



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

## **Summer Extension Program FAQs**

### **Section 1.1**

**1. Am I required to hold summer school?**

*Yes, each LEA must develop, offer, and provide an in-person learning recovery and enrichment program after the conclusion of the 2020-2021 school year.*

**2. Can summer school continue into instructional days at year-round schools that are not able to meet the 150 hour or 30 days requirement?**

*A year-round school may offer the program during track-out periods to meet the 150 hours or 30 days.*

**3. Could online at-home programming for elementary students (ex: I-Ready) count towards the 150 hours? (Or is the expectation that elementary students attend in-person?)**

*Unfortunately, no. The legislation is clear that this is an in-person program.*

### **Section 1.2**

**4. What if I cannot submit my program proposal by the deadline of 30 days prior to the last instructional day of 2020-21?**

The NCDPI team acknowledges the tight turn-around time. If an LEA is not able to submit their program by the stipulated deadline, the LEA should email [Lynne.Barbour@dpi.nc.gov](mailto:Lynne.Barbour@dpi.nc.gov) requesting a 7-day extension.

**5. What needs to be in the submission proposal?**

See the document entitled "School Extension Program Submission Template." This document walks through the survey questions step-by-step. The template outlines what is required summer program components.

**6. Can a parent of a retained kindergartner who goes through the program still have that student retained for 2021-22, even though the law says the district may not retain a kindergartner who goes through the summer program?**

Yes, while the district may not decide to retain a kindergarten student, the district may consider and grant parent requests to retain the student if deemed appropriate.

**7. Can AIG students participate in summer school?**

Yes, they can participate. There may be opportunity for additional students to participate, within the space available, after at-risk students are prioritized for attendance in the program. The local school administrative unit shall establish any criteria for prioritizing additional students participating in the program.

**8. Does the required enrichment activity count towards the 150 instructional hours?**

Yes, the required enrichment activity counts towards the 150 instructional hours.

**9. Does lunch count towards the 150 instructional hours?**

No, lunch does not count towards the 150 required instructional hours.

**10. Do the 150 hours have to be consecutive or can it be broken up into SSI & SSII?**

Instruction shall be delivered for at least 150 hours or 30 days over the course of the program. It is at the discretion of the LEA to hold one consecutive session or two summer sessions.

**11. Can the required physical activity and enrichment activity be the same?**

*No, the physical activity is a separate requirement from the enrichment activity.*

**12. Is there a required attendance policy for summer learning? For example, if a student did not attend in-person is the state mandating a certain percentage of time students must participate to be considered for promotion?**

*This is a local decision. We ask that districts articulate their policy and share it with parents before the beginning of the summer school program.*

**13. Is it possible for a district to offer summer programming for credit accrual? Not just those who have failed the EOC but those who due to individualized circumstances need to accelerate.**

*At-Risk students must be prioritized. Each local school administrative unit shall notify parents of students identified as at-risk, pursuant to G.S. 115C-105.41(a), and the student's eligibility for participation in the program.*

*Opportunity for additional students to participate, within the space available, after students are prioritized for attendance in the program under subdivision (6) of this section. The local school administrative unit shall establish any criteria for prioritizing additional students participating in the program.*

### **Section 1.3**

**14. If a district is offering 2 distinct segments of summer learning (3 weeks-3 weeks) and a NBCT only teaches for 1 of the 3-week sessions, would they be eligible for the \$1200 sign-on bonus? Would a NBCT have to commit to teaching the full 150 hours/30 days to receive the bonus? (Districts are currently recruiting and want to be able to clearly articulate compensation models.)**

*The law does not stipulate, so we will give full discretion to the district. The law states "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. 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."*

*The law also states "Local boards are encouraged to incentivize highly effective teachers to participate in the program. " We interpret that to mean districts are free to provide additional compensation or incentive as they see fit, within their funds available.*

**15. If teachers have ever received the reading and math bonus, do they qualify for the \$1200 or does it have to be the most recent year it was awarded?**

*We see no specific year outlined for when the previous math and reading bonuses had to be awarded and believe that any previous bonus in those categories would qualify the teacher for the minimum \$1,200 signing bonus.*

## **Section 1.5**

**16. What if we did not receive enough ESSER II funds to cover all the summer school requirements?**

*NCDPI, as directed by the State Board of Education, will make additional funds available via a grant program. The grants will support in-person instruction to address learning loss and provide enrichment activities. The allocation of these grants shall be prioritized to local school administrative units and charter schools based on need as demonstrated by the expenditure of existing federal funding received for COVID-19–related impacts.*

## **Section 1.7**

**17. What is a competency-based assessment?**

*A Competency-Based Assessment is a process or tool, where an assessor, using the benchmarks provided determines levels of competence within a given standard. The unit of progression in a CBA is mastery knowledge and skills and is learner focused, not time focused. The CBA should be considered part of the learning process whereby identifying gaps are seen as learning opportunities to develop knowledge and skills.*

<https://www.scribd.com/document/239640150/Assessment-Competency-Based>

**18. Why are we getting another new assessment tool?**

*The Department of Public Instruction, as directed by the State Board of Education, will make a single competency-based assessment available to all LEAs in order to effectively capture effectiveness of the summer extension program.*

**19. What assessments will be required to determine credit recovery, or do the LEAs have flexibility to determine those?**

*The LEAs have flexibility in determining credit recovery eligibility.*

**20. Does each PSU decide what assessments will be used to measure progress this summer (start-end) or is the state providing assessments (K-12?)**

*For K-8 students all programs must use a Competency-Based Assessment in a pre-test, post-test manner. NCDPI will provide a CBE system for use for all programs free of charge. Districts are not required to use the system provided by NCDPI but will need to identify what system they will use and seek approval from NCDPI.*

**21. Will the assessments be online so LEAs can be planning to ensure enough devices are available for all participating students?**

*The required competency-based assessments for grades K-8 will be online through an NCDPI provided tool.*

**22. What assessments will be required to determine credit recovery, or do the LEAs have flexibility to determine those?**

*The LEAs have flexibility in determining credit recovery eligibility.*

**23. Will the assessments be online so LEAs can be planning to ensure enough devices are available for all participating students?**

*Funding for the required competency-based assessments for grades K-8 will be available through NCDPI.*