is absent from work. This form is also used to record an employee's absence. This form must be completed and submitted to the Summer Executive Director for approval **prior** to making any corrections on the Correction Form.

Correction Form

The correction form is only used when payroll has already been approved for the month yet an error was caught after such approval.

The purpose of the correction form is to correct an error; it is not the primary means to log hours for payment. The correction forms go directly to the payroll department for processing after they have been approved by the Summer Executive Director. The summer school principal must sign the form prior to submission to the Executive Director on the **Prepared by** Line.

PROFESSIONAL DEVELOPMENT FOR SCHOOL ADMINISTRATORS

Date	Target Audience	Session Topic	Location
4/30/15	<ul style="list-style-type: none"> Summer School Principals Summer School Assistant Principals Select Campus Leadership Staff 	<ul style="list-style-type: none"> Summer School 2015 Updates How to access Teacher Resources Overview of upcoming training sessions Next Steps 	Hulcy Middle School
5/21/15 & 5/28/15	4 sessions, 4:30-6:30 p.m., including 1 online module) Summer 2015 Leadership Academy <ul style="list-style-type: none"> Learning Lab PD Coordinator Summer School Traditional and Learning Lab CICs Learning Lab Master Teachers 	Professional Development: <ul style="list-style-type: none"> Roles and Responsibilities(<i>Coach, Mentor, Resource Provider, Learner</i>) Set the stage for powerful professional learning communities Using advancing and assessing questions in coaching teachers 	Hulcy Middle School

PROJECTIONS

The projected number of students to attend summer school is based on historical data and report card information from first semester. The projections typically do not surpass the 15% percent figure found in DISD POLICY **EIA Regulation** which states:

Teachers with a six-week and/or semester failure rate of greater than 15 percent in any subject area will be required to develop and submit an intervention support plan for struggling students that will be monitored by the principal/designee.

Schools with a six-week and/or semester failure rate of greater than 15 percent in any grade/subject will be required to develop and submit an intervention support plan for struggling students that will be monitored by the executive director of the learning community.

Continued school failure rates resulting in greater than ten percent retention of students in any grade level may result in additional required interventions/supports/consequences.

After determining the projected number of students whom will attend each of the summer school locations, projections on the needed number of teachers are created. These projections are based on the following student/teacher ratios:

PK – 20:1

Middle School 20:1

Elementary 15:1

High School 25:1

Note: Projections are NOT actual class sizes – Classroom size is determined after completion of enrollment.

Learning Labs

Mills Elementary Learning Lab														
Grade Level	PK	K		1 st		2 nd		3 rd		4 th		5 th		SPED ESY
Program		Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	0
# of Master Teachers	1	1	1	3	2	2	2	2	2	2	2	2	2	
# of Progressing Teachers	0	1	1	3	2	2	2	2	2	2	2	2	2	
MLEP Science Discovery										1		1		

Seagoville North Elementary Learning Lab														
Grade Level	PK	K		1 st		2 nd		3 rd		4 th		5 th		SPED ESY
Program		Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	0
# of Master Teachers	1	1	1	1	1	1	1	1	1	1	1	1	1	
# of Progressing Teachers	0	1	1	1	1	1	1	1	1	1	1	1	1	
MLEP Science Discovery Teacher										1		1		

Holmes Middle School Learning Lab – Total 28 Mentor and 28 Progressing Teachers							
	6 th		7 th		8 th		SPED ESY
Suggested configuration:	# of Mentor Teachers	# of progressing teachers	# of Mentor Teachers	# of progressing teachers	# of Mentor Teachers	# of progressing teachers	0
Language Arts	4	4	3	3	4	4	
Math	4	4	3	3	4	4	
Science	1	1	1	1	1	1	
Social Studies	1	1	1	1	1	1	
TCALL/ Voyage	1						

Projections based on:

	6 th	7 th	8 th
	% of Failures 1st Semester		
Language Arts	22%	19%	19%
Math	15%	11%	13%
Science	7%	10%	8%
Social Studies	11%	9%	11%

Seagoville Middle School Learning Lab – Total 11 Mentor and 11 Progressing Teachers							
	6 th		7 th		8 th		SPED ESY
Suggested configuration:	# of Mentor Teachers	# of progressing teachers	# of Mentor Teachers	# of progressing teachers	# of Mentor Teachers	# of progressing teachers	0
Language Arts	1	1	1	1	1	1	
Math	1	1	1	1	1	1	
Science	1	1	1	1	1	1	
Social Studies	1	1	1	1			
T-CALL / Voyage	0						

Projections based on:

	6 th	7 th	8 th
% of Failures 1st Semester			
Language Arts	15%	8%	8%
Math	6%	11%	7%
Science	3%	7%	6%
Social Studies	3%	11%	8%

Roosevelt High School Learning Lab – Total 14 Mentor and 14 Progressing Teachers			
	9 – 12 th Grade		SPED ESY
Suggested configuration:	# of Mentor Teachers	# of progressing teachers	0
Language Arts	4	4	
Math	4	4	
Science	4	4	
Social Studies	2	2	
T-CALL / Voyage	0		

Projections based on:

	9th Grade	10th Grade	11th Grade	12th Grade
% of Failures 1st Semester				
Language Arts	9%	12%	13%	10%
Math	17%	11%	13%	6%
Science	21%	16%	12%	6%
Social Studies	10%	10%	5%	6%

Seagoville High School Learning Lab– Total 20 Mentor and 20 Progressing Teachers			
	9 – 12 th Grade		SPED ESY
<i>Suggested configuration:</i>	# of Mentor Teachers	# of progressing teachers	0
Language Arts	4	4	
Math	6	6	
Science	5	5	
Social Studies	5	5	
T-CALL / Voyage	1		

Projections based on:

	9th Grade	10th Grade	11th Grade	12th Grade
	% of Failures 1st Semester			
Language Arts	10%	8%	6%	2%
Math	14%	11%	7%	4%
Science	10%	7%	7%	3%
Social Studies	13%	5%	8%	2%

TFA Sites

Foster Elementary TFA														
Grade Level	PK	K		1 st		2 nd		3 rd		4 th		5 th		SPED ESY
Program		Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Specialized Support 7 Teachers 9 assistants
# of Master Teachers	1	1	1	6	2	4	2	4	2	4	2	3	2	
# of Progressing Teachers	0	1	1	6	2	4	2	4	2	4	2	3	2	
MLEP Science Discovery										1		1		

Medrano Middle School TFA – Total 14 Mentor Teachers						
	6 th		7 th		8 th	SPED ESY
Suggested configuration:	# of Mentor Teachers		# of Mentor Teachers		# of Mentor Teachers	0
Language Arts	1		2		2	
Math	1		1		1	
Science	1		1		1	
Social Studies	1		1		1	
T-CALL / Voyage			2			
21 st Century			4			

Projections based on:

	6 th	7 th	8 th
	% of Failures 1st Semester		
Language Arts	11%	21%	12%
Math	16%	5%	9%
Science	6%	4%	6%
Social Studies	9%	16%	14%

Thomas Jefferson High School TFA – Total 28 Mentor Teachers		
	9 – 12 th Grade	SPED ESY
Suggested configuration:	# of Mentor Teachers	0
Language Arts	9	
Math	8	
Science	7	
Social Studies	5	
T-CALL / Voyage	4	

Projections based on:

	9th Grade	10th Grade	11th Grade	12th Grade
	% of Failures 1st Semester			
Language Arts	21%	13%	16%	14%
Math	23%	17%	13%	6%
Science	15%	18%	12%	4%
Social Studies	10%	10%	12%	3%

Traditional Sites

Callejo Elementary														
Grade Level	PK	K		1 st		2 nd		3 rd		4 th		5 th		SPED ESY
Program		Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	PPCD 3 teachers 3 assistants
# of Teachers	1	1	1	4	2	3	2	3	2	2	2	2	2	
MLEP Science Discovery										1		1		

Kennedy Elementary														
Grade Level	PK	K		1 st		2 nd		3 rd		4 th		5 th		SPED ESY
Program		Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Specialized Support 7 teachers 9 assistants
# of Teachers	1	1	1	3	2	2	2	2	2	2	2	2	1	
MLEP Science Discovery										1		1		

King Elementary														
Grade Level	PK	K		1 st		2 nd		3 rd		4 th		5 th		SPED ESY
Program		Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Behavior 3 teachers 3 assistants
# of Teachers	1	1	1	2	2	1	2	1	2	1	2	1	2	
MLEP Science Discovery										1		1		

McNair Elementary														
Grade Level	PK	K		1 st		2 nd		3 rd		4 th		5 th		SPED ESY
Program		Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Specialized support 6 teachers 7 assistants
# of Teachers	1	1	1	2	3	1	3	1	3	1	3	1	3	
MLEP Science Discovery										1		1		

Moseley Elementary														
Grade Level	PK	K		1 st		2 nd		3 rd		4 th		5 th		SPED ESY
Program		Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	PPCD 3 teachers 3 assistants
# of Teachers	1	1	1	4	2	3	2	3	2	2	2	2	2	
MLEP Science Discovery										1		1		

Pleasant Grove Elementary														
Grade Level	PK	K		1 st		2 nd		3 rd		4 th		5 th		SPED ESY
Program		Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Behavior 2 teachers 2 assistants
# of Teachers	1	1	1	4	3	3	3	3	3	3	3	3	2	
MLEP Science Discovery										1		1		

Reinhardt Elementary														
Grade Level	PK	K		1 st		2 nd		3 rd		4 th		5 th		SPED ESY
Program		Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	0
# of Teachers	1	1	1	3	3	3	3	2	3	3	2	2	2	
MLEP Science Discovery										1		1		

Atwell Middle School –Total 27 Teachers				
	6 th	7 th	8 th	SPED ESY
<i>Suggested configuration:</i>	# of Mentor Teachers	# of Mentor Teachers	# of Mentor Teachers	0
Language Arts	3	4	3	
Math	2	2	2	
Science	2	2	2	
Social Studies	2	2	1	
T-CALL / Voyage	0			

Projections based on:

	6 th	7 th	8 th
% of Failures 1st Semester			
Language Arts	21%	23%	22%
Math	15%	18%	10%
Science	17%	15%	14%
Social Studies	16%	15%	5%

Dealey Middle School –Total 12 Teachers				
	6 th	7 th	8 th	SPED ESY
<i>Suggested configuration:</i>	# of Mentor Teachers	# of Mentor Teachers	# of Mentor Teachers	0
Language Arts	1	1	1	
Math	1	1	1	
Science	1	1	1	
Social Studies	1	1	1	
T-CALL / Voyage	0			

Projections based on:

	6 th	7 th	8 th
	% of Failures 1st Semester		
Language Arts	11%	10%	12%
Math	7%	8%	9%
Science	4%	7%	8%
Social Studies	10%	3%	7%

Hill Middle School –Total 24 Teachers				
	6 th	7 th	8 th	SPED ESY
<i>Suggested configuration:</i>	# of Mentor Teachers	# of Mentor Teachers	# of Mentor Teachers	0
Language Arts	3	3	3	
Math	2	2	1	
Science	1	2	3	
Social Studies	1	2	1	
T-CALL / Voyage	4			

Projections based on:

	6 th	7 th	8 th
	% of Failures 1st Semester		
Language Arts	28%	22%	38%
Math	12%	13%	9%
Science	9%	13%	20%
Social Studies	6%	14%	9%

Lang Middle School –Total 28 Teachers				
	6 th	7 th	8 th	SPED ESY
Suggested configuration:	# of Mentor Teachers	# of Mentor Teachers	# of Mentor Teachers	Behavior 4 teachers 4 assistants
Language Arts	3	4	4	
Math	2	2	4	
Science	1	1	2	
Social Studies	1	2	2	
T-CALL / Voyage	2			
21 st Century	3			

Projections based on:

	6 th	7 th	8 th
	% of Failures 1st Semester		
Language Arts	16%	21%	16%
Math	8%	11%	20%
Science	7%	9%	12%
Social Studies	7%	12%	10%

Long Middle School –Total 21 Teachers				
	6 th	7 th	8 th	SPED ESY
Suggested configuration:	# of Mentor Teachers	# of Mentor Teachers	# of Mentor Teachers	0
Language Arts	3	3	3	
Math	2	1	1	
Science	2	2	1	
Social Studies	1	1	1	
T-CALL / Voyage	0			

Projections based on:

	6 th	7 th	8 th
	% of Failures 1st Semester		
Language Arts	24%	15%	19%
Math	14%	7%	13%
Science	11%	12%	10%
Social Studies	14%	10%	11%

Stockard Middle School Total 27 Teachers				
	6 th	7 th	8 th	SPED ESY
Suggested configuration:	# of Mentor Teachers	# of Mentor Teachers	# of Mentor Teachers	0
Language Arts	4	4	3	
Math	2	2	2	
Science	1	3	2	
Social Studies	2	1	1	
T-CALL / Voyage	1			

Projections based on:

	6 th	7 th	8 th
	% of Failures 1st Semester		
Language Arts	21%	18%	14%
Math	11%	11%	11%
Science	7%	15%	10%
Social Studies	11%	7%	6%

Adamson High School – Total 19 Teachers		
	9 – 12 th Grade	SPED ESY
Suggested configuration:	# of Teachers	Transition 1 teacher
Language Arts	5	
Math	5	
Science	5	
Social Studies	4	
T-CALL / Voyage	0	

Projections based on:

	9th Grade	10th Grade	11th Grade	12th Grade
	% of Failures 1st Semester			
Language Arts	12%	13%	13%	7%
Math	12%	10%	13%	9%
Science	19%	8%	13%	3%
Social Studies	8%	7%	14%	3%

Conrad High School – Total 16 Teachers		
	9 – 12 th Grade	SPED ESY
Suggested configuration:	# of Teachers	Specialized Support 6 teachers 7 assistants Transition 1 teacher 1 assistant
Language Arts	5	
Math	5	
Science	3	
Social Studies	3	
T-CALL / Voyage	4	

Projections based on:

	9th Grade	10th Grade	11th Grade	12th Grade
	% of Failures 1st Semester			
Language Arts	19%	17%	17%	6%
Math	17%	16%	19%	10%
Science	9%	10%	17%	3%
Social Studies	14%	6%	10%	7%

North Dallas High School – Total 10 Teachers		
	9 – 12 th Grade	SPED ESY
Suggested configuration:	# of Teachers	0
Language Arts	3	
Math	3	
Science	3	
Social Studies	1	
T-CALL / Voyage	0	

Projections based on:

	9th Grade	10th Grade	11th Grade	12th Grade
	% of Failures 1st Semester			
Language Arts	21%	24%	12%	2%
Math	20%	14%	16%	10%
Science	21%	16%	14%	5%
Social Studies	5%	6%	6%	3%

Patton High School – Total 16 Teachers		
	9 – 12 th Grade	SPED ESY
Suggested configuration:	# of Teachers	0
Language Arts	4	
Math	3	
Science	5	
Social Studies	4	
T-CALL / Voyage	0	

Projections based on:

	9th Grade	10th Grade	11th Grade	12th Grade
	% of Failures 1st Semester			
Language Arts	18%	13%	8%	5%
Math	10%	9%	7%	8%
Science	10%	22%	14%	3%
Social Studies	13%	10%	18%	4%

Pinkston High School – Total 22 Teachers		
	9 – 12 th Grade	SPED ESY
Suggested configuration:	# of Teachers	Specialized support
Language Arts	6	2 teachers
Math	6	2 assistants
Science	5	Transition
Social Studies	5	1 teacher
T-CALL / Voyage	1	1 assistant

Projections based on:

	9th Grade	10th Grade	11th Grade	12th Grade
	% of Failures 1st Semester			
Language Arts	19%	21%	9%	7%
Math	28%	9%	11%	9%
Science	12%	13%	14%	11%
Social Studies	12%	12%	26%	3%

Skyline High School – Total 41 Teachers		
	9 – 12 th Grade	SPED ESY
Suggested configuration:	# of Teachers	Specialized Support 5 teachers 7 assistants Transition 1 teacher 1 assistant
Language Arts	10	
Math	13	
Science	11	
Social Studies	7	
T-CALL / Voyage	4	

Projections based on:

	9th Grade	10th Grade	11th Grade	12th Grade
	% of Failures 1st Semester			
Language Arts	15%	11%	16%	7%
Math	14%	15%	16%	17%
Science	13%	16%	19%	5%
Social Studies	7%	10%	12%	3%

Wilson High School – Total 11 Teachers		
	9 – 12 th Grade	SPED ESY
Suggested configuration:	# of Teachers	Behavior 1 teacher 1 assistant
Language Arts	3	
Math	3	
Science	3	
Social Studies	2	
T-CALL / Voyage	2	

Projections based on:

	9th Grade	10th Grade	11th Grade	12th Grade
	% of Failures 1st Semester			
Language Arts	9%	16%	23%	8%
Math	20%	12%	18%	9%
Science	20%	18%	14%	6%
Social Studies	8%	7%	12%	4%

Thriving Minds

Carr Elementary														
Grade Level	PK	K		1 st		2 nd		3 rd		4 th		5 th		SPED ESY
Program		Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	0
# of Teachers	1	1	1	3	2	2	2	2	3	2	3	2	2	
21 st Century	2													

Highland Meadows Elementary														
Grade Level	PK	K		1 st		2 nd		3 rd		4 th		5 th		SPED ESY
Program		Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	PPCD 3 teachers 3 assistants
# of Teachers	1	1	1	5	2	3	2	3	2	3	2	3	1	
MLEP Science Discovery										1		1		
21 st Century	2													

Nathan Adams Elementary														
Grade Level	PK	K		1 st		2 nd		3 rd		4 th		5 th		SPED ESY
Program		Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	
# of Teachers	1	1	1	5	3	3	3	3	3	3	2	3	3	
MLEP Science Discovery										1		1		
21 st Century	2													

Soto Elementary														
Grade Level	PK	K		1 st		2 nd		3 rd		4 th		5 th		SPED ESY
Program		Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	
# of Teachers	1	1	1	6	3	4	4	4	3	4	3	4	3	
MLEP Science Discovery										1		1		
21 st Century	2													

Young Elementary														
Grade Level	PK	K		1 st		2 nd		3 rd		4 th		5 th		SPED ESY
Program		Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	Bil	Gen	
# of Teachers	1	1	1	3	1	3	1	3	1	3	1	3	1	
MLEP Science Discovery										1		1		
21 st Century	2													

SPECIAL EDUCATION EXTENDED SCHOOL YEAR PROGRAM

EHBA Legal: The District shall ensure that extended school-year (ESY) services are available as necessary to provide a student with a disability with a Free and Appropriate Public Education (FAPE). ESY services must be provided only if an ARD committee determines, on an individual basis, that the services are necessary to meet FAPE guidelines. The District may not limit ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of ESY services. Campus offering ESY services will be determined by the District Special Education Department.

Summer School Principal Checklist for Special Education Teachers

Special Education Department *SummerSchool 2015*

Principals should ensure that all special education teachers:

- Attend all summer school training.
- Have access to a computer and printer.
- Ensure that there is paper to print IEPs and accommodations for distribution to teachers.
- Ensure summer testing coordinator has accurate testing information and accommodation required.
- Have district wide access from SDMS ([contact name]). SDMS Help Desk [phone number].
- Access and secure necessary forms from Curriculum Central website: Resources tab – Special Education – Summer School resources folder.
- Create a support schedule for the special education students and provide copies to the general education teachers, key personnel and administrators.
- Provide external, in class or specialized support per students' IEPs.
- Monitor and facilitate student progress by collaborating with general education summer school teachers per planning schedule.
- Document all assistance provided to every special education student, including times, on an Instructional Progress document for each student.
- Provide a daily count of special education students by noon daily for the first three (3) days of instruction to the designated campus personnel for leveling purposes.
- Turn in all materials as specified by administrator.

Special Education Contacts:

- Director, [name and contact info]
- Elementary, [name and contact info]
- Secondary, [name and contact info]
- Transition, [name and contact info]
- Vision, [name and contact info]
- Specialized Units, [name and contact info]
- PPCD, [name and contact info]
- Behavior, [name and contact info]
- Behavior, [name and contact info]

Summer School Classroom Checklist for Special Education Classes

Special Education Department
SummerSchool 2015

All Classrooms

- Classroom activities and student work reflects IEP goals/objectives and are implemented at the appropriate level.
- Classroom is organized and uncluttered.
- Materials are organized and are used to enhance the learning of IEP objectives.
- Students are actively engaged in learning and working on meaningful activities.
- Instructional strategies, accommodations/modifications and supports are evident.
- Teachers use respectful verbal and nonverbal communication techniques.
- Teachers appear competent with curriculum and standards.
- Special education students' involvement is evident.
- Rules/routines are established, and positive behavior supports are utilized.
 - Reinforcements, replacement behavior, teach appropriate visual cues (redirect, simplify task, move to a less stimulating area, teach communication alternative)

Inclusion

- There are shared instructional responsibilities.
- A variety of collaborative teaching models are incorporated throughout the lesson.
 - 1 Teach/1 Observe
 - 1 Teach/1 Assist
 - Station Teaching
 - Alternative Teaching
 - Parallel Teaching
 - Team Teaching
- Teachers collect data on the Instructional Progress document daily.
- Teachers update student progress weekly.

Specialized Units

- Students use physical/visual schedules to transition between activities.
- Students have individual schedules available in the autism classroom.
- Classroom has clear areas for 1/1 teaching, small group, and individual work.
- Parent communication is sent home daily.
- Lesson plans are required.
- Teachers update student progress weekly and SMART.

Summer School Principal Checklist for Summer School Section 504 Chairpersons *Special Education Department Summer School 2015*

Principals should ensure that all Summer School Section 504 Chairpersons:

- Are identified on the **Principal Identification Summer School Section 504 Chairperson** form *attached*.
- Attend all summer school training.
- Have access to a computer and printer.
- Ensure that there is paper to print Section 504 Student Service Plans for distribution.
- Have district wide "Section 504 Read Only" access from SDMS ([contact name]). SDMS Help Desk [phone number]
- Establish an accurate roster of Section 504 Summer School Students based on information provided on the Summer School Enrollment Form
- Utilize the Section 504 Student Roster to generate individual Section 504 Student Service Plans.
- Distribute Section 504 Student Plans to Campus Administrators, Teachers and Testing Coordinators.
- Utilize the **Section 504 Student Plan Receipt** form *attached* to collect signatures from teachers in receipt of student Section 504 Plans.
- Monitor Section 504 student progress by collaborating with general education summer school teachers per planning schedule.
- Ensure testing coordinator has list of Section 504 Students whose plans include testing accommodations.
- Submit Section 504 Student Roster and copies of all Section 504 Student Plan Receipts to [email address] prior to the completion of summer school.

Section 504 contacts:

- Director, [name and contact info]
- Supervisor, Section 504 & Dyslexia Services, [name and contact info]
- Section 504 Coordinator, [name and contact info]

STAFF SELECTION PROCESS

Teacher Selection Process

The Summer School Teacher selection process is designed to ensure Summer School Principals are equipped with the right information to make the best teacher selections for his or her campus. As part of the application this year, teachers selected the campuses they wished to work at as well as the courses they'd like to teach. As a result, Summer School Principals are now able to select from a broader list of interested applicants. This year's process emphasizes Summer School Principals soliciting feedback from respective home school principals, reviewing a teacher's credentials, speaking directly with the applicant and confirming a teacher's commitment to teach at their respective Summer School site. Included below is the detailed selection process as a list and process-map.

Notice: Deadline to submit a completed Summer School Staff Roster to Dallas ISD payroll is **April 17th, 2015.**

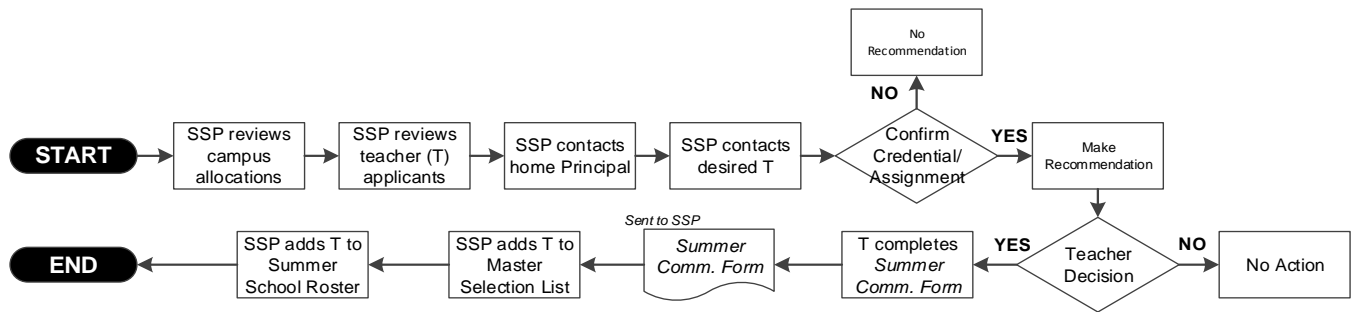
Summer School Teacher Selection Process List:

1. Summer School Principal (SSP) reviews the required campus positions and teacher allocations document
2. SSP reviews list of teacher applicants for her school, contacts desired teacher's home school principal for feedback
3. SSP contacts desired teacher, confirms experience teaching proposed assignment, and once teaching credentials have been confirmed, recommends the teacher for a position
 - a. If Teacher accepts, then teacher completes the *Summer Commitment Form*
 - i. Once the *Summer Commitment Form* is received from a teacher, the SSP should:
 1. add the teacher to the Master Selection List (google doc)
 2. add the teacher to their Summer School Roster (google doc)
 - b. If Teacher rejects, then SSP takes no further action

Important Notes:

1. The SSP should communicate any teacher selection issues to his or her Summer School Executive Director (SSED).
2. The Master Selection List should be updated with a teacher selection ONLY after a teacher has submitted a completed *Summer Commitment Form* to the SSP.
3. Once a SSP has completed teacher selection, the SSP should first have their SSED review and confirm the Summer School Roster as complete, and then the SSP should submit it to payroll.
4. The SSP must maintain digital copies of all teacher *Summer Commitment Forms*.

Summer School Teacher Selection Process Map:



Non-Instructional Staff Selection Process

The Summer School Non-Instructional Staff selection process is designed to ensure Summer School Principals are able to adequately staff his or her summer school campus. Each Summer School Principal must solicit feedback from respective regular school year supervisors, review a staff person's credentials, speak directly with the applicant and confirm his or her commitment to work at their respective Summer School site. Included below is the detailed selection process as a list and process-map.

Notice: Deadline to submit a completed Summer School Staff Roster to Dallas ISD payroll is **April 17th, 2015.**

Summer School Non-Instructional Staff Selection Process List:

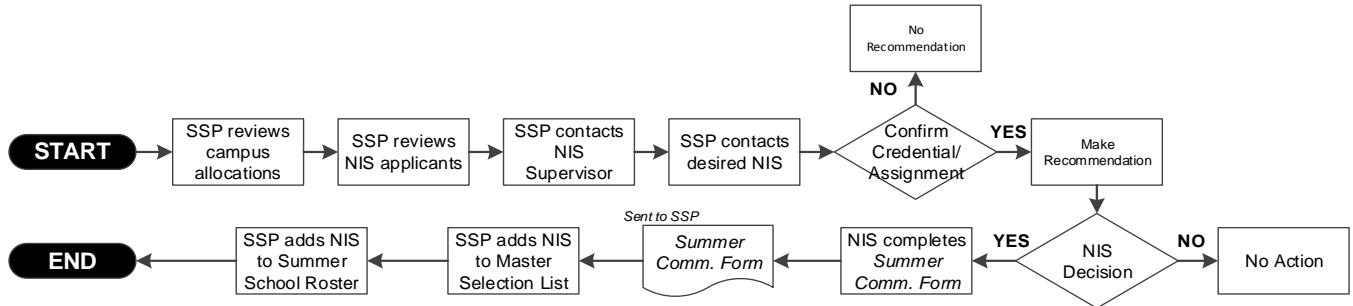
1. Summer School Principal (SSP) reviews the required campus positions and non-instructional staff (NIS) allocations document
2. SSP reviews list of NIS applicants for her school, contacts desired NIS's regular year supervisor for feedback
3. SSP contacts desired NIS, verifies experience in position, and once NIS credentials have been confirmed, recommends NIS for a position
 - a. If NIS accepts, then NIS completes the *Summer Commitment Form*
 - i. Once the *Summer Commitment Form* is received from NIS, the SSP should:
 1. add the NIS to the Master Selection List (google doc)
 2. add the NIS to their Summer School Roster (google doc)
 - b. If NIS rejects, then SSP takes no further action

Important Notes:

5. The SSP should communicate any NIS selection issues to his or her Summer School Executive Director (SSED).
6. The Master Selection List should be updated with a NIS selection ONLY after a NIS has submitted a completed *Summer Commitment Form* to the SSP.

7. Once a SSP has completed NIS selection, the SSP should first have their SSED review and confirm the Summer School Roster as complete, and then the SSP should submit it to payroll.
8. The SSP must maintain digital copies of all NIS *Summer Commitment Forms*.

Summer School Non-Instructional Staff Selection Process Map:



Campus Instructional Coach Selection Process

The Summer School Campus Instructional Coach selection process is designed to ensure Summer School Principals are equipped with the right information to make the best CIC selections for his or her campus. As part of the application this year, coaches selected the campuses they wished to work at as well as the courses they’d like to coach. As a result, Summer School Principals are now able to select from a broader list of interested applicants. This year’s process emphasizes Summer School Principals soliciting feedback from respective home school principals, reviewing a coach’s credentials, speaking directly with the applicant and confirming a coach’s commitment to coach at their respective Summer School or Learning Lab site. Included below is the detailed selection process as a list and process-map.

Notice: Deadline to submit a completed Summer School Staff Roster to Dallas ISD payroll is **April 17th, 2015.**

Summer School Campus Instructional Coach Selection Process List:

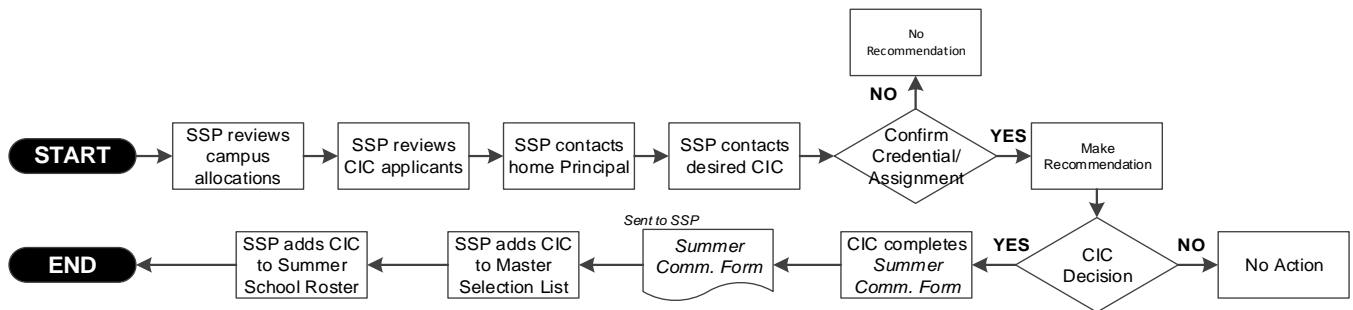
1. Summer School Principal (SSP) reviews the required campus positions and coach allocations document
2. Summer School Campus Instructional Coach Applicant (SSCICA) submits CIC application within the established timeframe: March 23 – April 3. A separate CIC application is required for CIC positions at Learning Lab sites.
3. SSP reviews list of coach applicants for her school, contacts desired coach’s home school principal for feedback.

4. SSP contacts desired coach, verifies teaching/coaching experience teaching or coaching proposed assignment, and once credentials are confirmed, conducts phone or in-person interviews, and recommends coach for a position
 - a. If Coach accepts, then coach completes the *Summer Commitment Form*
 - i. Once the *Summer Commitment Form* is received from a coach, the SSP should:
 1. add the coach to the Master Selection List
 2. add the coach to their Summer School Roster
 - b. If Coach rejects, then SSP takes no further action
5. CIC Recommendations should be completed by April 17

Important Notes:

9. The SSP should communicate any coach selection issues to his or her Summer School Executive Director (SSED).
10. The Master Selection List should be updated with a coach selection ONLY after a coach has submitted a completed *Summer Commitment Form* to the SSP.
11. Once a SSP has completed coach selection, the SSP should first have their SSED review and confirm the Summer School Roster as complete, and then the SSP should submit it to payroll.
12. The SSP must maintain digital copies of all coach *Summer Commitment Forms*.

Summer School Campus Instructional Coach Selection Process Map:



STAFF TRACKING – ON GOOGLE

Each summer school principal will have access to a Google Doc spreadsheet. The spreadsheet will function as the Summer School Roster for each campus. The summer school principals will be responsible for maintaining the summer school roster. The summer school principal and other recruiters will input the names of all employees located at each summer school campus. **NOTE:** The employees – full name must be used – **DO NOT USE** a title and last name (i.e., Mrs. Smith). Positions may not be added to the tracking spreadsheet without approval from the Summer School Executive Director.

Indicate whether the program is self-contained or departmentalized

Every position on the summer school campus will be listed here

Employee's full name and ID number must be entered.

Name of the person in charge of selecting the staff member.

Section / Room #	SC	D	Approved by:	Date	Position	ID #	Name	Funding Source	Activity Code	Recruited by:
					Principal			199		SS ED
					Assistant Principal			199		
					Office Manager			199		
					Data Controller			199		
					Nurse			211		
					Media Specialist			Lib and Media		
					Inclusion Teacher			211		
					R/LA Instructional Coach			48B		
					Math Instructional Coach					
Section A	x				PK			Early Childhood 199		
					PK Teacher Assistant			Early Childhood 211		
A					Kinder - Gen Ed			DWSS - 211		
B					Kinder - Bilingual			K - 2 C & I		
C - ADDED					Kinder - Bilingual			K - 2 C & I		
Leveled				6/18/201	Grade 1 Gen Ed			211		
B					Grade 1 Gen Ed			211		
C					Grade 1 Gen Ed			211		
D					Grade 1 Bilingual			211		
E					Grade 1 Bilingual			211		
A					Grade 2 Gen Ed			211		
B					Grade 2 Gen Ed			211		
C					Grade 2 Gen Ed			211		
D					Grade 2 Bilingual			211		
A					Grade 3 Gen Ed			211		
B					Grade 3 Gen Ed			211		
C					Grade 3 Gen Ed			211		

STAFF LEVELING PROCESS

Leveling will be conducted by each of the summer school Executive Directors during the first week of summer school to ensure that the appropriate classroom size has been determined. The Executive Directors will study the attendance rosters for each campus and make a determination on the number of teachers that will be released or the number of teachers needed to meet the appropriate classroom size.

Adding Staff

If a teacher or staff member will need to be added due to class size or other need, The Summer School Executive Director will first review the need for additional staff with the funding source administrator **PRIOR** to adding any additional allocations to the roster.

Once the funding source administrator and the Executive Director are in agreement – then the funding source administrator will add a row to the spreadsheet and add their name to the spreadsheet indicating that the additional position has been approved.

Once approved, the summer school principal OR recruiter will need to recruit candidates from the pool of individuals that had expressed interest in working summer school.

Positions that are added or leveled will be noted in this column.

A	B	C	D	E	F	G	H	I	J	K
			These columns used during leveling							
Section / Room #	SC	D	Approved by:	Date	Position	ID #	Name	Funding Source	Activity Code	Recruited by:
					Principal			199		SS ED
					Assistant Principal			199		
					Office Manager			199		
					Data Controller			199		
					Nurse			211		
					Media Specialist			Lib and Media		
					Inclusion Teacher			211		
					R/LA Instructional Coach			48B		
					Math Instructional Coach					
Section										
A	x				PK			Early Childhood 199		
					PK Teacher Assistant			Early Childhood 211		
A					Kinder - Gen Ed			DWSS - 211		
B					Kinder - Bilingual			K - 2 C & I		
C - ADDED					Kinder - Bilingual			K - 2 C & I		

The word "ADDED" is typed in by the funding administrator

The funding administrator adds his or her name.

Upon approval, the recruiter types in the name and ID# of the added staff member.

Leveling Staff

After the Executive Director and the summer school principal have reviewed the attendance roster and it has been determined that a teacher or staff member must be cut, the Google Spreadsheet must be updated with this information. The word LEVELED is used to replace the section, the Executive Director is listed as the approver along with date and the employee's name and ID # are stricken through.

McNair ☆

File Edit View Insert Format Data Tools Add-ons Help All changes saved in Drive

Kinder - Gen Ed

Section / Room #	SC	D	Approved by:	Date	Position	ID #	Name	Funding Source	Activity Code	Recruited by:	
Mc Nair E.S. Summer School- Monday - Thursday , June 15 - July 16, 8:00a.m. - 2:00 p.m.											
Projected Number of Students							288				
Number of Classroom							24				
Principal and Assistant Principal Hours 7:30 - 3:00 p.m.											
Teachers and Support Staff Hours: 7:30 - 2:30 - 30 minutes for duty free lunch											
Indicate the type of program											
These columns used during leveling											
A	x				PK			Early Childhood 199			
					PK Teacher Assistant			Early Childhood 211			
A					Kinder - Gen Ed			DWSS - 211			
B					Kinder - Bilingual			K - 2 C & I			
C - ADDED					Kinder - Bilingual			K - 2 C & I			
Levelled				6/18/201	Grade 1 Gen Ed	423456	Mary Smith	211			

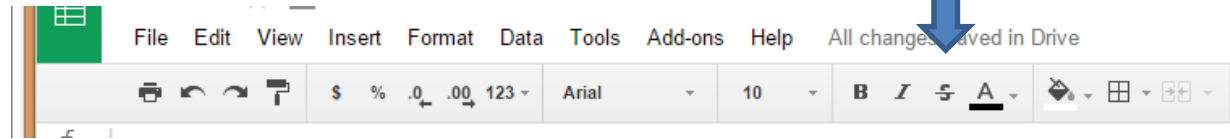
The word "LEVELED" is typed in by recruiter

The Executive Director writes in his/ her name and date

The row is stricken through.

Note:

The strickthrough tool is located here:



SUBSTITUTES

DO NOT contact HCM for subs. Only certified teachers employed during the regular school year can serve as a substitute in the event that a summer school teacher / staff has an emergency.

The summer school principal must update the Google Doc Spreadsheet with the name of the substitute and the name of the person for whom they are substituting. This information is needed for payroll purposes. Needed information includes: The full name and ID number of the person called in to substitute, the date they substituted and the name of the teacher for whom they substituted.

The image shows a Google Doc spreadsheet interface. The spreadsheet has columns labeled A through E. The title of the spreadsheet is "McNair E.S. Summer School Substitute List". The data is organized as follows:

Name	ID	Date	sub for:
[Redacted]	[Redacted]	7/6/2015	[Redacted]
[Redacted]	[Redacted]	7/7/2015	[Redacted]

Callout boxes provide additional information:

- A box on the left says "Must include full name and ID number" with an arrow pointing to the Name and ID columns.
- A box on the right says "Name of person who did not report to work as added documentation for payroll purposes" with an arrow pointing to the "sub for:" column.
- A box at the bottom left says "Substitute tab is located here" with an arrow pointing to the "Substitutes" tab in the bottom navigation bar.

SUPPLEMENTAL DUTIES / PAY

Non-contractual supplemental duties for which supplemental pay is received may be discontinued by either party at any time. An employee who wishes to relinquish a paid supplemental duty may do so by notifying the Superintendent of Schools or designee in writing. Paid supplemental duties are not part of the District's contractual obligation to the employee, and an employee shall hold no expectation of continuing assignment to any paid supplemental duty.

Campus based Staffing decisions in reference to selection and release of staff are at the discretion of the summer school principal.

Rate of Pay

The rate of pay for summer school administrators is based on the grade level of the program for which they will oversee. It is not based on an hourly rate. Administrators are expected to remain on campus until all students have been accounted for at the end of the day.

Program	Position	Stipend
<i>District-Wide Summer School</i> –High School	Principal	\$10000
	Assistant Principal	\$8000
<i>District-Wide Summer School</i> –Middle School	Principal	\$8000
	Assistant Principal	\$6000
<i>District-Wide Summer School</i> – Elementary School	Principal	\$7500
	Assistant Principal	\$5500

The rate of pay for Professional staff and support staff other than administrative staff is based on an hourly rate. Teachers and support staff are expected to arrive 30 minutes prior to the beginning of the day and are expected to stay 30 minutes at the end of the day.

Most elementary level programs will require professional and support staff to report from 7:30 a.m. to 2:30 a.m. All staff will receive (non-paid) thirty minutes duty free lunch – which means that staff will work a total of 6.5 hours each day. Times will vary according to grade level and program.

Program	Position	Rate of Pay
<i>District-Wide Summer School</i> – SSI Accelerated Instruction, SSI EOC/ TAKS, Traditional Summer School, Thriving Minds Summer Camp, Middle School and High School Summer School, PK, K, Special Education ESY and Vision, Science Discovery, T-CALL, Voyage 2018, World Language	Professional Duty Rate	\$31/ Hour
	Support Duty Rate	\$15/ Hour
Non-District Summer Programs - AASI, Jump Start, Camp Invention, Boot Camp, and all other campus specific summer programs.	Professional Duty Rate	\$31/ Hour
	Support Duty Rate	\$15 / Hour
Professional Development for ALL Summer Programs	Professional Duty Rate	\$20 / Hour
	Support Duty Rate	\$10 / Hour

SUMMER SCHOOL MEAL SERVICES

Meal service will be available from June 9, 2015 – August 22, 2015, Monday through Friday. Meal service will not be available on July 3, 2015. **All summer meal applications are due by April 15, 2015.** Stand-Alone, Athletics and Even Start programs must have approval from the School Principal, Executive Director and also Associate Superintendent, if applicable. Meal service will not be provided without approval. After approval, meal request may be submitted using the on-line application at <http://fcns.dallasisd.org/fmi/webd#Summer%20Food%20DB>. Attach the Stand Alone Checklist with required approval signatures.

Dallas ISD Food and Child Nutrition Services is the official meal service provider for the District and other organizations must have approval by the Superintendent to operate in the district.

Closed Enrolled Sites-

SSI and Stand Alone campuses serving 59 or less students will be closed enrolled sites. Only students in attendance will receive the meal. Campus personnel will be responsible for distribution and counting of meals. Breakfast and/or lunch will be a unitized meal plus milk. Meal count form will be marked on a tally sheet as students receive the meal during each meal service. The meal counts will be communicated daily to FCNS using a web base system. The scanned meal count forms will be emailed to FCNS daily. The original form will be picked up by FCNS staff. **A Campus personnel will attend required training to ensure meal service is administrated according to regulations.**

Thriving Mind Camps will also operate as a Closed Enrolled Site. The FCNS staff will operate the meal services during the summer according to the meal times attached. Breakfast, lunch and supper will be offered. Breakfast will continue with the current service method of delivery to the classroom. Lunch will be served the traditional style in the cafeteria. Supper will be a pre-packaged meal plus a choice of milk. The supper meal will be delivered at a hallway kiosk station.

Open Sites –

Traditional Elementary/ Middle/ High Summer School and Stand Alone serving 60 or more students will be open sites.

The FCNS staff will operate the meal services during the summer according to the meal times attached. Community children, 18 years and younger, may receive a free meal at the **Open Sites**. Entrance must be accessible and clearly marked for community children to participate in meal service. Community children may be required to sign in at the front office. Site locations providing summer meal service are published by the State at www.summerfood.org or by calling 211 and will be distributed to students.

Service Methods:

Breakfast- Schools with food service staff will continue with current breakfast method; Breakfast in the Classroom, Kiosk stations and/or Grab n Go in the cafeteria. High Schools with traditional cafeteria service will have cafeteria Grab n Go service.

Lunch- Lunch will be served the traditional style in the cafeteria.

Field Trip – All field trip request must be submitted 21 days prior to the date of the field trip. You may email [contact name] at [email address].

COB Regulation: Under the terms of the Seamless Summer Option Program, the District agrees to serve breakfast and lunch that meets meal requirements to children 18 years old and younger in sanitary and safe environment and to comply with requirements of the program.

For more information, contact [contact name], Director of Nutrition, at [email address].

SUMMER SCHOOL SUPPLIES

The District Summer School Office provides each Districtwide summer school programs with supplies. The supplies vary by grade level and are noted below:

High School

Items	QTY per Teacher
Black Ball Point Pens, 12/box	4
#2 Medium soft pencils, 12 / box	4
Dry erase marker set of 4 colors	3
3 hole notebook paper, 100/ pack	4
Hi-Light Marker set of 4 colors	12

Middle School

Items	QTY per Teacher
Black Ball Point Pens, 12/box	4
#2 Medium soft pencils, 12 / box	4
Dry erase marker set of 4 colors	3
3 hole notebook paper, 100/ pack	4
Hi-Light Marker set of 4 colors	12
3 hole folder with fasteners assorted colors	21

Elementary School

PK	
Items	QTY per Teacher
Utility Masking Tape	1
White drawing paper 12 x 18	2
Paper pad chart pad 1" rule	1
.28 oz. glue sticks	20
18 x 24 colored construction paper	2
#2 medium soft pencils	2
Crayons 8ct, large primary	10
Dry erase marker set of 4	2
Manila tag board sentence strip	2
Classic water based 8 ct. markers	6

Kinder	
Items	QTY per Teacher
Utility Masking Tape	1
White drawing paper 12 x 18	2
Paper pad chart pad 1" rule	1
.28 oz. glue sticks	20
18 x 24 colored construction paper	2
#2 medium soft pencils	2
Box of crayons 24 count	10
Dry erase marker set of 4	2
Manila tag board sentence strip	1
Classic water based 8 ct. markers	6

1st Grade	
Items	QTY per Teacher
Utility Masking Tape 1.5"x60 Yards	1
White Drawing Paper 12"x18", 500 sheets	2
Paper Pad Chart Pad 1" Rule 70 Sheets 2 Hole	2
.28 oz. Glue Sticks	13
18"x24" Colored Construction Paper, 50/sheets	2
#2 Medium Soft Pencils	4
Box of Crayons 24 count	6
Dry Erase Marker Set of 4 Colors	2
Manila Tag board Strip Sentence Ruled 1.5" Paper	1
Classic Water Based 8 count Markers	3

2nd Grade	
Items	QTY per Teacher
White Drawing Paper 12"x18"	1
Paper Pad Chart Pad 1" Rule 70 Sheets 2 Hole	1
18"x24" Colored Construction Paper	2
#2 Medium Soft Pencils	3
Box of Crayons 24 count	5

Manila Tag board Strip Sentence Ruled 1.5" Paper	1
Dry Erase Marker Set of 4 Colors	2
Classic Water Based 8 count Markers	3
White Tag board 18"x24"	1

3rd Grade	
Items	QTY per Teacher
Utility Masking Tape 1.5"x60 Yards	1
White Drawing Paper 12"x18"	1
Paper Pad Chart Pad 1" Rule 70 Sheets 2 Hole	1
18"x24" Colored Construction Paper	2
#2 Medium Soft Pencils	3
Manila Tag board Strip Sentence Ruled 1.5" Paper	1
Dry Erase Marker Set of 4 Colors	2
White Tag board 18"x24"	1
Spiral Notebook 70 Sheets	19
Scissors	19

4th Grade	
Items	QTY per Teacher
Paper Pad Chart Pad 1" Rule 70 Sheets 2 Hole	1
Manila Tag board Strip Sentence Ruled 1.5" Paper	1
Scissors	19
3 Hole Folders with Fasteners Assorted Colors	19
Dry Erase Marker Set of 4 Colors	2
#2 Medium Soft Pencils	3
Spiral Notebook 70 Sheets	19

5th Grade	
Items	QTY per Teacher
Utility Masking Tape 1.5"x60 Yards	1
White Drawing Paper 12"x18", 500 sheets'	1
Paper Pad Chart Pad 1" Rule 70 Sheets 2 Hole	1
18"x24" Colored Construction Paper, 50 sheets	1
#2 Medium Soft Pencils	2
Dry Erase Marker Set of 4 Colors	2
Manila Tag board Strip Sentence Ruled 1.5" Paper	1
White Tag board 18"x24"	1
White Tag board 18"x24"	14
Spiral Notebook 70 Sheets	