



**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](#))**

### **Guidance Document**

#### School Extension Plan

Adopted by the State Board of Education, **April XX, 2021**

### **Executive Summary**

SL2021-7 requires each LEA to develop a school extension learning recovery and enrichment program. Charter schools are encouraged to submit a plan for grade levels served by the school. The program is to exist outside of the instructional calendar, meaning it cannot be an extension of the 2020-2021 academic year and must conclude prior to the beginning of the 2021-2022 school year. For year-round schools, the program can be extended through October 1, 2021, by providing the program during track-out periods.

It is expected that eligible students will have access to either 150 hours or 30 days of instructional programming (instructional time does not include transitions, lunch, or physical activity). Students in kindergarten through second grade will be provided instruction in reading and math. Students in third through eighth grade will be provided instruction in reading, math, and science. All K-8 students will have a period of physical activity, meal service, and at least one enrichment activity. Enrichment activities may include art, sports, music, or other activities at the discretion of the LEA. For eligible students, the LEA may integrate the unit's RtA reading camp into the program.

High school students must have access to in-person instruction in end-of-course subjects, access to modules and teacher support for credit recovery, including courses offered through the NC Virtual Public School, and in-person instruction for an elective course.

All students shall have access to transportation services to the school facility housing the program and access to in-person social-emotional learning (SEL) supports. The program shall have time built into the instructional day for teachers to provide individual or small group instruction to at-risk students.

The LEA is required to identify at-risk students and notify parents or guardian(s) of student eligibility. The program is voluntary and at the discretion of the parent or guardian. In order to provide the opportunity for additional student participation, within space available, the LEA shall establish any criteria prioritizing additional students' participation in the program. Outreach to families and

students, in an effort to increase participation, should address not only learning recovery, but the development of a program that includes an engaging, positive environment that includes SEL supports and enrichment activities.

Local boards of education are encouraged to find ways to incentivize highly effective teachers to participate in the program, such as increased compensation and varied contract durations. Teachers and other personnel hired to work in the program are considered temporary and on a contractual basis. From the COVID recovery 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 LEA shall use funds from their ESSER II allocation to operate the program. 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.

For K-8 students, at a minimum, the program will be evaluated using competency-based assessments and progression and retention rates. For 9-12 students, at a minimum, the program will be evaluated by the number of students who receive credit recovery. The Department of Public Instruction, as directed by the State Board of Education, will make a single competency-based assessment tool available to all participating PSUs. The PSU may request to utilize an existing competency-based assessment approved by DPI. All participating students must be administered the competency-based assessment at the beginning of the program and at the conclusion of the program. Results of the competency-based assessment for individual students must be provided to all teachers of record for that student for the 2021-2022 school year.

Participating PSUs shall report all the following to NCDPI by October 15, 2021:

- (1) Results of competency-based assessment given to students in grades K-8 at the beginning of the program.
- (2) Results of competency-based assessment given to students in grades K-8 at the conclusion of the program.
- (3) The number of students who progressed to the next grade level after participating in the program.
- (4) The number of students who were retained in the same grade level after participating in the program.
- (5) The number of students who received credit recovery in high school.

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, competency-based education (CBE) assessments, progression/retention statistics, and credit recovery results as well as other data and analysis deemed appropriate by the Office of Learning Recovery.

## **Part I: School Extension Learning Recovery and Enrichment Programs**

### **SECTION 1.1 Program Established; Purpose:**

Each local administrative unit shall offer a school extension learning recovery and enrichment program outside of the instructional school calendar. The purpose of the program shall be to provide in-person instruction on specific subjects, as well as offer additional enrichment activities, to students in kindergarten through grade 12 to address learning losses and negative impacts students have experienced due to COVID-19 during the 2020-2021 school year. Each LEA shall identify and prioritize at-risk students, consistent with G.S. 115C-105.41(a) for participation in the program. Students not identified as at risk may participate in a program within space available. A year-round school, as defined in G.S. 115C-84.2(f)(5) may offer the program during vacation periods in the instructional calendar through October 1, 2021.

### **NCDPI Guidance**

Each LEA shall develop an in-person learning recovery and enrichment program to begin after the conclusion of the 2020-2021 school year and conclude before the start of the 2021-2022. 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 and after instructional hours as necessary to meet the 150 hours or 30 days.

### **SECTION 1.2 Program Plan; Requirements:**

Each local school administrative unit shall develop and submit a plan for its program that meets the requirements of this act to the Department of Public Instruction no later than 30 days prior to the final instructional day of the 2020-2021 school year. The Department shall notify the local school administrative unit of any necessary changes and approve the program plan with those changes within 21 days of receiving the plan from a local school administrative unit. A charter school is also encouraged to submit a plan that meets the requirements of this section depending on the grade levels served by the school to offer a program consistent with this act.

The program shall be separate and apart from the 2020-2021 school year and shall not be an extension of the 2020-2021 school year.

The plan shall include at least the following as components of the program:

1. Instruction shall be delivered for at least 150 hours or 30 days over the course of the program as follows:
  - a. The instructional time shall not include the time for lunch service, transition periods, and the physical activity period as required by this section.
  - b. Instruction shall not be delivered on Saturdays.

2. Meal service for each instructional day.
3. A period of physical activity during the instructional day.

### **NCDPI Guidance**

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.:**

4. Grade level course offerings and activities in the following:
  - a. For students in kindergarten through third grade, in-person instruction in the following:
    1. Reading and math, in addition to science instruction for third grade students.
    2. Integration of the local school administrative unit's reading camp, as defined in G.S. 115C-83.3(4a), into the program.
    3. At least one enrichment activity. The local school administrative unit shall have discretion in the type of enrichment activity offered, such as a sports, music, or arts program.

### **NCDPI Guidance**

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 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.:**

- b. For students in fourth through eighth grade, in-person instruction in the following:
      1. Reading, math, and science.
      2. At least one enrichment activity. The local school administrative unit shall have discretion in the type of enrichment activity offered, such as a sports, music, or arts program.

### **NCDPI Guidance**

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.:**

- c. For high school students:
        1. In-person instruction in end-of-course subjects.
        2. Access to modules and teacher support for credit recovery courses necessary to meet graduation requirements, including courses offered through the North Carolina Virtual Public School (NCVPS).

3. In-person instruction for an elective course.

### **NCDPI Guidance**

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).

<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.:**

5. Transportation services to the school facility housing the program, provided in accordance with the Plan A requirements for transportation established in the StrongSchoolsNC Public Health Toolkit (K-12) issued on March 24, 2021.

### **NCDPI Guidance**

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.:**

5. (a) Time built into the instructional day for teachers to provide individual or small group instruction to at-risk students.
5. (b) In-person social-emotional learning supports for all students in the program.

### **NCDPI Guidance**

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](#)
- 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.:**

6. Voluntary participation by at-risk students in the program. 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. Parents of students who qualify for the program shall make the final decision regarding student attendance at the program. However, for students who do attend the program, the following shall apply:
  - a. Kindergarten students who participate in the program shall be exempt from retention for the 2021-2022 school year. At the end of the program, if necessary, a supplemental support plan shall be developed for the student's first grade year.
  - b. For all other students who were retained for the 2021-2022 school year, the student's principal shall reassess the student's promotion eligibility upon completion of the program.
7. 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.
8. Outreach to families and students to increase participation in the program by not only addressing learning losses, but by offering a fun, positive environment with enrichment activities to counteract the negative impacts from COVID-19 on student social interactions and development.

## **NCDPI Guidance**

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:**

For each local school administrative unit operating the program, the following shall apply:

1. Notwithstanding Articles 19, 20, 21, and Part 3 of Article 22 of Chapter 115C of the General Statutes, a local board of education shall employ teachers and other school personnel as temporary employees on a contract basis for the period of the program. School personnel employed as temporary employees by a local board of education pursuant to this act shall not be considered an "employee" as defined in G.S. 135-1(10) or a "teacher" as defined in G.S. 135-1(25), nor shall it cause school personnel to be considered an "employee or State employee" under G.S. 135-48.1(10). In addition, school personnel shall not be deemed as earning "compensation" as defined in G.S. 135-1(7a) and shall not be eligible to accrue paid leave during their temporary employment.
2. For individuals who retired under the Teachers' and State Employees' Retirement System (TSERS) on or after December 1, 2020, but on or before March 1, 2021, the six-month separation from service from an employer that is required under G.S. 135-1(20) in order for a retirement to become effective shall not apply and instead a one-month separation shall be required, provided that the position to which the individual returns is as a teacher or other school personnel employed as a temporary employee on a contract basis for the program as

required in subdivision (1) of this section. Upon the expiration of this section, all of the following shall apply:

- a. The six-month separation from an employer required under G.S. 135-1(20) shall again be applicable to individuals who retired under TSERS on or after December 1, 2020, but on or before March 1, 2021.
  - b. In order for a member's retirement under TSERS on or after December 1, 2020, but on or before March 1, 2021, to become effective in any month, the member must perform no work for an employer, including part-time, temporary, substitute, or contractor work, at any time between the expiration of this section and the end of the six months immediately following the effective date of retirement, provided the expiration of the six-month period of separation did not occur while this section was in effect.
  - c. For individuals who retired under TSERS on or after December 1, 2020, but before March 1, 2021, any time worked in the program and the time this section expires shall not be considered work for the purposes of the six-month separation required under G.S. 135-1(20).
  - d. For purposes of this subdivision, local school administrative units shall certify to the Retirement System that a retirement system beneficiary is employed by the local board of education.
3. From funds available, local boards shall offer a signing bonus of at least one thousand two hundred dollars (\$1,200) to any teacher who
    - a. had received a past teaching bonus for reading in grades three, four, and five or mathematics in grades four, five, six, seven, or eight or
    - b. has received National Board for Professional Teaching Standards Certification. Local boards of education are encouraged to find ways to incentivize highly effective teachers to participate in the program, such as increased compensation and varied contract durations.
  4. Local boards of education shall provide a performance bonus to a teacher who provided instruction during the program, in a per student amount of at least one hundred fifty dollars (\$150.00), for each student not demonstrating reading proficiency on the third-grade end-of-grade reading assessment assigned to that teacher who became proficient in reading after completing the program, as demonstrated by an alternate assessment.

### **SECTION 1.3 (b) Effective and Expiration Date:**

This section is effective when it becomes law and expires October 1, 2021.

### **NCDPI Guidance**

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.

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.

Local boards are encouraged to incentivize highly effective teachers to participate in the program.

#### **SECTION 1.4: Use of Reading Camp Funds:**

Local school administrative units may use funds allocated to the units for reading camps for the 2020-2021 fiscal year to also support the operation of reading instruction for first, second, and third grade students in the school extension learning recovery and enrichment program pursuant to this act. These funds shall not be used for enrichment activities.

#### **NCDPI Guidance**

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:**

The General Assembly finds that one billion four hundred forty-two million three hundred thirty-one thousand eight hundred eighty-eight dollars (\$1,442,331,888) from the Elementary and Secondary School Emergency Relief II (ESSER II) Fund was appropriated in S.L. 2021-1 to be allocated to public school units, pursuant to subsection (c) of Section 313 of P.L. 116-260, for the purposes of responding to COVID-19, including addressing learning loss and returning to in-person instruction.

It is the intent of the General Assembly to also direct the State Board of Education to reserve a certain portion of remaining funds made available in the ESSER II Fund to meet the emergency needs of the elementary and secondary schools of the State, pursuant to subsection (e) of Section 313 of P.L. 116-260, to be held in reserve by the Department of Public Instruction to be allocated to local school administrative units and charter schools to support in-person instruction programs to address learning loss and provide enrichment activities pursuant to this act. 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.

#### **NCDPI Guidance**

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:**

To the extent funds are made available, the residential schools shall offer a school extension learning recovery and enrichment program outside of the instructional school calendar to students regularly enrolled in those schools. The program shall provide in-person instruction in core subjects to address learning losses and negative impacts that students have experienced due to COVID-19 during the 2020-2021 school year in a manner best suited to those students' needs. Program plan deadline and instructional time minimums shall apply.



## **NCDPI Guidance**

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, shall make available to local school administrative units a single competency-based assessment per grade and subject for students in grades kindergarten through eight that may be taken at the beginning of the program and at the conclusion of the program. Each local board of education shall ensure that the results of all competency-based assessments administered to a student shall be provided to all teachers of record for that student for the 2021-2022 school year.

## **NCDPI Guidance**

The Department of Public Instruction, as directed by the State Board of Education, will make a single competency-based assessment 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 K-8 students must be administered the competency-based assessment at the beginning of the program and at the conclusion of the program.

### **SECTION 1.8: Reporting Requirements:**

By October 15, 2021, local school administrative units shall report all of the following to the Department of Public Instruction:

1. Results of competency-based assessment given to students in grades K-8 at the beginning of the program.
2. Results of competency-based assessment given to students in grades K-8 at the conclusion of the program.
3. The number of students who progressed to the next grade level after participating in the program.
4. The number of students who were retained in the same grade level after participating in the program.
5. The number of students who received credit recovery in high school.

By January 15, 2022, 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. The Department shall submit with its report a copy of each program plan submitted to the Department, an explanation of the program outcomes completed by the Department, and any other data deemed by the Department to be useful to the Joint Legislative Education Oversight Committee in evaluating the delivery of programs.

## **NCDPI Guidance**

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, CBE assessment, progression/retention statistics, and credit recovery results as well as other data and analysis deemed appropriate by the Office of Learning Recovery.