



Vernonia School District – Summer Program Overview

1. Program Purpose & Scope

- Designed to support students who need enrichment, Intervention, credit recovery and academic boost to meet grade-level standards.
- Focuses on core academic areas, ELA (literacy), math, science, and STEAM depending on grade level.
- Available to all VSD elementary, middle, and high school students.

2. Dates

- | | |
|--|-------------------------------------|
| • K-5 Elementary Intervention & Enrichment | July 7, 2025- August 8, 2025 |
| ◦ K-5 No School | July 14, 2025- July 18, 2025 |
| • Grades 6-8 Intervention & Enrichment | July 7, 2025- August 1, 2025 |
| • Grades 9-12 Intervention & Enrichment | July 7, 2025- August 1, 2025 |
| • Grades 9-12 Credit Recovery | July 7, 2025 - August 1, 2025 |
| • * No school for K-5 | |

Schedule 8-12 Monday –Friday

- Includes structured classroom time, small-group instruction, enrichment or social-emotional learning components.
- Family Engagement Events and Field Trip Schedules

3. Eligibility & Enrollment

- Open to students assigned by teachers or encouraged by parents based on academic needs, enrichment, and credit recovery.
- No cost to families, covered under district programming.
- Breakfast provided on campus; Lunch will be a Grab-and-Go for all K-12 students
 - Students riding the bus will have the option of eating before riding home.

4. Academic & Support Services

- Emphasizes reading proficiency and content retention, aligned with Oregon's Summer Learning Grants focus
- Includes small-group support, differentiated instruction, and supplemental materials.
- Meals (breakfast and lunch) provided free to ages 1-18 at the Vernonia Schools building.

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Program Administrators

- Jim Helmen, Superintendent
- Kendra Schlegel, Title I Director



Vernonia Summer Learning Program – Student Drop-Off and Pick-Up Plan

To ensure a safe and efficient drop-off and pick-up process for all students participating in the Vernonia Summer Learning Program, please carefully review the procedures outlined below.

Morning Drop-Off Procedures

1. All student drop-offs will occur on the EAST side of the building.
2. Families should NOT drop students off in front of the building or in the meal pick-up lane.
3. The EAST side lane will also be used for bus drop-off. Please use caution and follow staff instructions.

Afternoon Pick-Up Procedures

1. All family pick-ups will occur on the EAST side of the building (same as drop-off location).
2. Parents must remain in their vehicles. Staff will be stationed outside to assist with coordination.
3. Upon arrival, staff will radio inside for your student to be released to the pick-up zone.

Bus Transportation

1. Buses will use the EAST side of the building for both morning drop-off and afternoon pick-up.
2. Please avoid blocking the bus lane or stopping in front of the building at any time.

Student Walkers (Grades K–5)

1. Parents/guardians must notify the student's lead teacher if their child will be walking to or from school.
2. The communication should include confirmation that the student is a walker and the address they will be walking to and from.
3. K–5 students will only be released as walkers with confirmed documentation on file.

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Student Walkers (Grades 6–12)

1. Students in grades 6–12 will be released on their own after lunch unless otherwise requested by parents.
2. We appreciate your cooperation in following these procedures to help keep all students safe and maintain a smooth transportation process. If you have any questions, please contact the Summer Learning Program office.

Transportation Changes and Expectations

1. Any changes to the transportation arrangements for K–5 students must be communicated directly with the student's lead teacher. This ensures student safety and accurate end-of-day procedures.
2. Behavior expectations on buses during the summer program will align with those required during the regular school year. Students are expected to follow all safety rules and demonstrate respectful behavior.
3. If a student in grades 6–12 is responsible for supervising a younger sibling or student, this arrangement must be communicated to and confirmed by the K–5 student's lead teacher.

Field Trip Policy

1. All field trips will require a signed Field Trip Permission Form from a parent or guardian prior to the trip.
2. Any student who does not have a signed permission form or does not plan to attend the field trip must stay home on the day of the trip. There will be no on-site programming available for students not participating in field trips.



Vernonia School District K–5 Summer School 2025

Teachers:

Elizabeth Woolsey	ewoolsey@vernoniak12.org
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Julie Jenkins	jjenkins@vernoniak12.org

Program Description

The Vernonia School District K–5 Summer School 2025 program provides students with a well-rounded learning experience grounded in academics, social-emotional development, and creative enrichment. Each morning begins with 30 minutes of social-emotional learning through the Second Step curriculum, with art thoughtfully integrated to support emotional expression and connection.

The ELA block includes 20 minutes of story and comprehension work, using storyboards to help students visualize and retell narrative texts. Students respond to texts with written answers and higher-level DOK questions to deepen understanding. During a 15-minute center rotation, students engage in personalized skill-building using Freckle and IXL, while the lowest-performing students receive pre-teaching in fluency. The final 10 minutes of the block focus on fluency development using grade-level decodables or Six Minute Solution, with a focus on accuracy, prosody, and comprehension.

The 45-minute math block, using the Math for Love curriculum, combines math talks, lessons, and games aligned to grade-level standards in operations and algebraic thinking, from basic addition to interpreting numerical expressions.

Each day also includes 30 minutes of physical activity using Playworks, The Physical Educator, and STEAM-inspired movement ideas such as obstacle courses and outdoor games.

Afternoon enrichment builds on core learning through STEAM projects, including solar oven s'mores, Lego Robotics, and Scratch Jr. Students set personal academic and SEL goals and end the day journaling and sharing in a community circle. The program emphasizes engagement, growth, and connection for every student.

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Schedule A: Monday–Friday (Academic Instructional Days)

This schedule represents a typical academic day focused on instruction and enrichment.

Time	Monday–Friday	Activity Type
7:45 AM	Staff Arrive	—
8:00 AM	Breakfast	Other
8:15 AM	SEL/Community Circle	Enrichment
8:30 AM	SEL/Community Circle (continued)	Enrichment
8:45 AM	Reading Core Instruction	Literacy
9:00 AM	Reading Core Instruction (continued)	Literacy
9:15 AM	Reading Core Instruction (continued)	Literacy
9:30 AM	Reading Core Instruction (continued)	Literacy
9:45 AM	Recess / PE Activity	Both
10:00 AM	Recess / PE Activity (continued)	Both
10:15 AM	Math Core	General Academic
10:30 AM	Math Core (continued)	General Academic
10:45 AM	Math Core (continued)	General Academic
11:00 AM	Math Core (continued)	General Academic
11:15 AM	STEAM	Enrichment
11:30 AM	STEAM (continued)	Enrichment
11:45 AM	SEL/Closing Circle	Other
12:00 PM	Lunch	Both
12:30 PM	Staff Depart	—

Schedule B: Friday & Special Engagement Wednesdays (Field Trips & Events)

This schedule represents Fridays and Wednesdays focused on engagement, field trips, and family connection.

- Wednesdays -12:15-1:30 PM - Family Engagement Events (TBS)
- Fridays - Field Trips - 8:00 - 3:45 PM – Field Trip Events (TBS)

Schedule B: Field Experience Days

Time	Friday (Field Experience Day)
7:45 AM	Staff Arrive



8:00-8:15	Welcome & Breakfast (Other)
8:30 AM	SEL: Community Circle (Enrichment)
8:45 AM	SEL: Purposeful People (Enrichment)
9:00-10:00	Field Trip Vocabulary/Goals (General Academic)
10:15 AM	Field Trip (Both)
10:30 AM	Field Trip (Both)
10:45-11:45	Field Trip (Both)
12:00 PM	Field Trip (Both)
12:15 PM	Field Trip (Both)
12:30 PM	Field Trip Continues
2:45-3:15 PM	Field Trip Review & Journal (General Academic)
3:30 PM	SEL: Closing Circle (Enrichment)
3:45 PM	Release to Families
4:00 PM	Staff Depart

Literacy/Language Arts Program Summary

Program Title:

Literacy/Language Arts

Grade Band:

Elementary School (Pre-K-5)

Academic Focus Area:

(ELA) RF – Reading Foundational Skills

Program Goal:

By the end of the 2025 K-5 Summer Learning Program, at least 80% of participating students will demonstrate measurable growth in oral reading fluency, as evidenced by an increase in Words Correct Per Minute (WCPM) on weekly ECRI fluency assessments from baseline to final data point, with instructional support delivered through small-group ECRI routines for 20-30 minutes daily, five days per week.



Assessment Method:

Curriculum-Based Pre and Post Testing

Curriculum/Program:

The Vernonia School District will implement a comprehensive literacy approach for its K–5 Summer Learning Program, focusing on key foundational and comprehension skills. The program will utilize:

- **Grade-Level Trade Picture Books** to build vocabulary, background knowledge, and engagement through high-quality, developmentally appropriate literature.
- **Journey's Decodable Texts** to support early reading development by reinforcing phonics, fluency, and decoding skills in a structured, sequential manner.
- **Step-Up to Writing Program** to strengthen students' writing skills, providing direct instruction in sentence structure, paragraph development, and organization across reading content areas.

This balanced literacy approach is designed to promote fluency, comprehension, and writing proficiency while keeping students engaged through meaningful and accessible texts.

Instructional Strategies:

The summer learning program incorporates a set of explicit, research-based instructional practices designed to support all learners, especially those at risk of reading difficulties. Strategies include repeated reading, phrase-cued reading to develop expression and comprehension, and immediate error correction. Instruction is scaffolded to meet individual needs, with small group delivery that targets specific fluency skills. Students engage in guided practice with decodable texts (K–2) or grade-level passages (3–5), along with direct instruction in vocabulary and high-frequency words. Teachers and instructional assistants model fluent reading and provide corrective feedback throughout the session to reinforce accuracy, prosody, and comprehension.

Program Delivery & Progress Monitoring:

Fluency instruction will occur for 20–30 minutes per day, five days per week, in small groups of 3–5 students. The program will be delivered in person by trained instructional assistants and certified teachers during the literacy block. Student progress will be monitored weekly using STAR CBM fluency assessments, including words correct per minute (WCPM), error tracking, and teacher observation. Data will be used to adjust groupings, pacing, and instructional support as needed to ensure ongoing student growth.



Mathematics Program Summary – Elementary School (K–5)

Program Title:

Mathematics

Grade Band:

Elementary School (Pre-K–5)

Academic Focus Area:

(MTH) OA – Algebraic Reasoning: Operations

Program Goal:

By the end of the 2025 K–5 Summer Learning Program, at least 80% of participating students will demonstrate measurable growth in mastery of the Operations and Algebraic Thinking standards: K.OA.A.1, K.OA.A.2, 1.OA.A.1, 1.OA.A.2, 2.OA.A.1, 3.OA.B.5, 3.OA.B.6, 4.OA.A.1, 4.OA.A.2, 5.OA.A.1, and 5.OA.A.2. Students will develop skills in addition, subtraction, multiplication, division, and interpreting numerical expressions as aligned to Oregon standards. Progress will be monitored through weekly formative assessments and embedded skill checks within the Math For Love curriculum. Instruction will be provided daily in 30-minute, small-group sessions by certified teachers using explicit instruction, math talks, visual models, and game-based learning to foster conceptual understanding and problem-solving abilities.

Assessment Method:

Curriculum-Based Pre and Post Testing

Curriculum/Program:

The Vernonia School District will implement the Math For Love curriculum in its K–5 summer learning program. Math For Love is an evidence-based curriculum that emphasizes conceptual understanding and problem-solving within Operations and Algebraic Thinking (OA.A) standards. The curriculum supports skill development in addition, subtraction, multiplication, division, and interpreting numerical expressions aligned to grade-level standards K–5. Research shows that curriculum focusing on conceptual engagement and student discourse, such as Math For Love, leads to moderate to large effect sizes in math achievement.

Instructional Strategies:

Instruction will include explicit teaching of mathematical concepts through math talks, visual models, and problem-solving tasks. Teachers will use guided small-group instruction, scaffolded questioning, and game-based learning to promote understanding of addition as putting together and subtraction as taking away (K), representing and solving addition and subtraction problems (Grades 1–2), and multiplication and division problems (Grade 3). For

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upper grades, students will practice using the four operations to solve real-world problems and write and interpret numerical expressions (Grade 5). Frequent use of manipulatives, visual supports, and math discourse will support student engagement and comprehension.

Program Delivery:

Students will receive 30 minutes of daily math instruction, five days per week, in small groups of 6–10 students. Instruction will be delivered in person by certified teachers trained in Math For Love pedagogy, combining whole-group lessons, guided practice, and math games.

Progress Monitoring:

Student progress will be monitored weekly through formative assessments, skill checks embedded in the curriculum, and teacher observations during math talks and problem-solving activities. Data will be used to adjust instruction, groupings, and pacing to address learning needs effectively.

Supplemental Information

30 min SEL

- Second Step
- Art incorporated into lessons

45 min ELA Block

- 20 min- Story & Comprehension
 - Storyboards for narrative text ([example plan](#))
 - Written response to text with higher [DOK questioning](#)
- 15 min- Centers (Freckle, IXL based on skill plan for needs)
 - Pull lowest students for pre-teach of fluency
- 10 min- Fluency with accuracy/ prosody/ fluency [bookmark](#)
 - Grade level [decodables or blend it books](#) (K-2)
 - Six minute solution for (3-5)

Standards (@grade level)

Reading Literature 1- Ask and answer question in a text about key ideas and details

RL 2- Retell stories

RL 3- Identify characters, setting, and major events

Reading Informational 1- Ask and answer question in a text about key ideas and details

RI 2- Retell key topics and supporting details

RI 3- Describe the connection between individual events, ideas, or pieces of information in a text

Reading Foundations 4- Read grade level text to develop accuracy and fluency to support comprehension

45 min Math Block ([Math for Love](#))

- Math talk

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- Lesson
- Game

Standards

Operations and Algebraic Thinking (OA.A)

K- Understand addition as putting together and subtraction as taking away.

1- Represent and solve problems involving addition and subtraction.

2- Represent and solve problems involving addition and subtraction.

3- Represent and solve problems involving multiplication and division.

4- Use the four operations with whole numbers to solve problems.

5- Write and interpret numerical expressions.

30 min Physical Activity/Movement

- Gym, playground, or field
 - [Playworks](#)
 - [The Physical Educator](#)

STEAM Ideas

- Little Bins- [21 STEAM Activities For Kids - Little Bins for Little Hands](#)
- Slime
- Solar oven smores
- Paper boat races
- Lego Robotics
- Fizzy Paint
- Scratch Jr.
- Paper/tape weight bearing structures
-

Field Trip Ideas

- [Oregon Zoo](#)
- [OMSI](#)
- [Columbia River Maritime Museum](#)
- [Fort Clatsop](#)
- [World Forestry Center](#)
- [Stubb Stewart State Park](#)

Summer School Pre & Post Assessments

Reading Goal:

By the end of the 2025 K-5 Summer Learning Program, at least 80% of participating students will demonstrate measurable growth in oral reading fluency, as evidenced by an increase in Words Correct Per Minute (WCPM) on weekly ECRI fluency assessments from baseline to final data point, with instructional support delivered through small group ECRI routines for 20-30 minutes daily, five days per week.

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- Utilize Renaissance STAR CBM to measure fluency and accuracy for all students. (Pre and Post test for every student).

Math Goal:

By the end of the 2025 K-5 Summer Learning Program, at least 80% of participating students will demonstrate 20% growth in mastery of the Operations and Algebraic Thinking standards: K.OA.A.1, K.OA.A.2, 1.OA.A.1, 1.OA.A.2, 2.OA.A.1, 3.OA.B.5, 3.OA.B.6, 4.OA.A.1, 4.OA.A.2, 5.OA.A.1, and 5.OA.A.2. Students will develop skills in addition, subtraction, multiplication, division, and interpreting numerical expressions as aligned to Oregon standards.

- Every student will complete their grade level pre and post assessment individually. Teachers may read the question to students but not assist them in any way in solving or answering the question.
- Record score on google sheet for pre and post assessments. [Summer School Pre and Post Assessment Data](#)
- Turn pre and post assessments into Jim after they have been completed.



Vernonia School District 6–8 Summer Learning Program 2025

Teacher: Rachel Plummer
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Breanna Warren
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Program Description

The Vernonia School District 6–8 Summer Learning Program will provide students with a structured and engaging experience that supports academic growth, social-emotional development, and cultural awareness. Each morning will begin with goal setting, helping students focus on daily targets in literacy, writing, math, and social-emotional learning.

A central focus of the literacy block will be developing proficiency in reading and analyzing informational text, aligned to Oregon State Standards. Students will learn to analyze texts both explicitly and inferentially and cite evidence to support their understanding. Instruction will follow a structured literacy model, emphasizing direct teaching of phonics, vocabulary, and comprehension strategies. Teachers will activate prior knowledge and model how, when, and why to use reading strategies. Writing instruction will focus on the 6+1 Traits of Writing, with students crafting narrative texts using strong technique, descriptive detail, and clear sequencing.

Math instruction will occur in whole group, small group, and individualized settings using the Key Math curriculum, IXL, and Freckle. These platforms will support targeted skill development and ongoing progress monitoring aligned to STAR data.

Afternoons will include hands-on STEM activities, art, physical activity, and SEL using the Wayfinder curriculum. Students will participate in enrichment tied to their community and global cultures, including engineering projects, wellness, and cultural exploration.

Each day will conclude with journaling and a community circle to reflect and build connections. The program will also be enriched by a bi-national teacher and equity team member leading cultural lessons that honor students' identities.

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Schedule A: Monday–Friday (Academic Instructional Days)

This schedule represents typical academic days focused on core instruction and enrichment.

Time	Activity Description	Activity Type
7:45 AM	Staff Arrive	—
8:00 AM	Breakfast	Other
8:15 AM	Goal Setting & Morning Meeting	Enrichment
8:30 AM	Literacy/Writing Block	Literacy
8:45 AM	Literacy/Writing Block (cont.)	Literacy
9:00 AM	Literacy/Writing Block (cont.)	Literacy
9:15 AM	Literacy/Writing Block (cont.)	Literacy
9:30 AM	Physical Activity Break	Both
10:00 AM	Physical Activity Break (cont.)	Both
10:15 AM	Math Block	Gen. Academic
10:30 AM	Math Block (cont.)	Gen. Academic
10:45 AM	Math Block (cont.)	Gen. Academic
11:00 AM	SEL, STEAM, Culture	Enrichment
11:30 AM	SEL, STEAM, Culture (cont.)	Enrichment
11:45 AM	Closing- Goals(s) Review	Other
12:00 PM	Lunch - Closing	Other
12:30 PM	Staff Depart	—

Schedule B: Friday & Special Engagement Wednesdays (Field Trips & Events)

This schedule represents Fridays and Wednesdays focused on engagement, field trips, and family connection.

- Wednesdays -12:15-1:30 PM - Family Engagement Events
- Fridays - Field Trips - 8:00 - 3:45 PM – Field Trip Events

Schedule B: Field Experience Days

Time	Friday (Field Experience Day)
7:45 AM	Staff Arrive
8:00–8:15	Welcome & Breakfast (Other)



8:30 AM	SEL: Community Circle (Enrichment)
8:45 AM	SEL: Purposeful People (Enrichment)
9:00–10:00	Field Trip Vocabulary/Goals (General Academic)
10:15 AM	Field Trip (Both)
10:30 AM	Field Trip (Both)
10:45–11:45	Field Trip (Both)
12:00 PM	Field Trip (Both)
12:15 PM	Field Trip (Both)
12:30 PM	Field Trip Continues
2:45–3:15 PM	Field Trip Review & Journal (General Academic)
3:30 PM	SEL: Closing Circle (Enrichment)
3:45 PM	Release to Families
4:00 PM	Staff Depart

Literacy/Language Arts Program Summary – Middle School (6–8)

Program Title:

Literacy/Language Arts

Grade Band:

Middle School (6–8)

Academic Focus Area:

(ELA) RI – Reading Informational Text

Program Goal:

By the end of the 2025 6–8 Summer Learning Program, at least 80% of participating students will demonstrate measurable improvement in reading comprehension and narrative writing skills, as evidenced by growth on pre- and post-assessments aligned to standards 6.RI.2, 6.W.4, and 8.RI.2. Students will engage in daily 25–30 minute in-person literacy instruction, receiving structured support in comprehension strategy use and the 6+1 Traits of Writing to produce clear, coherent narratives with detailed elaboration and purposeful organization.



Assessment Method:

Curriculum-Based Pre and Post Testing

Curriculum/Program:

The Vernonia School District 6–8 Summer Learning Program will use a structured literacy approach aligned with the Oregon State Standards, including 6.RI.2 (determine a central idea and explain how it is conveyed through details), 6.W.4 (produce clear and coherent writing), and 8.RL.2 (analyze theme or central idea in a literary text). The program integrates high quality, evidence-based texts and the 6+1 Traits of Writing to enhance reading comprehension and written expression. Materials will consist of the grades 6–8 ELA program curriculum, Read Naturally Curriculum, and reading selections will be tailored to student interests through the Freckle Renaissance platform; literature will directly correspond to student STAR Reading outcomes.

Instructional Strategies:

Students will receive explicit instruction in analyzing central ideas, themes, supporting details, and text structure. Teachers will activate prior knowledge, model reading strategies, and guide students through close reading of both informational and literary texts. Small-group instruction will support comprehension and vocabulary development. Writing instruction will focus on organizing ideas, elaborating with detail, and revising for clarity, aligned to the 6+1 Traits. Scaffolded supports include graphic organizers, mentor texts, and teacher conferencing.

Program Delivery:

Literacy instruction will be delivered in person, five days per week, for 25–30 minutes per day in small groups of 6–10 students, led by certified teachers.

Mathematics Program Summary – Middle School (6–8)

Program Title:

Mathematics

Grade Band:

Middle School (6–8)

Academic Focus Area:

(MTH) OA – Algebraic Reasoning: Operations

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Program Goal:

By the end of the 2025 summer learning program, at least 80% of participating students in grades 6–8 will demonstrate measurable growth in math proficiency by showing a minimum 20% improvement from pre- to post-unit assessments using the Oregon Math 6–8 curriculum. Instruction will target Oregon math standards 6.NS.A, 7.RP.B, and 8.AEE.A, with support from the Key Math curriculum, IXL, and Freckle. Growth will be reinforced through 25–30 minutes of daily small-group instruction, individualized practice, and progress monitoring using STAR Math, embedded diagnostics, and teacher-led formative assessments.

Assessment Method:

Curriculum-Based Pre and Post Testing

Curriculum/Program:

The Vernonia School District's 6–8 summer learning program will implement a blended math intervention model using the Key Math curriculum, IXL, Freckle, and the Oregon Math 6–8 curriculum from Big Ideas Learning. These evidence-based instructional tools support conceptual understanding, procedural fluency, and targeted skill development, with demonstrated moderate to large effect sizes. Instruction will align with Oregon State Standards and Smarter Balanced Claim 1, with a focus on key grade-level content: 6.NS.A (apply and extend understanding of multiplication/division to divide fractions by fractions), 7.RP.B (investigate chance processes and evaluate probability models), and 8.AEE.A (work with radicals and integer exponents). The Big Ideas Learning curriculum will provide structured unit-based instruction, with pre- and post-unit assessments tied directly to priority standards to measure student growth.

Instructional Strategies:

Students will receive explicit instruction using a gradual release model ("I do, we do, you do"), guided math talks, and conceptual modeling. Lessons will include small-group and individualized support using manipulatives, digital simulations, and real-world problem-solving to deepen understanding. STAR Math data will guide skill focus.

Program Delivery:

Students will participate in 25–30 minutes of daily math instruction, five days per week, in small groups of 6–10, taught in person by certified teachers. Sessions will blend whole-group instruction, targeted re-teaching, and individualized digital learning.

Progress Monitoring:

Progress will be tracked through pre/post-unit assessments, weekly formative checks, platform diagnostics, STAR Math data, and teacher observations, allowing for responsive instructional adjustments.

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Vernonia 9–12 Intervention and Enrichment

Teacher: Jennifer Schram
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Program Description

The Vernonia School District 9–12 Summer Learning Program delivers a rigorous, standards-aligned experience that builds literacy, math, and social-emotional skills.

In English Language Arts, students engage in a project-based unit centered on real-world issues using high-interest texts and multimedia to produce argumentative and informational writing. Licensed educators guide students through the entire writing process, including:

- Topic selection
- Research
- Thesis development
- Outlining and drafting
- Essay structure and conventions
- Revision and citation

Dedicated time is built in for teacher feedback, editing, and final presentations. Field trips support literacy and social-emotional learning (SEL) by enhancing students' cultural awareness and communication skills.

In math, the program uses the Oregon Math Algebra curriculum, aligned to HS.AEE.A standards. Instruction focuses on:

- Conceptual modeling
- Explicit teaching
- Gradual release model ("I do, we do, you do")

Small-group support and hands-on engineering projects further connect algebra to real-world problem solving.

STEAM integration throughout the program reinforces goal setting and critical thinking. Daily learning includes:

- Direct instruction
- Collaboration

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- Independent work

Progress is measured through:

- Formative checks
- Teacher observations
- Rubric-based assessments

By the program's end, at least 80% of students will demonstrate proficiency in 9-10.W.1, 9-10.W.1a, 9-10.RI.1, and HS.AEE.A standards—equipping them with essential academic and life skills.

Schedule A: Academic Focus Days

Time	Monday – Thursday	Friday
7:45 AM	Staff Arrive	Staff Arrive
8:00–8:15	Welcome & Breakfast (Other)	Welcome & Breakfast (Other)
8:30 AM	SEL: Community Circle (Enrichment)	SEL: Community Circle (Enrichment)
8:45 AM	Review/Set Goals (Both)	Review/Set Goals (Both)
9:00–10:00	Literacy (Literacy)	Choice Activities: Logic & Reasoning (Literacy)
10:15 AM	STEM/Literacy (Both)	Fitness/Wellness (Both)
10:30 AM	Fitness/Wellness (Enrichment)	Fitness/Wellness (Enrichment)
10:45–11:45	Math (General Academic)	SEL/Social Development (General Academic)
12:00 PM	Lunch	Lunch
12:30 PM	Staff Depart	Staff Depart
*Lunch is a Grab-and Go		

Schedule B: Friday & Special Engagement Wednesdays (Field Trips & Events)

This schedule represents Fridays and Wednesdays focused on engagement, field trips, and family connection.

- Wednesdays -12:15-1:30 PM - Family Engagement Events (TBS)
- Fridays - Field Trips - 8:00 - 3:45 PM – Field Trip Events (TBS)



Schedule B: Field Experience Days

Time	Friday (Field Experience Day)
7:45 AM	Staff Arrive
8:00–8:15	Welcome & Breakfast (Other)
8:30 AM	SEL: Community Circle (Enrichment)
8:45 AM	SEL: Purposeful People (Enrichment)
9:00–10:00	Field Trip Vocabulary/Goals (General Academic)
10:15 AM	Field Trip (Both)
10:30 AM	Field Trip (Both)
10:45–11:45	Field Trip (Both)
12:00 PM	Field Trip (Both)
12:15 PM	Field Trip (Both)
12:30 PM	Field Trip Continues
2:45–3:15 PM	Field Trip Review & Journal (General Academic)
3:30 PM	SEL: Closing Circle (Enrichment)
3:45 PM	Release to Families
4:00 PM	Staff Depart

Literacy/Language Arts Program Summary – High School (9–12)

Program Title:

Literacy/Language Arts

Grade Band:

High School (9–12)

Academic Focus Area:

(ELA) RI – Reading Informational Text

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Program Goal:

By the end of the 2025 summer session, at least 80% of participating 9–12 students will demonstrate proficiency in argumentative and informational writing aligned with Oregon ELA standards 9-10.W.1 (write arguments to support claims), 9-10.W.1a (introduce precise claims and organize reasons and evidence), and 9-10.RI.1 (cite textual evidence to support analysis of informational texts). Students will engage in a project-based learning unit analyzing a real-world issue, synthesizing evidence from complex texts and multimedia sources, and producing a final product, such as a position paper, multimedia presentation, or creative project, that effectively presents their claims. Progress will be measured through rubric-based assessments evaluating evidence use, organization, clarity, and critical thinking, with daily in-person instruction and feedback led by licensed educator.

Assessment Method:

Performance Tasks

Curriculum/Program:

Students will engage in a project-based learning unit aligned to Oregon high school ELA standards, with a focus on analyzing a current or historical real-world issue. The curriculum will emphasize both argumentative and informational writing, integrating high-interest texts, nonfiction articles, and multimedia sources that explore relevant social, environmental, or civic topics. Instruction will be designed to strengthen critical thinking, research, and communication skills.

Instructional Strategies:

Instruction will include guided close reading of complex texts, structured writing workshops, peer feedback, and media literacy skill-building. Teachers will scaffold lessons around evaluating credible sources, developing evidence-based claims, and citing textual evidence accurately. The unit will embed opportunities for student voice and choice to increase engagement and ensure relevance to students' lives and interests.

Program Delivery:

Students will participate in daily, in-person sessions that blend direct instruction, collaborative group work, and independent research. A licensed educator will lead a writing and portfolio development lab, supporting both physical and digital formats, guiding students through each phase of the writing and project creation process. The culminating product may take the form of a formal position paper, multimedia presentation, hands-on project, or creative expression piece, all designed to demonstrate students' ability to analyze, argue, and communicate ideas effectively. Dedicated time will be provided for drafting, peer and teacher feedback, revision, and final presentation.



Mathematics Program Summary – High School (9–12)

Program Title:

Mathematics

Grade Band:

High School (9–12)

Academic Focus Area:

(MTH) AEE – Algebraic Reasoning: Expressions & Equations

Program Goal:

By the end of the high school summer learning program, at least 80% of participating students will demonstrate measurable growth in algebraic reasoning aligned to Oregon standards HS.AEE.A.1, HS.AEE.A.2, and HS.AEE.A.3, as evidenced by an increase of at least 20% from pre-test to post-test scores using the Oregon Math Algebra curriculum's unit assessments. Growth will be supported through daily in-person instruction, targeted small-group support, and differentiated practice using the Big Ideas digital platform.

Assessment Method:

Curriculum-Based Pre and Post Testing

Curriculum/Program:

The Vernonia School District high school summer learning program will utilize the Big Ideas Learning Algebra curriculum, an evidence-based resource aligned with Oregon high school mathematics standards. Instruction will focus on the HS.AEE.A cluster, including HS.AEE.A.1 (interpreting expressions and reasoning about part-whole relationships), HS.AEE.A.2 (creating and recognizing equivalent expressions in authentic contexts), and HS.AEE.A.3 (rearranging formulas to isolate variables). Big Ideas Learning is grounded in research supporting conceptual understanding and procedural fluency, showing moderate to large effect sizes in improving algebraic reasoning.

Instructional Strategies:

Students will engage in structured lessons that include explicit instruction, conceptual modeling, and math discourse. Teachers will use the gradual release of responsibility model ("I do, we do, you do") to help students internalize core algebraic skills. Small-group work and real-world problem-solving tasks will encourage critical thinking, while scaffolding, visual supports, and peer collaboration will help ensure access and success for all learners.

Program Delivery:

Instruction will be delivered in person, five days per week, in small groups of 6–10 students. Each session will include 25–30 minutes of math instruction led by certified educators.

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Lessons will blend direct teaching, collaborative group tasks, and independent work using the Big Ideas digital platform.

Progress Monitoring:

Teachers will assess student progress through unit pre- and post-tests embedded in the curriculum, weekly formative assessments, exit tickets, and daily teacher observations. Data will inform instructional pacing, groupings, and individualized supports.



Vernonia 9–12 Credit Recovery

Teachers

Courtney Ferguson
Katreasa Beattie

cferguson@vernoniak12.org
kbeattie@vernoniak12.org

Program Description

The Vernonia 9–12 Credit Recovery Summer Learning Program will offer students a focused, supportive environment for individualized credit recovery through Acellus, Edgenuity and enrichment. Each day will begin with breakfast and a morning meeting where students will set personal academic, social-emotional, and attendance goals. From 8:30 to 10:30 AM, students will engage in self-paced credit recovery, supported by certified teachers who will provide direct instruction, feedback, and one-on-one support to help students successfully complete core coursework.

Following the academic block, students will participate in enrichment activities focused on social-emotional learning, STEAM, and cultural identity. Using the Wayfinder SEL curriculum, students will build essential life and leadership skills such as self-awareness, responsible decision-making, resilience, purpose-building, empathy, and collaboration. Activities will include journaling, group challenges, and discussions that help students reflect on their values, goals, and contributions to their communities.

STEAM and cultural components will offer hands-on science and engineering principles, helping students explore their identity and build confidence in real-world problem-solving.

The day will end with lunch and a closing community circle, providing space for students to reflect on their learning, connect with peers, and celebrate their progress. This schedule supports academic success while equipping students with the social-emotional skills and mindset needed for future readiness.

Schedule A: Academic Focus Days

Time	Monday – Thursday	Friday
7:45 AM	Staff Arrive	Staff Arrive
8:00 AM	Breakfast	Breakfast
8:15 AM	Goal Setting & Morning Meeting (Enrichment)	Goal Setting & Morning Meeting (Enrichment)
8:30–10:30 AM	Credit Recovery (General Academic)	Credit Recovery (General Academic)

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10:45–11:15 AM	SEL, STEAM, Culture (Enrichment)	SEL, STEAM, Culture (Enrichment)
11:30–11:45 PM	Closure- Goal(s) Review	Enrichment
12:00 PM	Lunch	Lunch
12:30 PM	Staff Depart	Staff Depart
*Lunch will be a Grab-and Go		

Schedule B: Friday & Special Engagement Wednesdays (Field Trips & Events)

This schedule represents Fridays and Wednesdays focused on engagement, field trips, and family connection.

- Wednesdays -12:15-1:30 PM - Family Engagement Events (TBS)
- Fridays - Field Trips - 8:00 - 3:45 PM – Field Trip Events (TBS)

Schedule B: Field Experience Days

Time	Friday (Field Experience Day)
7:45 AM	Staff Arrive
8:00–8:15	Welcome & Breakfast (Other)
8:30 AM	SEL: Community Circle (Enrichment)
8:45 AM	SEL: Purposeful People (Enrichment)
9:00–10:00	Field Trip Vocabulary/Goals (General Academic)
10:15 AM	Field Trip (Both)
10:30 AM	Field Trip (Both)
10:45–11:45	Field Trip (Both)
12:00 PM	Field Trip (Both)
12:15 PM	Field Trip (Both)
12:30 PM	Field Trip Continues
2:45–3:15 PM	Field Trip Review & Journal (General Academic)
3:30 PM	SEL: Closing Circle (Enrichment)
3:45 PM	Release to Families
4:00 PM	Staff Depart



Credit Recovery Program Summary – High School (9–12)

Program Title:

Credit Recovery

Grade Band:

High School (9–12)

Academic Focus Area:

N/A – Credit Recovery

Program Goal:

By the end of the 2025 Summer Learning Program, at least 80% of all students enrolled in credit recovery will successfully complete their assigned coursework and earn a minimum of 0.5 high school credits, as measured by final grades and verified course completion through the district's approved credit recovery platform.

Assessment Method:

Credits Earned

Curriculum/Program:

The Vernonia School District will implement Acellus and Edgenuity, two evidence-based online platforms approved for high school credit recovery. Both programs are aligned with national and Oregon State Standards and provide a comprehensive curriculum in core content areas. Research shows that when paired with in-person instructional support, these programs produce moderate to large effect sizes in student achievement and credit recovery outcomes. The platforms offer interactive, multimedia instruction that allows students to work at their own pace while still meeting rigorous academic standards.

Instructional Strategies:

Students will engage in self-paced digital coursework supported by certified teachers providing real-time academic support, scaffolded re-teaching, and individualized coaching. Teachers will use formative feedback, progress tracking tools, and one-on-one conferencing to guide student understanding and mastery of concepts. Daily goal-setting routines and check-ins will help students monitor their own progress and build self-regulation and motivation. Instructors will reinforce time management, comprehension strategies, and content-specific skills during structured help sessions.

Program Delivery:

Instruction will occur in person, Monday through Friday, from 8:30 to 10:30 AM (120 minutes daily). Students will work individually on their courses in a structured classroom setting with access to certified teachers for academic support. The staffing structure

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includes 1–2 licensed educators per classroom, depending on enrollment and content area needs.

Progress Monitoring:

Student progress will be tracked through platform-embedded assessments, weekly progress reports, teacher observations, and final course completion reports. Course grades and credit recovery status will be reviewed weekly to adjust instructional support and ensure student success.



K–5 Behavior Support and Instructional Assistant – Vernonia Summer Learning Program

Teachers/Staff:

- Lead Behavior Teacher: **Raynett Mann** – rmann@vernoniak12.org
- Behavior Instructional Assistant and Lead Safety and Security: **Ryan Cripe** – rcripe@vernoniak12.org

Job Summary:

The K–5 Behavior Support and Instructional Assistant will provide targeted behavioral, social-emotional, and academic support to students participating in the Vernonia School District Summer Learning Program. This role is designed to enhance student access to programming through proactive behavior interventions, sensory and special education supports, and supervision of student transitions. The assistant will collaborate closely with certified teachers, special education staff, and program coordinators to implement a safe, inclusive, and supportive learning environment for all students.

Duties and Responsibilities:

1. Implement positive behavior intervention strategies and support individual and small group behavior plans.
2. Support students with special education needs by facilitating sensory breaks and using sensory tools to aid regulation and focus.
3. Assist in student transitions across summer programming options including academic sessions, enrichment, meals, and transportation.
4. Monitor and supervise student behavior in classrooms, common areas, outdoor activities, and on transportation routes as assigned.
5. Provide real-time support for students experiencing dysregulation using de-escalation strategies and district-approved protocols.
6. Collaborate with special education staff and counselors to align interventions with Individualized Education Plans (IEPs), 504 Plans, and behavior plans.
7. Assist in delivering instructional activities under teacher direction, including small-group and 1:1 academic and social-emotional learning support.



8. Maintain a positive and supportive environment aligned with the goals of the Vernonia Summer Learning Program and the district's Multi-Tiered System of Supports (MTSS).
9. Communicate effectively with staff and families as needed to support student engagement and participation.
10. Participate in staff training and planning sessions before and during the summer program.

Program Alignment – Vernonia Summer Learning Program:

12 This position supports the Vernonia Summer Learning Program's commitment to inclusive, whole-child instruction by ensuring all students can fully access learning and enrichment activities. Through targeted behavior support, supervision, and sensory interventions, the Behavior Support and Instructional Assistant plays a critical role in fostering a positive learning environment aligned with academic growth, social-emotional development, and equitable access to summer programming opportunities.

Behavior Support Request Protocol:

The following steps must be followed by staff when requesting support from the Behavior Program:

1. Attempt Tier 1 strategies including verbal redirection, proximity, and classroom calming strategies.
2. If additional support is needed, call the Behavior Team using the provided two-way radio.
3. Clearly state your location and student's initials (for confidentiality) along with a brief description of the behavior.
4. Await confirmation that a member of the Behavior Team is en route.
5. If no response within 2 minutes, contact Administrator on Duty to escalate support request.

Arrival and Dismissal Supervision:

The Behavior Team will provide early morning supervision and afternoon dismissal support as follows:

1. Morning Supervision: 7:30 AM – 8:30 AM – stationed at bus drop-off, front entry, and breakfast area.
2. Afternoon Supervision: 11:45 AM – 12:45 PM – stationed at classroom hallways, bus loading zones, and pick-up locations.
3. Team members will ensure smooth transitions and assist students exhibiting distress or behavioral challenges.



Classroom Behavior Support Protocol:

When immediate support is needed in a classroom setting, follow these steps:

1. Use the two-way radio to request assistance. Say: "Behavior Team, Room [#], student [initials], immediate support needed."
2. Continue de-escalation strategies and ensure class safety until support arrives.
3. Provide a brief verbal debrief to the team member when they arrive.
4. Complete a behavior incident form (if required) and submit to the Lead Behavior Teacher for review.
5. Teachers must contact the parent or guardian as soon as possible after the school day to discuss any behavioral incidents.
6. If a student makes physical contact with the intent to harm another student, the following steps must be taken immediately:
 - The parent or guardian must be contacted right away.
 - The student will be sent home.
 - The student may not return to the program until a reentry meeting is held with an administrator, the teacher, the parent or guardian, and the behavior specialist.



Vernonia Summer Learning Program – Behavior Incident Report

Please complete this form for any behavior incident requiring documentation. Submit to the Lead Behavior Teacher by the end of the day.

Student Information

Student Name:	
Date of Incident:	
Time of Incident:	
Grade/Teacher:	

Incident Details

Location of Incident:	
Staff Involved:	

Description of Incident

Describe what occurred, including events leading up to the incident, student behavior, and any staff response:

Interventions and De-escalation Strategies Used

List strategies attempted prior to escalation (e.g., redirection, proximity, sensory break, removal from environment):

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Outcome / Resolution

Describe the outcome of the incident, including if the student was removed, sent home, or required additional support

Parent/Guardian Contact

Was the parent/guardian contacted?	
Contact Method (phone/email/in-person):	

Follow-Up Required

- ☐ Reentry Meeting Required
- ☐ Behavior Plan Review
- ☐ No Further Action Needed

Submitted By

Staff Name:	
Date:	



Vernonia Summer Learning Program – Field Trip Permission Form

Please complete and return this form to your child's lead teacher by the designated deadline.

Student Name (K-11): _____

Grade: _____

Teacher: _____

Date of Field Trip: _____

Destination: _____

Departure Time: _____

Return Time: _____

Emergency Contact Name: _____

Emergency Contact Phone Number: _____

I give permission for my child to participate in the field trip listed above as part of the Vernonia Summer Learning Program.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

