

School Extension Program SL2021-7 (HB 82)

*Guidance for submission and execution of
summer learning recovery and enrichment programs*





PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

INTRODUCTIONS

Office of Learning Recovery

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[OLR Website](#)

Questions about summer school program submissions,
program requirements, deadlines.

Office of Early Learning

Tonia Parrish

Read to Achieve Section Chief

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Questions about Read to Achieve reading camps.

**Thank you for
your patience.**



PROGRAM REQUIREMENTS

What is required as stipulated in SL2021-7 (HB82) and approved by the State Board of Education and Superintendent Truitt.

Overview

WHO: All Local School Administrative Units

WHAT: Summer Extension & Enrichment Programs

WHEN: After last instructional day of 20-21 school year & prior to first day of 21-22 school year *

WHY: To mitigate the impacts of COVID-19 on at-risk students

** Year-round schools may host program during track-out periods, to be completed by October 1, 2021.*

Important Dates

SUBMISSION DEADLINE: 30 days prior to last instructional day of 2020-21 school year.

APPROVALS: Turn-around goal is 7 business days from submission.

PSU REPORTING: By October 15, 2021, end-of-year data due to NCDPI.

OLR REPORTING: By January 15, 2022, OLR must submit a formal report and findings to the Joint Legislative Education Oversight Committee.

Tools

School Extension Program Submission Template

Program Submission Guidelines

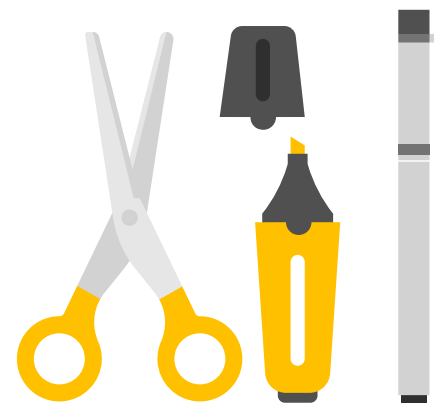
FAQ Documents

Qualtrics Survey

NCDPI Guidance Document

Technical Webinars

Office Hours

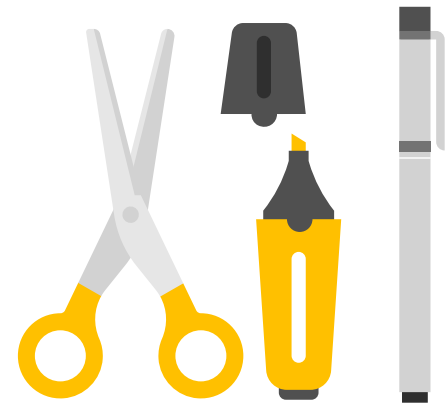


Tools

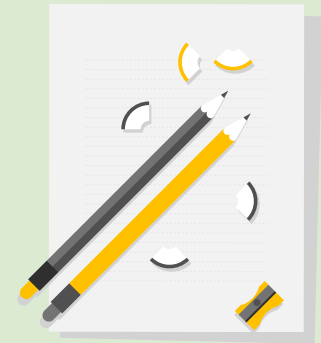
Technical Webinar Update

Tuesday, 4/27, 4:00-5:00 pm

i-Ready will be presenting and available to answer questions.



School Extension Program Submission Template



Submission Template Overview

Planning document to assist in mapping out the required components of the school extension program.

Template mirrors the Qualtrics survey for easy input & submission.



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

School Extension Learning Recovery and Enrichment Programs to mitigate the impacts of COVID-19 on At-Risk Students. (SL2021-7)

Submission Template

Pursuant to SL2021-7 (HB82) and SBE policy XXXX-XXX, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan no later than 30 days prior to the conclusion of the final instructional day of the 2020-2021 school year.

Section 1: Grades K-8

1. Choose one:

The program will operate for

- 150 hours
- 30 days

2. Assurances:

Indicate by checking the box that the program will include:

- Math instruction (K-8)
- Reading instruction (K-8)
- Science instruction (3-8)
- A period of physical activity
- An enrichment activity
- Meal service
- Social-Emotional Learning supports
- Transportation

Indicate by checking the box that the LEA will maintain and, upon request, deliver:

- Budget plan
- Compensation plan
- Attendance policy and records

3. The program will integrate the unit's **RTA** Reading Camp?

- Yes
- No



Program Submission Guidelines



Program Submission Guidelines

STEP 1:

Review NCDPI Guidance Document.

STEP 2:

Download the School Extension Program Submission Template.

STEP 3:

Share your template, as needed, with collaborators within your LEA.

Program Submission Guidelines

STEP 4:

Draft responses for each section of the template, answering each part of the required School Extension Program.

STEP 5:

Identify one person from your LEA to complete and submit the online survey. They will serve as our primary point of contact.

STEP 6:

Open the Qualtrics link for the School Extension Program submission form.

Program Submission Guidelines

STEP 7:

Copy your responses from the School Extension Program Template into the Qualtrics survey.

STEP 8:

Once complete, press submit.

Qualtrics Fast Facts

- School Extension Programs are due no later than 30 days prior to the final instructional day of the 2020-2021 school year.
- If you are unable to meet the submission deadline, email Lynne Barbour requesting a 7-day extension.
- Use Generic Link to open survey.
- You will be able to save and continue the survey. It does not have to be completed in one sitting.
- Submit ONE plan per LEA

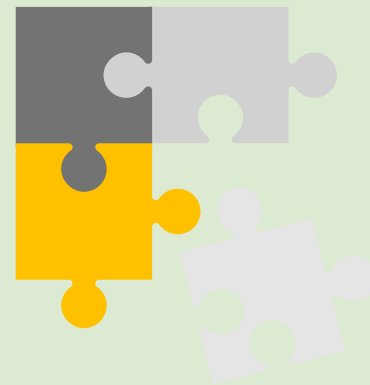
Qualtrics Fast Facts

- Approx. 25 minutes to complete.
- Once you submit the survey you will not be able to go back and edit.
- If you need to edit your program proposal, email Lynne Barbour with a request to reopen your link.
- OLR will contact the primary POC with an approval notification or recommended revisions or questions.

Qualtrics Survey

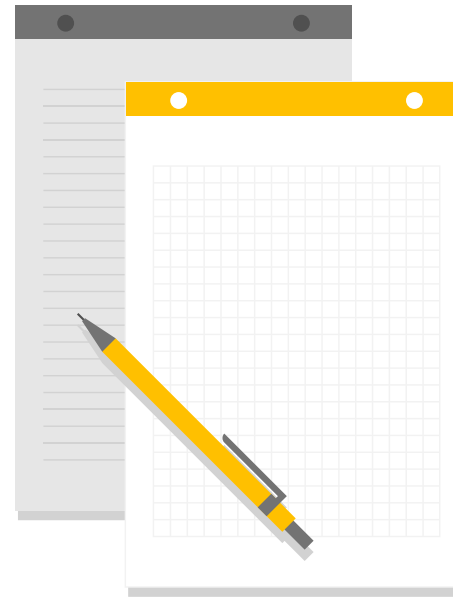


FAQ Document



FAQ Document

Living document capturing frequently asked questions about the requirements, the process, resources, and the timeline.



FAQs

Assessment Overlap:

LEAs have discretion over the administration of the beginning and end of program assessments.

End of program assessments are to be given to the teacher of record for the 2021-22 school year.

FAQs

30-Day Plans:

If you are scheduling based on 30 days, not 150 hours, it is at the LEA's discretion to define "day."

Our hope is that the 30-day plans are robust enough to support student needs as well as include the required components.

FAQs

Can you define CBA?

A Competency-Based Assessment is a tool that measures levels of student competence within a given standard by assessing progression through curriculum at a student's own pace.

The student's demonstration of learning outcomes is considered central to the learning process and the CBA tool will provide feedback on student performance of progress and skills gained over time. Strengths will be identified, as well as areas for additional support, as provided in the NCSCOS.

FAQs

Incentives, Bonues, etc.

The Financial and Business Services team created an FAQ document covering employment, bonuses, and incentives.

[Financial FAQ](#)

Questions to Ask

Is this in compliance with with requirements set-forth in SL2021-7?

Is this in the best interest of our students?

NCDPI Guidance Document



NCDPI guidance broken down by section.

SECTION 1.1 Program Established; Purpose:

- Each LEA shall develop an **in-person** learning recovery and enrichment program after the conclusion of the 2020-2021 school year.
- The program is to be offered **outside of the instructional school calendar**.
- The program shall **prioritize at-risk students** but may include those not identified as at-risk when there is space available.
- A **year-round school** may offer the program during track-out periods as necessary to meet the 150 hours or 30 days.

SECTION 1.2 Program Plan; Requirements:

- Each eligible student shall have access to the instructional component of the school extension program for at least **150 hours or 30 days** over the course of the program.
- Instructional time shall **not include time for lunch, transition periods or physical activity** as required.

SECTION 1.2 Program Plan; Requirements: cont.

- For students in **kindergarten through third grade**, students shall receive in-person instruction in **reading and math**, in addition to **science for third grade** students.
- The **LEA may integrate the unit's RtA reading camp** into the school extension program.
- Students will **have a period of physical activity and at least one enrichment activity.**

SECTION 1.2 Program Plan; Requirements: cont.

- For students in **fourth through eighth grade**, students shall receive in-person instruction in **reading, math, and science**.
- Students will **have a period of physical activity** and **at least one enrichment activity**.

SECTION 1.2 Program Plan; Requirements: cont.

- **High school students shall receive in-person instruction in end-of-course subjects.** End of Course subjects include: English II, Math I, Math III, and Biology.
- **Students will have access to modules and teacher support for credit recovery courses** necessary to meet graduation requirements, including those offered by the NC Virtual Public School (English, Math, Science, Social Studies, Elective courses).

SECTION 1.2 Program Plan; Requirements: cont.

- <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/end-course-eoc>
- <https://www.dpi.nc.gov/districts-schools/high-school-graduation-requirements#future-ready-course-of-study-22-credits-students-entering-grade-9-in-2020-2021>

SECTION 1.2 Program Plan; Requirements: cont.

- Follow guidance for safe reopening found with the StrongSchoolsNC Public Health Toolkit.
- <https://covid19.ncdhhs.gov/media/164/open>

SECTION 1.2 Program Plan; Requirements: cont.

To provide social-emotional supports, district and school staff can leverage the following resources to integrate social and emotional learning (SEL) into academic content.

- Utilize the 3 Signature Practices to incorporate welcoming inclusion activities, engaging pedagogy, and an optimistic closure into academic lessons
 - [3 Signature Practices for Students: Creating Conditions for Student Learning](#) (one-pager)
 - [CASEL 3 Signature Practices Playbook](#)

SECTION 1.2 Program Plan; Requirements: cont.

- Utilize the [NC SEL Standards Mapping Document Table](#) to integrate social and emotional supports across content areas.
- Additional State Resources are available [here](#). For districts and schools interested in selecting an SEL curriculum or assessment, please utilize the [Core SEL Practices Course](#). This course can be accessed through your MTSS Coordinator.

SECTION 1.2 Program Plan; Requirements: cont.

- Program participation is **voluntary** and at the discretion of the parent or guardian.
- LEAs shall determine a process by which they will a) identify eligible students, b) inform parents of eligibility, c) establish criteria for additional student participation, and d) provide outreach to families and students in an effort to increase participation.

SECTION 1.3 (a) Employment of School Personnel & 1.3 (b) Effective and Expiration Date:

- **All individuals hired, teachers and non-certified staff, are considered temporary employees on a contractual basis** from the time in which the bill becomes law until the expiration date of October 1, 2021. For individuals who have retired on or after Dec. 1, 2020, but on or before March 1, 2021 the six-month separation required shall not apply, instead a one-month separation shall be required provided they are employed on a contract basis for the program.

SECTION 1.3 (a) Employment of School Personnel & 1.3 (b) Effective and Expiration Date:

- From the funds available a signing bonus of \$1,200 shall be offered to any teacher who had received a past teaching bonus for reading in grades 3, 4, or 5 or in mathematics in grades 4, 5, 6, 7, or 8 or has received National Board for Professional Teaching Standards Certification.

SECTION 1.3 (a) Employment of School Personnel & 1.3 (b) Effective and Expiration Date:

- Teachers who provide instruction in the program shall also receive a bonus of at least \$150 for each student who does not demonstrate reading proficiency on the third-grade end-of-grade reading assessment but becomes proficient in reading after completion of the program as demonstrated by an alternate assessment.
- Local boards are encouraged to incentivize highly effective teachers to participate in the program.

SECTION 1.4: Use of Reading Camp Funds:

- For guidance on reading camps or appropriate usage of reading camp funds contact the Office of Early Learning or visit the [RTA Repository](#)

SECTION 1.5: Funds from ESSER II:

- LEAs shall operate their program with funds obtained from the ESSER II allocation.
- Should an LEA require additional funding to support in-person instruction or for enrichment activities, NCDPI will make those funds available via a grant program.
- The application and grant requirements are forthcoming.

SECTION 1.6: Residential Schools:

- Should a residential school offer a program, program expectations and requirements shall apply as set forth in the guidelines.
- Should the residential school require additional funding to support in-person instruction or for enrichment activities, NCDPI will make those funds available via a grant program.
- The application and grant requirements are forthcoming.

SECTION 1.7: Program Assessments:

- The Department of Public Instruction, as directed by the State Board of Education, will make a single competency-based assessment (CBA) available to all participating PSUs.
- If the PSU would like to utilize an existing competency-based assessment, they must submit a request through the Office of Learning Recovery.
- All participating students must be administered the CBA at the beginning of the program and at the conclusion of the program.

SECTION 1.8: Reporting Requirements:

- The Department of Public Instruction shall report to the Joint Legislative Education Oversight Committee on the implementation of this act and all the information required in this section by January 15, 2022.
- The report will include a copy of each program plan, CBAs, progression/retention statistics, and credit recovery results as well as other data and analysis deemed appropriate by the Office of Learning Recovery.

ADDITIONAL RESOURCES

Who to contact within NCDPI for questions or guidance.

Social-Emotional Learning

Beth Rice

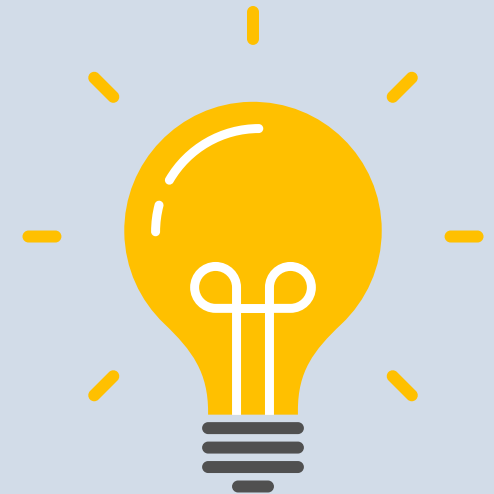
State Student Supports Consultant

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Anne Nixon

Regional Student Supports Consultant

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Questions about, or suggestions for, Social and Emotional Learning (SEL) support

Office of Early Learning

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Tonia Parrish

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Questions about Read to Achieve reading camps.

Enrichment Activities

Lynne Barbour

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Questions about, or suggestions for, enrichment activities.