



Report to the North Carolina General Assembly

Report on implementation of and outcomes
from school extension learning recovery and
enrichment programs.

S.L. 2021-7, HB82

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BACKGROUND

On April 29, 2021, the North Carolina General Assembly passed SL2021-7 Summer Learning Choice for NC Families¹. The law established School Extension Learning Recovery and Enrichment programs and required Local Education Agencies (LEAs) and encouraged Charter Schools to implement those programs for at-risk students² as defined in G.S. 115C-105.41(a). Identified students are at risk for academic failure and are not successfully progressing toward grade promotion and graduation, beginning in kindergarten. Identification shall occur as early as can reasonably be done and can be based on grades, observations, diagnostic and formative assessments, state assessments, and other factors, including reading on grade level, that impact student performance that teachers and administrators consider appropriate, without having to await the results of end-of-grade or end-of-course tests. The law stipulated that program proposals were to be evaluated and approved by NCDPI. The newly established Office of Learning Recovery and Acceleration (OLR) was tasked with establishment of the guidelines consistent with the law and development of a process for approval. Program guidelines were as follows³:

Instructional and Program Requirements:

- 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 Local Education Agency (LEA).
- For eligible students, the LEA may integrate the unit's Read to Achieve (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.

Student Participation

- 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.

¹ <https://www.ncleg.gov/Sessions/2021/Bills/House/PDF/H82v7.pdf>

² https://www.ncleg.net/enactedlegislation/statutes/html/bysection/chapter_115c/gs_115c-105.41.html

³ <https://www.dpi.nc.gov/districts-schools/districts-schools-support/office-learning-recovery-acceleration/school-extension-learning-and-enrichment-program-sl2021-7-hb82>

- 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.

Teacher Compensation

- 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.

Program Assessments

- For K-8 students, at a minimum, the program will be evaluated using competency-based assessments and progression and retention rates.
 1. For 9-12 students, at a minimum, the program will be evaluated by the number of students who receive credit recovery.
 2. Participating PSUs shall report all the following to NCDPI by October 30, 2021:
 - a. Results of competency-based assessment given to students in grades K-8 at the beginning of the program.
 - b. Results of competency-based assessment given to students in grades K-8 at the conclusion of the program.
 - c. The number of students who progressed to the next grade level after participating in the program.
 - d. The number of students who were retained in the same grade level after participating in the program.
 - e. The number of students who received credit recovery in high school.

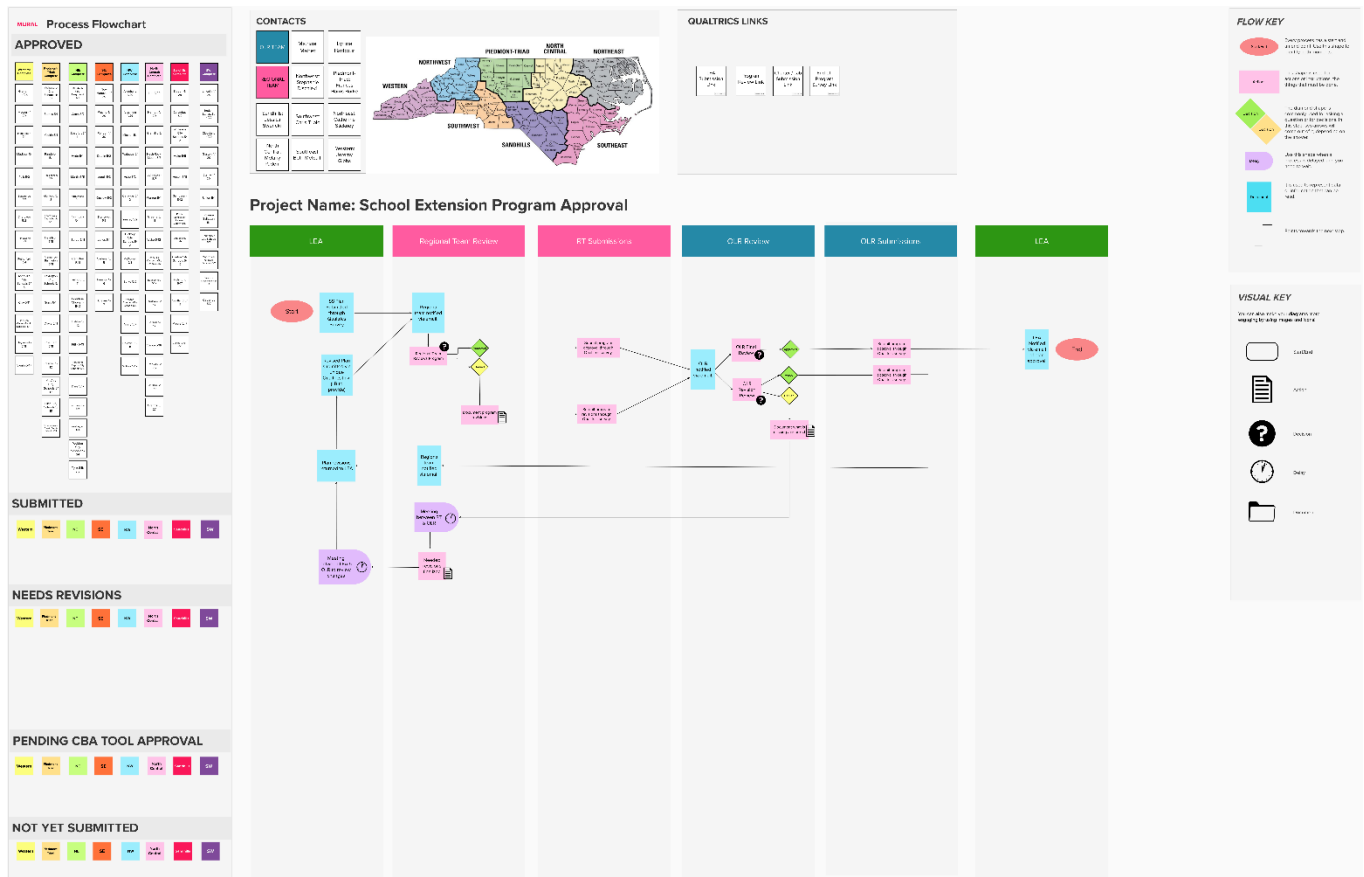
SUMMARY OF IMPLEMENTATION

Once established as law, SL2021-7 was assigned to OLR as NCDPI's entity for guidance and oversight. OLR assembled a cross-disciplinary team of subject area experts to develop guidance and resource documents. The documents were carefully developed and reviewed to ensure they met the requirements of the School Extension and Enrichment program. These documents can be found on the OLR website⁴.

OLR held six technical webinars and two afternoon office hours to support PSUs' program development⁵. Prior to implementation, plans were submitted to the OLR. Each plan was assigned to one of NCDPI's Regional Directors for initial review. Programs that met all requirements were forwarded to OLR's Deputy Director for final approval. Those deemed insufficient by either the Regional Director or the Deputy Director were returned to PSUs for corrective action before final approval.

A link to the Mural Board can be found [here](#).

Figure 1. Virtual whiteboard tool used to track LEA program plan submissions.



On April 19, 2021, the State Board of Education approved PRC 178 to provide funds for a single competency-based assessment (CBA) 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 school extension program⁶.

PSUs identified CBA tools utilized in fulfillment of the CBA requirement and approved by NCDPI are outlined below.

Table 1. District competency-based assessment (CBA) tool of choice

CODE	PSU	CBA TOOL
010	Alamance-Burlington Schools	4-8 Reading & K-8 Math: AimsWeb Plus K-3 Reading: Renaissance Star
422	Weldon City Schools	Classworks
590	McDowell County Schools	Edgenuity
460	Hertford County Schools	Edmentum Exact Path
690	Pamlico County Schools	Edmentum Exact Path & Classworks
660	Northampton County Schools	Edmentum ExactPath and Edmentum Study Island
160	Carteret County Public Schools	Fastbridge
862	Mount Airy City Schools	Imagine Language and Literacy Imagine Math
310	Duplin County Schools	iStation
920	Wake County Schools	iStation (K-4 reading) i-Ready
420	Halifax County Schools	K-3 iStation 4-8 Edmentum Exact Path
260	Cumberland County Schools	K-3 Istation Reading 4-8 SuccessMaker Reading K-8 SuccessMaker Math
150	Camden County Schools	K-3 iStation 4-8 i-Ready
292	Thomasville City Schools	K-3 iStation 4-8 i-Ready
870	Swain County Schools	K-3 iStation 4-5 students will be assessed using MobyMax. 6-8 students have used Achieve 3000. MobyMax for their pre-and post-assessments in math and science.
240	Columbus County Schools	K-4 iStation 5-8 i-Ready
830	Scotland County Schools	K-5 iStation 6-8 iReady
640	Nash-Rocky Mount Schools	K-5 iStation 6-8 Edmentum Exact Path
182	Newton Conover City Schools	K-5 iStation 6-8 i-Ready
820	Sampson County Schools	K-5 iStation

⁶ https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=10399&MID=9091

		6-8 i-Ready
940	Washington County Schools	K-5 iStation
		6-8 i-Ready
995	Yancey County Schools	K-5 iStation
		6-8 i-Ready
880	Transylvania County Schools	K-5 iStation
		6-8 IXL OR Edmentum Exact Path
890	Tyrrell County Schools	K-5 mClass and Imagine Math Grades
		6-8 iReady
280	Dare County Schools	K-5 students will be assessed using mClass (reading), DreamBox (Math) and SchoolNet (Science) assessments 6-8 students will be assessed through Classworks
491	Mooreville Graded School District	K-6 iStation
		7-8 i-Ready
980	Wilson County Schools	mClass
680	Orange County Schools	mClass & Edmentum Exact Path
400	Greene County Schools	Renaissance STAR
410	Guilford County Schools	NWEA MAP Growth
510	Johnston County Schools	NWEA MAP Growth
540	Lenoir County Public Schools	NWEA MAP Growth
600	Charlotte-Mecklenburg Schools	NWEA MAP Growth
810	Rutherford County Schools	NWEA MAP Growth
111	Asheville City Schools	Renaissance STAR
120	Burke County Schools	Renaissance STAR
140	Caldwell County Schools	Renaissance STAR
190	Chatham County Schools	Renaissance STAR
250	Craven County Schools	Renaissance STAR
960	Wayne County Public Schools	Renaissance STAR
970	Wilkes County Schools	Renaissance STAR
861	Elkin City Schools	Renaissance STAR Reading & Math
		Study Island Science & American Book Company
020	Alexander County Schools	i-Ready
030	Alleghany County Schools	i-Ready
040	Anson County Schools	i-Ready
050	Ashe County Schools	i-Ready
060	Avery County Schools	i-Ready
070	Beaufort County Schools	i-Ready
080	Bertie County Schools	i-Ready
090	Bladen County Schools	i-Ready
100	Brunswick County Schools	i-Ready
110	Buncombe County Schools	i-Ready
130	Cabarrus County Schools	i-Ready
132	Kannapolis City Schools	i-Ready
170	Caswell County Schools	i-Ready
180	Catawba County Schools	i-Ready
181	Hickory City Schools	i-Ready
200	Cherokee County Schools	i-Ready
210	Edenton-Chowan Schools	i-Ready
220	Clay County Schools	i-Ready

230	Cleveland County Schools	i-Ready
241	Whiteville City Schools	i-Ready
270	Currituck County Schools	i-Ready
290	Davidson County Schools	i-Ready
291	Lexington City Schools	i-Ready
300	Davie County Schools	i-Ready
320	Durham Public Schools	i-Ready
330	Edgecombe County Public Schools	i-Ready
340	Winston Salem/Forsyth County Schools	i-Ready
350	Franklin County Schools	i-Ready
360	Gaston County Schools	i-Ready
370	Gates County Schools	i-Ready
380	Graham County Schools	i-Ready
390	Granville County Schools	i-Ready
421	Roanoke Rapids City Schools	i-Ready
430	Harnett County Schools	i-Ready
440	Haywood County Schools	i-Ready
450	Henderson County Schools	i-Ready
470	Hoke County Schools	i-Ready
480	Hyde County Schools	i-Ready
490	Iredell-Statesville Schools	i-Ready
500	Jackson County Schools	i-Ready
520	Jones County Schools	i-Ready
530	Lee County Schools	i-Ready
550	Lincoln County Schools	i-Ready
560	Macon County Schools	i-Ready
570	Madison County Schools	i-Ready
580	Martin County Schools	i-Ready
610	Mitchell County Schools	i-Ready
620	Montgomery County Schools	i-Ready
630	Moore County Schools	i-Ready
650	New Hanover County Schools	i-Ready
670	Onslow County Schools	i-Ready
681	Chapel Hill-Carrboro City Schools	i-Ready
700	Elizabeth City-Pasquotank Public Schools	i-Ready
710	Pender County Schools	i-Ready
720	Perquimans County Schools	i-Ready
730	Person County Schools	i-Ready
740	Pitt County Schools	i-Ready
750	Polk County Schools	i-Ready
760	Randolph County Schools	i-Ready
761	Asheboro City Schools	i-Ready
770	Richmond County Schools	i-Ready
780	Public Schools of Robeson County	i-Ready
790	Rockingham County Schools	i-Ready
800	Rowan-Salisbury Schools	i-Ready
821	Clinton City Schools	i-Ready
840	Stanly County Schools	i-Ready
850	Stokes County Schools	i-Ready
860	Surry County Schools	i-Ready
900	Union County Public Schools	i-Ready

910	Vance County Schools	i-Ready
930	Warren County Schools	i-Ready
950	Watauga County Schools	i-Ready
990	Yadkin County Schools	i-Ready

SCHOOL EXTENSION PROGRAM IMPLEMENTATION

The following summary of local implementation was gathered from PSU submissions on the *End of Program Survey* (due October 30, 2021).

PSUs designed, developed, offered, and supported summer programs at **1622** unique locations as part of School Extension Learning Recovery and Enrichment (see Table 2). PSUs could determine start and end date, up to October 1, 2021, but programs were required to last at least 150 hours or 30 days. Year-round schools were encouraged to participate, but not required.

Table 2. Summer programs offered by grade spans

	Number of LEAs	Number of Locations	Start Dates		End Dates	
			Earliest	Latest	Earliest	Latest
Grades K-5	115	769	06/01/2021	06/29/2021	06/22/2021	09/30/2021
Grades 6-8	115	402	06/01/2021	06/29/2021	06/22/2021	09/30/2021
Grades 9-13	115	369	06/01/2021	06/29/2021	06/15/2021	09/30/2021
Other Grade Combination	17	82	06/07/2021	07/13/2021	07/09/2021	08/12/2021

Program Participation

PSUs were required to first identify and invite at-risk students. PSUs with additional seats could then open enrollment to other students. Of 700,000 K-13 invited students, **247,912** students (36%) enrolled. **213,467** (86%) of enrolled students were identified as “at risk” by their PSU (see Table 3).

Table 3. Student participation in the school extension program

Grades	All Students Invited	At Risk Students Invited	All Students Enrolled	At Risk Students Enrolled
K-5	336,343	231,525 (69%)	141,194	121,119 (86%)
6-8	170,783	115,025 (67%)	53,085	46,303 (87%)
9-13	191,029	119,394 (63%)	53,633	46,045 (86%)
Total	698,155	465,944 (67%)	247,912	213,467 (86%)

Table 4 compares demographics between students enrolled in summer programming and North Carolina’s student 2020-21 student population. These demographics support the idea that “at-risk” students are demographically similar between PSUs. At the state-level, summer programs were disproportionately composed of male and historically disadvantaged students.

- More male students than female students participated in the summer program. Males were also over-represented compared to the overall state student population.
- More Black and Hispanic students than White students participated in the summer program. Students of color were also over-represented compared to the overall state student population.
- Economically disadvantaged, students with disabilities, and English Language Learners were over-represented in the summer program compared to the overall state student population.

Table 4. Demographics between students enrolled in summer programming

	State 2020-21	Summer 2021	Summer K-5	Summer 6-8	Summer 9-12
Male	51.26%	53.99%	52.11%	54.27%	57.91%
Female	48.74%	46.01%	47.89%	45.73%	42.09%
American Indian	1.14%	1.70%	1.82%	1.94%	1.13%
Asian	3.77%	2.25%	2.83%	1.85%	1.41%
Black	24.82%	37.13%	35.22%	39.39%	38.85%
Hispanic	19.78%	25.35%	26.54%	25.91%	22.02%
Two or More Races	4.86%	5.20%	5.42%	4.94%	5.01%
Native Hawaiian/Pacific Islander	0.14%	0.14%	0.15%	0.12%	0.14%
White	45.49%	28.23%	28.02%	25.86%	31.43%
Economically disadvantaged	39.19%	55.81%	56.20%	57.91%	52.51%
Students with disabilities	12.44%	18.46%	18.52%	19.64%	16.98%
English learners	8.46%	14.59%	17.53%	14.66%	7.88%

Most PSUs reported they were able to serve all students interested in enrolling in the school extension program. When asked specifically about difficulty with student recruitment, LEAs reported greater difficulty recruiting high school students (see Table 5).

Table 5. PSUs responses on serving and recruiting students

	Served all interested students				Had difficulties recruiting students			
	No		Yes		No		Yes	
	# PSUs	% PSUs	# PSUs	% PSUs	# PSUs	% PSUs	# PSUs	% PSUs
K-5	28	24.35	87	75.65	73	63.48	42	36.52
6-8	19	16.52	96	83.48	52	45.22	63	54.78
9-13	12	10.43	103	89.57	45	39.13	70	60.87

The following selected responses to the *End of Program Survey* provide a representative sample of the potential causes of recruiting difficulties for each grade span:

What were the difficulties in recruiting K-5 students?

- *Students needed a break* - Families expressed their students needed the break after the intense virtual/hybrid school year.
- *Vacations* - Pre-planned vacations took precedence over the program.
- *COVID-19 safety concerns* – Many parents chose not to send their children to the face-to-face summer program due to continuing safety concerns related to the COVID-19 pandemic.
- *Program length* - Many parents didn't want to commit to students attending 6 hours a day for 6 weeks.

What were the difficulties in recruiting 6-8 students?

- *Short window for communication* - The quick enrollment turnaround made it difficult to effectively communicate critical information to parents, such as sessions offered, transportation access, etc.
- *Vacations/camps/sports* - Pre-planned activities, such as vacations, camps, and sports took precedence

- *COVID-19 safety concerns* – In addition to continuing safety concerns related to the COVID-19 pandemic, students were exposed to and/or contracted COVID-19 and were quarantined.
- *Students needed a break* - Students were exhausted after the difficult year and many families wanted a break from school.
- *Credit recovery not required* - Since students in Grades 6-8 do not need to complete "course recovery" to pass the grade level
- *Program length* - Many parents did not want to commit to students attending 6 hours a day for 6 weeks.
- *Parents'/guardians' work* - Summer work schedule did not allow for full participation

What were the difficulties in recruiting 9-12 students?

- *Short window for communication* – Coordinating initial logistics (sessions offered, transportation access, etc.) was difficult based on the timeframe to advertise, recruit, and setup the summer programming
- *Vacations/camps/sports/driver's education* - Pre-planned vacations, conflicts with summer camps, summer sports, and driver's education took precedence
- *COVID-19 safety concerns* - In addition to continuing safety concerns related to the COVID-19 pandemic, students were exposed to and/or contracted COVID-19 and were quarantined
- *Students needed a break* - Students were exhausted after the difficult year and many families wanted a break from school.
- *Credit recovery* – Students left after recovering necessary credits.
- *Summer jobs* – Many high school students wanted to work rather than attend summer learning
- *Lack of student interest* - High school students may have been uninterested in improving their academic standing.
- *Families did not see the value* - Students already promoted did not see the need to attend
- *Program length* - The required program length may have deterred students from attending

Teacher recruitment was a state-wide challenge. Many PSUs reported hiring alternative staff, such as teacher assistants or college students (see Table 6).

Table 6. PSUs selected statements that best describe teacher recruitment for the school extension programs.

	Grades K-5		Grades 6-8		Grades 9-13	
	N LEAs	% LEAs	N LEAs	% LEAs	N LEAs	% LEAs
We had more than enough teachers sign up to teach.	43	37.39	56	48.70	67	58.26
We were not able to employ enough teachers.	52	45.22	42	36.52	32	27.83
We had teachers come out of retirement to help.	55	47.83	33	28.70	15	13.04
We hired teacher/instructional assistants.	101	87.83	80	69.57	53	46.09
We hired college students.	22	19.13	9	7.83	7	6.09
We worked with a community partner.	37	32.17	32	27.83	11	9.57

The following selected responses to the *End of Program Survey* provide a representative sample of the strategies used by PSUs to address staffing issues, many of which were reportedly due to fatigue from the prior two school years.

- *Targeted recruitment* - “We had to actively recruit and piece together day by day and week by week.”
- *Flexible staffing* - “Very few were available to teach the entire program. We had situations in which we had split shift programming because teachers did not want to commit to a full summer program. We also had to utilize certified teachers as substitutes to cover pre-planned vacations. We had just enough to cover summer learning. Several teaching positions were divided into halves so that teachers hired did not have to work the entire program. We allowed teachers to split the 6-week period into two 3-week sessions so that they could sign up to work one session or the other or both.”
- *Used college and high school volunteers* - “We had college students volunteer time. The PSU employed High School students to assist in the classes alongside a certified staff member for the afternoon portion of the day.”
- *Leveraged administrators* - “We did not have enough teachers in a few content areas, so we had to hire administrators to teach in their content area.”
- *Salary increases* - “We offered an additional 10 percent pay increase locally. We paid teachers (and all other employees that assisted with summer camp) their hourly rate plus an additional \$10 per hour that they worked. We paid an additional local bonus that seemed to generate interest. We offered a signing bonus to all teachers regardless of previous growth status for scores. We offered a competitive wage per hour; offered reduced hours to allow for summer planning; provided substitutes for already scheduled family vacation time.”

Staffing needs in food and transportation services were even more acute (see Table 7). While PSUs were able to staff meal services and provide transportation, this was often accomplished by using teachers, administrators, and others to ensure continuity of services.

Table 7. PSUs selected statements that best describe recruitment of non-classified staff for the school extension programs.

	Grades K-5		Grades 6-8		Grades 9-13	
	N	% Agree	N	% Agree	N	% Agree
We were able to hire enough staff to fully execute meal services.	105	91.30	105	91.30	106	92.17
We were able to hire enough staff to provide adequate transportation.	98	85.22	98	85.22	99	86.09

The following selected responses to the *End of Program Survey* provide a representative sample of the issues experienced by PSUs related to non-classified staff to successfully support the school extension program:

- “Bus drivers were in short supply so some of our teachers also drove the bus.”
- “We provided bonuses for non-certified staff.”
- “It was a constant rotation trying to get things covered, teachers and administrators were having to fill in as bus drivers and everyone pitched in with cleaning.”
- “Teaching assistants had to cut classroom time short to drive buses, and our custodians drove too.”
- “The summer meal service dept maintained adequate staff but reported that obtaining enough food was a struggle.”

School Extension Program Activities

Summer Learning Choice for NC Families (SL2021-7) outlined specific guidelines, including requirements for academic, health and well-being, and enrichment activities.

Academic Activities

PSUs offered various supports, but all PSUs used summer programming to deliver at least some remediation/learning recovery services. Acceleration was the second most common service (see Table 8).

Table 8. Types of instructional opportunities PSUs offered during the School Extension Program.

	N LEAs	% LEAs
Remediation / Learning Recovery	115	100.00
Acceleration	54	46.96
AIG / AP	20	17.39
Bridge program (rising K)	22	19.13
Bridge program (rising 6th)	26	22.61
Bridge program (rising 9th)	38	33.04
Pre-K Summer School	29	25.22

Student Health and Well-Being Activities

PSUs provided a variety of health and well-being supports, such as digit check-ins, dedicated SEL spaces, and on-site counselors (see Table 9).

Table 9. Types of social-emotional learning activities

	Grades K-5		Grades 6-8		Grades 9-13	
	N LEAs	% LEAs	N LEAs	% LEAs	N LEAs	% LEAs
Digital check-ins	22	19.13%	21	18.26%	24	20.87%
Dedicated SEL spaces	24	20.87%	18	15.65%	14	12.17%
On-site counselors	103	89.57%	104	90.43%	107	93.04%
Integrated SEL practices	110	95.65%	107	93.04%	93	80.87%
Other	26	22.61%	27	23.48%	20	17.39%

The following selected responses to the *End of Program Survey* provide a sample of "other" health and well-being activities provided in the school extension program: "Brain Breaks," emotional well-being in literacy, greeting and welcoming activities, journaling, lessons from certified counselors, mindful arts, mindful movements, morning meetings, morning advisory/circle time, on-site mental health specialist, optimistic closures, overcoming obstacles, positive affirmations, practicing coping strategies, practicing mindfulness, relationship-building chats, Sanford Harmony curriculum, Scholastic LitCamp curriculum, Second Step (character education) lessons, SEL 3 Signature Practices, Summer CATS (Children Are Tomorrow's Strength) Program, and yoga.

Enrichment Activities

Enrichment activities were required during all school extension programs. PSUs provided a wide range of enrichment opportunities for students during the school extension program, represented by the word cloud below (see Figure 2).

Figure 2. Summer enrichment activities provided during the school extension program

- Kids, Gem Mining, Penland School of Crafts, Community Music School
- *Museums*: Discovery Place, the Monroe Science Center, The Raptor Center, Fort Fisher Aquarium, Catawba Science Center, Asheville Museum of Science, NC Aquarium
- *Municipalities*: Cities of Rockingham, Hamlet, and Ellerbe
- *Public services*: Police Department, Fire Department, Public Library
- *State/national parks*: Great Smoky Mountains National Park, Nantahala Learning Center, Grandfather Mountain, Weymouth Woods, Mitchell Recreation, Avery County Parks and Recreation

SCHOOL EXTENSION PROGRAM IMPACT

Promotion and Retention

Promotion and retention data were collected from the 2020-2021 Retention/Promotion Data Collection in PowerSchool. At the beginning of each school year, PSUs enter and verify whether each student was promoted or retained. For the purposes of Summer Extension Program reporting, student level enrollment records for students designated as enrolled in the summer extension program were matched to the student level Retention/Promotion data collection (see Table 10). This matching was done at the state level.

Table 10. Summer Extension Promotion and Retention Rates

Grade Level	Summer Extension Promotion Percent	2020-2021 State Promotion Rate	Summer Extension Retention Percent	2020-2021 State Retention Rate
All Grades	92.7%	95.7%	7.3%	4.3%
Grades K-5	96.0%	98.1%	4.0%	1.9%
Grades 6-8	97.9%	99.1%	2.1%	0.9%
Grades 9-12	79.3%	89.7%	20.7%	10.3%

Across all grades in the summer extension program, 92.7% of the student were promoted to the next grade. For elementary and middle grades, 96.0% and 97.9% of the students were promoted. In the high school grades, 79.3% of the students enrolled were promoted to the next grade. For all grades as well as the elementary, middle, and high school grades, these percentages are lower than the state's 2020-2021 promotion rate. Conversely, across all grades in the summer extension program, 7.3% of the students were retained. High school grades had the highest retention rate of 20.7%.

Credit Recovery for High School Courses

Data on the number of course credits recovered for students enrolled in the summer extension program were collected from PowerSchool. Summer extension student enrollment records were matched to course credit data for courses designated as credit recovery and taken during the summer (see Tables 11-12). The matching for these records was conducted at the state level.

During the school extension program, students recovered **12,369** course credits (see Table 11). 94.23% of credit recovery courses were successfully completed. Students had the highest frequency of course credit recovery in the core areas of Mathematics (3,453), English/Language Arts (3,243), Science (2,360), and Social Studies (2,574).

Table 11. Credits Recovered During the Summer Extension Program.

Department	Courses Attempted	Successful Completions	Percent of Credit Recovery Successfully Completed
All Courses	13,126	12,369	94.23%
Arts Education	29	29	100.00%
Career and Technical Education	226	217	96.02%
Extended Content Standards	24	24	100.00%
English/Language Arts	3,416	3,243	94.94%
Health and PE	217	214	98.62%
Mathematics	3,744	3,453	92.23%
Other/Miscellaneous	116	115	99.14%
Science	2,486	2,360	94.93%
Social Studies	2,726	2,574	94.42%
World Languages	136	134	98.53%

Twelfth graders took and recovered the most credits (4,163) and did so with the highest success rate (97.27%). Ninth graders took and recovered the fewest (1,044) and did so with the lowest success rate (87.07%) (see Table 12).

Table 12. Credits Recovered During the Summer Extension Program by High School Grade.

Grade Level	Courses Attempted	Successful Completions	Percent of Credit Recovery Successfully Completed
Grade 9	1,199	1,044	87.07%
Grade 10	4,091	3,787	92.57%
Grade 11	3,556	3,375	94.91%
Grade 12	4,280	4,163	97.27%

Pre and Post Assessment Data

At the direction of the State Board of Education, NCDPI selected Curriculum Associates' i-Ready assessment for Reading and Mathematics as the recommended competency-based assessment (CBA) for all LEAs. Prior to the recommendation, the OLR requested a survey of all PSUs to determine which CBA vendors were currently being used. OLR recommended and most but not all PSUs used i-Ready.

To compare scores between tests, NCDPI required corresponding Lexile and Quantile scores for student's pre and post assessments in reading and mathematics, respectively. See here for more information on Lexile and Quantile measures: <https://lexile.com/educators/understanding-lexile-measures/> and <https://metametricsinc.com/educators/quantile-for-educators/>.

- Curriculum Associates provided pre and post assessment data from PSUs that used i-Ready for at least some of their assessments.
- Renaissance Learning provided pre and post assessment data for six PSUs that used Star and who had current data sharing agreements with NCDPI.
- For PSUs who did not use i-Ready or whose data was not provided by Renaissance Learning, NCDPI specified the data needed for analysis. Each district was to provide separate files for reading and mathematics via secure file transfer system.

Limitations and considerations

Analysis included only students with both pre- and post-assessment scores. High schools did not administer reading and math assessments. Charter schools did not submit assessment data. Some LEAs were unable to provide either the pre- or post-assessment data and/or were unable to provide all necessary variables.

Further, LEAs and sites within LEAs determined their own pre- and post- assessment windows. Some LEAs and sites used 2020-21 end-of-year assessment data as their pre-assessment and 2021-2022 beginning-of-year test data as their post-assessment. Others collected pre-assessment data at the beginning of the program and collected post-assessment data at the end of the program. Time between tests varied across LEAs and sites.

Data analysis

Table 13 displays the number and percentage of students scoring “on grade-level” before and after summer programming for both reading and math. Students were classified as “on grade-level” if their Lexile or Quantile score was greater than or equal to the national median Lexile or Quantile score for their grade level. Scores below the median were considered “below grade level.” Table 14 displays the number and percentage of students who demonstrated growth or maintenance over the summer. Here, students whose post-test scores were higher than their pre-test scores made growth. Students whose post-test scores were equal to their pre-test schools demonstrated maintenance.

Table 13 shows that proficiency increased during summer programming. On average, increases were similar for math and reading. However, post-test proficiency differs between grade bands, particularly in math. Table 14 shows that most students demonstrated growth or maintenance over the summer, although gains varied by subgroup. The average reading and math gains were 149.92 and 111.71 points on the Lexile and Quantile scales, respectively.

Table 13. Students at or above grade level by test period

	Reading		Math	
	Pre	Post	Pre	Post
All grades	10025 (14.6%)	13188 (19.20%)	19277 (27.54%)	22692 (32.42%)
K-5	7808 (15.22%)	10440 (20.35%)	17048 (32.99%)	19471 (37.68%)
6-8	2217 (12.75%)	2748 (15.80%)	2229 (12.175)	3221 (17.59%)

Table 14. Students demonstrating growth or maintenance during summer programming

	Math			Reading		
	All	K-5	6-8	All	K-5	6-8
Female	21891 (66.33%)	16501 (66.41%)	5390 (66.09%)	20986 (65.04%)	16392 (66.79%)	4594 (59.49%)
Male	24387 (66.23%)	17490 (65.58%)	6897 (67.93%)	23692 (65.07%)	17844 (66.72%)	5848 (60.49%)
American Indian	724 (67.79%)	513 (66.88%)	211 (70.10%)	830 (64.9%)	651 (64.26%)	179 (64.86%)
Asian	1090 (70.83%)	918 (70.78%)	172 (71.07%)	1041 (70.91%)	897 (72.81%)	144 (61.02%)
Black	14785 (66.29%)	10720 (66.20%)	4065 (66.52%)	14076 (65.03%)	10623 (66.77%)	3453 (60.21%)
Hispanic	12902 (66.88%)	9506 (66.81%)	3396 (67.07%)	11966 (64.88%)	9138 (67.02%)	2828 (58.82%)
Two or More Races	2614 (67.2%)	1959 (67.32%)	655 (66.84%)	2503 (65.44%)	1990 (67.92%)	513 (57.32%)

Native Hawaiian/ Pacific Islander	57 (66.28%)	45 (69.23%)	12 (57.14%)	57 (61.29%)	48 (64.86%)	9 (47.37%)
White	14106 (65.16%)	10330 (64.34%)	3776 (67.54%)	14205 (64.83%)	10889 (66.03%)	3316 (61.18%)
All	46437 (66.35%)	34148 (66.08%)	12289 (67.11%)	44686 (65.06%)	34243 (66.75%)	10443 (60.06%)

REFLECTIONS FROM LOCAL LEADERS

LEAs reflected on their successes and areas for improvement. The following responses to the *End of Program Survey* provide a representative sample of feedback submitted from local leaders.

Examples of Excellence

In what ways did your school extension program excel this summer?

- “At the high school level, 119 students earned at least one credit, with 264 credits being earned. 12 students were able to graduate, 51 were able to be promoted, and 39 may be able to be double promoted for the 2021-2022 school year.”
- “The instruction and student learning within the programs was excellent. For our students who took advantage of participating in the program, they benefited academically, socially, and emotionally. Our students were engaged for many weeks during the summer -- affording them great interactions with peers and staff, fun activities, and meals. Our High School students were also able to complete numerous course recoveries during their summer work.”
- “Many students have been virtual since the release of school due to Covid in March 2020. These students were engaged and enjoyed the learning opportunities made available. For these students, the summer program provided a time of transition back to school, as they will attend in the 21-22 school year. Teachers provided rich learning activities, resulting in students being highly engaged and enjoying learning.”
- “Able to get all RtA students proficient.”
- “Great enrichment program to provide students with other things they do not usually experience. Great attendance as students were excited and happy to be in school”
- “770 high school credits were recovered or earned; 55 high school students graduated; 23 1st/2nd grade students became proficient; 34 3rd grade students met a pathway; 93,224 meals served”
- “83% of attending students were able to earn placement or promotion to the next grade level. 82% of students received at least 80% instruction for the summer learning program. Students had on average 13-point growth in reading and 3-point growth in math.”
- “Attendance was high on all grade levels; parental support was outstanding when dealing with attendance or discipline concerns during the summer program; 95% of students that attend the summer program earned placement into the next grade; students demonstrated growth on the end-of year diagnostics in reading (on average 31-points) and math (on average 16.1 points).

- “Students were engaged for 4 weeks and loved the curriculum we chose---We were able to give teachers and non-certified a bonus this summer”
- “Building relationships between students and teachers”
- “Parents of K-8 students reported that experiential learning activities had positive outcomes for their children. Around 85% agree these activities helped reinforce academic content, added value to their children’s summer experience, and helped increase their children’s interest and engagement.”
- “Stakeholders think the social and personal aspects of the program are effective. Large majorities of parents (86%) and staff members (99%) think students’ summer programs helped them build positive relationships with adults. Parents and staff also agree the programs helped students become more independent and enhance students’ forms of communication.”
- “Almost all staff (99%) reported that after being in Summer Learning 2021 their students are better prepared to start the next grade in the fall.”

Successful Pilots

What were you able to beta test this summer that you plan to fully integrate into your academic year?

Create functional maker spaces; implementing the thematic units; focus on essential skills; small group instruction; incorporate SEL into lessons; math intervention for K-5; project-based learning; interactive read aloud; new core literacy program; literacy based instructional approach; phonemic awareness program; STEAM integration; drones; strengthened the community partnerships; leaders revised, tested and implemented an existing walkthrough tool and process; experimenting with standards-based grading; math fluency games; 2nd Step SEL programming; new cohorts, bell schedules, and intervention block; integrated art and science; engaging in more outdoor learning; CTE Expo; student data notebooks.

Areas for Improvement

In what ways could you have improved the school extension program?

Time:

- “Due to mandated hours/days for the summer program, it had to start immediately following the end of the regular school year. This was a difficult transition for teachers and program directors to close out the school year while also planning for the upcoming summer students. Having more flexibility with start and stop times, hours, etc. would provide teachers an opportunity to PLC, review student data and group students prior to being assigned to teachers and offer teachers more transition time between school years and summer program. Additionally, more time would have allowed teachers to prepare for instructional pacing and identifying priority needs.”
- “The 150-hour requirement needs to be reduced. We can capture a great summer program in 3 weeks and have good student participation as well as the ability to hire high-quality staff.”

Additional Programming Options:

- “We could have engaged more community partners to increase the enrichment opportunities for students. We also could have incorporated field trips and other off-site learning experiences.”

- "Next summer, we would like to expand our summer learning offerings to include short-term camps such as ACT prep, robotics, Science Olympiad, arts, and STEM activities."

PROMISING PRACTICES

North Carolina has many pockets of exemplary work happening across the state among our PSUs. The NCDPI Promising Practices initiative seeks to highlight the exemplars aligned to Learning Recovery and Acceleration (OLR) in line with the OLR mission to serve the PSUs by providing the information and support needed to make evidence-based decisions to combat the impact of lost instructional time and accelerate learning for students. Highlighting these Promising Practices provides evidence for extension, scalability, and sustainability among programs that show impact.

As it pertains to the components of HB82, several exemplars regarding Social-Emotional Learning (SEL), Workforce Development, School Extension Programs, and Competency-Based Assessments (CBA) from PSUs across all eight (8) State Board Regions are noteworthy of highlighting:

Meadowview Magnet MS Surry School District		
Observer:	Key Observations:	Possible Ideas to Share:
NCDPI Regional Director	• Superintendent share District Strategic Plan - Leadership Development • Student exposure to concepts • Middle School implement CTE	• Student exposure to standards through projects • Alignment of programs with strategic plan • Focus on leadership development - pipeline
NCDPI Piedmont Triad Regional Education Facilitator	• Partnerships within community for CTE • Hands-on activities	• Options for student choice in schooling

BERTIE COUNTY, NORTHEAST, REGION 1

The Bertie County school extension program showed growth in all grade levels according to Pre- and Post- iReady data. Students earned a total of 237 credits at the high school level, and they had 10 students earned enough credits to graduate from high school. A graduation ceremony was held for the students with visiting guests. Because of their extensive partnerships, students were provided many enrichment opportunities that motivated them for learning. Attendance was at an all-time high for our summer school extension program. Bertie implemented a Literacy based instructional approach that would engage all students during the summer program. Several of the teachers have continued and shared those practices with their colleagues during the academic school year.

LENOIR COUNTY PUBLIC SCHOOLS, SOUTHEAST, REGION 2

Lenoir County Public Schools expanded work-based learning experiences for students to include paid youth apprenticeship positions while in high school and guaranteed jobs after graduation. LCPS is piloting cutting-edge, first-of-its-kind internship youth apprenticeship programs in partnership with Spirit Aerosystems.

CHATHAM COUNTY SCHOOLS, NORTHCENTRAL, REGION 3

Chatham County used research based instructional programs and strategies during their Summer Program. In K-3, they trained teachers on Recipe for Reading, and students benefited from the

multisensory, Orton-Gillingham based explicit instruction. In 6-8, ELA teachers used reciprocal teaching as a way to grow students in their comprehension. The curriculum team integrated culturally responsive texts in grades K-8. Teachers have since incorporated more diverse texts into their instruction. Some of these strategies were adopted by teachers in their academic year classrooms.

SCOTLAND COUNTY SCHOOLS, SANDHILLS, REGION 4

Scotland County Schools developed CTE Family Nights that were held on Tuesday evenings, from 5:30-7:30PM. Dinner was served by a business sponsor during each event, and each event was also themed. The themes, sponsors, and additional information are captured below:

June 8, TLC Channel Night - Healthy Families

- *Sponsored by Scotia Village, Scotland Memorial, Village Dental, RCC*
- Grow what you eat
- Healthy Meals
- First Aid for your Family
- Take away: food, vegetables, first aid kit

June 15, Discovery Channel Night - Small Business

- *Sponsored by Chamber of Commerce, RCC*
- Family Portraits
- Entrepreneur Lab
- Drone Business
- Cupcake, cookie lab
- Marketing and promotion
- Take away: family pictures, t-shirts, food.

June 22, Food Network Night - Let's Eat

- *Sponsored by Local Restaurants*
- Pizza 101
- Grow a vegetable garden
- Baking Bootcamp
- Cooking Good Food
- Take away: kitchen tools, food or vegetables

June 29, SyFy Channel Night - Technology/STEM

- *Sponsored by FCC, Service Thread, Cascades, RCC*
- Drone Pilot Lessons
- Robotics
- Easy Tech Fixes
- Adobe Lab
- Welding
- Take away: small robotics/drone kits, photos

July 13, DIY Night/HGTV Night

- *Sponsored by Lowe's, Manis Home Builders, McCarter Electrical, RCC*
- Install a faucet, Plumbing
- Install a ceiling fan, Electrical
- Build a birdhouse
- Grow a garden/Composting
- Take away: toolkit from Lowe's

July 20, YouTube Night - Become an Influencer

- Take Instagram Worthy Photos
- Adobe Lab
- Start a Blog
- Digital Marketing

- Computer Science
- Take away: swag from the presenters, photos, books

DAVIDSON COUNTY, PIEDMONT-TRIAD, REGION 5

Davidson County created thematic camps within their middle school summer programs. Morning meetings kicked off the day with themes of “relationships, confidence, progress.” One theme was “Base Camp” where students were assigned based on assessments not by grade bands. The theme was integrated into enrichment activities, curriculum, instruction, and hands-on learning experiences. The summer AIG camp was themed “Summer Camp: Stranger Things Could Happen.” The AIG camp was packed with project-based courses that were STEAM aligned, including Create a “BRAND” New opportunity for students interested in entrepreneurship, Crime Solving Detectives: Forensics for the science-minded students, and APPs, Podcasts, Oh My! for students interested in creating their own digital content.

ANSON COUNTY, SOUTHWEST, REGION 6

Jump into Art Music and Movement, or JAMM, is an initiative through Anson County Schools that engages students in the creative process by exploring connections between art, music, and movement with other subject areas. During summer learning camp, students were able to dive deeper into thematic units of study as they “traveled around the world” by participating in interactive, kinesthetic, and authentic cultural learning activities. This was a nontraditional space where students’ social, emotional, and physical needs were met.

ASHE COUNTY, NORTHWEST, REGION 7

Students were engaged in rigorous learning recovery throughout the program. At the K-5 (elementary) level, there was a deep focus on early literacy and minimizing learning gaps from extended remote instruction. At the 6-8 level (middle school), students had a high level of choice in their programming and were engaged throughout the summer in ELA, Math, Science, and enrichment courses. High school students regularly supported the middle school summer program. The middle school program used the house system to establish and promote strong relationships with teachers and peers and build community. The high school program enrolled students in full time courses who had previously failed to recover not only the credit but have grade replacement. This model will be considered for future summer programming.

CHEROKEE COUNTY SCHOOLS, WESTERN, REGION 8

Cherokee County Schools’ summer camp excelled in recruiting and retaining enrolled students. The elementary programs centered learning around thematic units that incorporated learning activities, art, SEL, and extracurricular events. Each thematic unit was concluded with exciting field trip opportunities including a trip to the aquarium and a Braves baseball games. The middle schools worked to create a summer camp style atmosphere with creative, fun, learning activities, intramural activities, project-based learning projects, and artistic endeavors from Morris Dancing to stop motion filming. High schools focused on real-life skills and enrichment activities that helped students learn vehicle maintenance, culinary skills, and allowed them to stretch their artistic skill.

NCDPI ENRICHMENT OPPORTUNITY

ResilART: Enrichment Opportunity for participating PSUs.

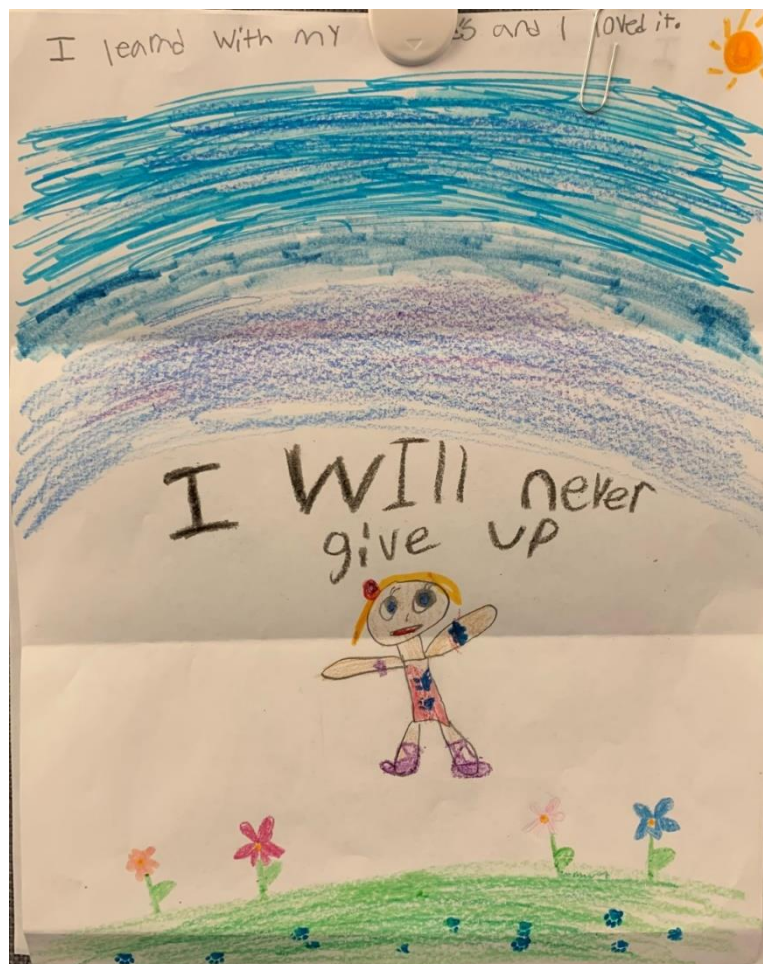
The Office of Learning Recovery and Acceleration (OLR), in collaboration with partners from throughout the NCDPI, created an opportunity for students to express what they experienced in the 2020-21 school year, or what they hope to experience in the upcoming school year.

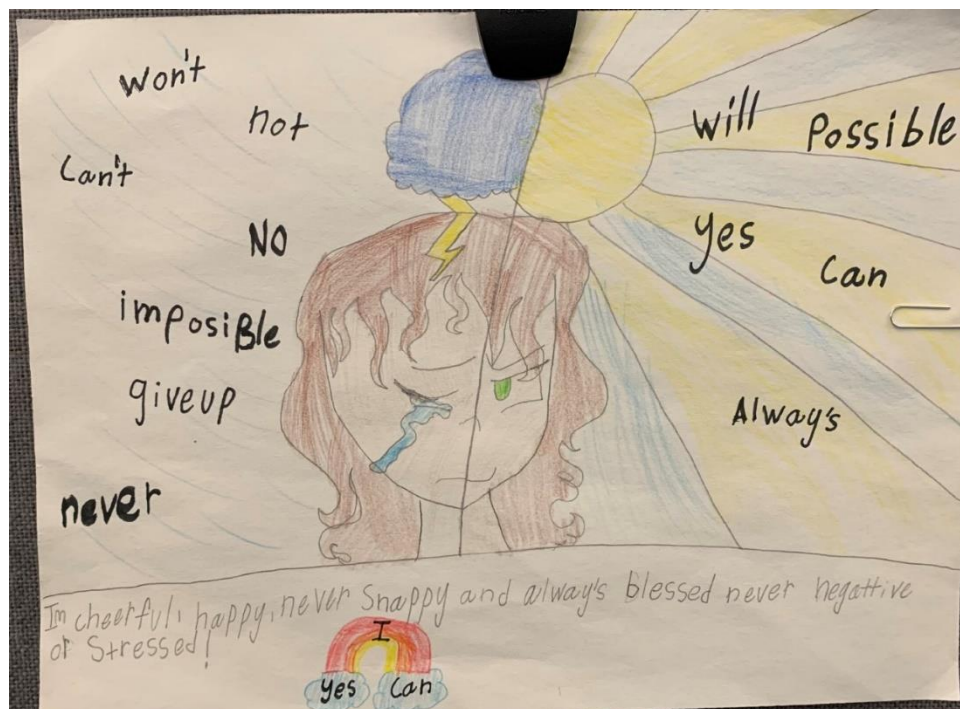
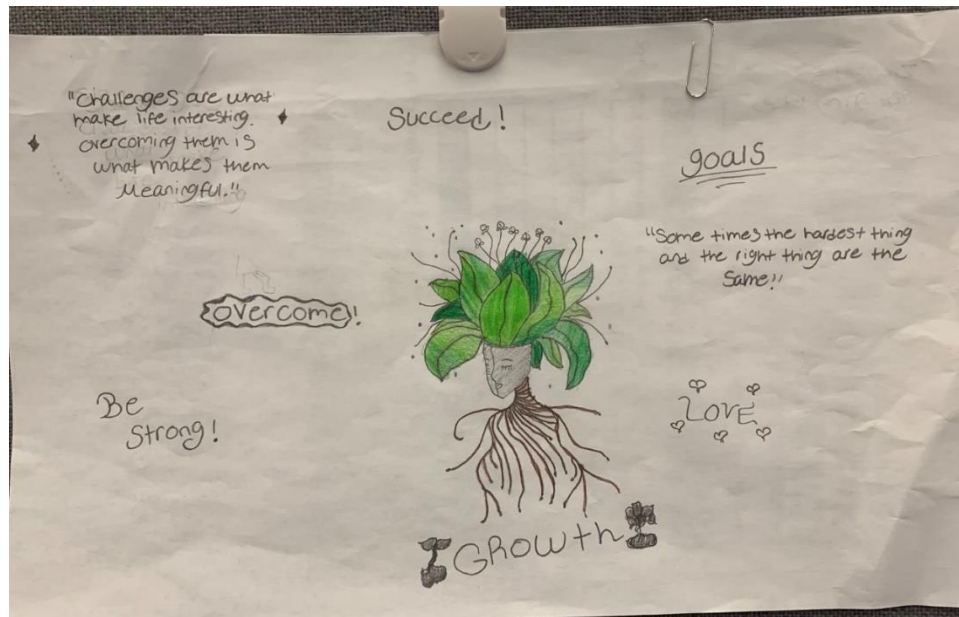
The ResiliART Project was an opportunity to celebrate our students' resiliency this past year and was open to any PSU with students participating in the 2021 school extension program. This optional project was meant to be a supplemental enrichment opportunity during the school extension program.

Three themes, Growth Mindset, Planting a Seed, and Overcoming Obstacles centered around resiliency and growth. Students were able to choose one of the three themes and interpret it through their personal lens, which could be visual arts, performing arts, spoken word, poetry, prose, musical composition, etc.

Guiding questions were provided, as well. Those questions included the following:

- How do you shine bright even amidst obstacles?
- The sun always rises again. How have you risen after facing obstacles?
- What seeds have you planted in yourself that you hope will spout and grow over the next year?





Lessons Learned and Next Steps

The 2020-2021 academic year was considered by all to have been both unprecedented and significantly challenging. After a year marked by continued disruption, PSUs across North Carolina worked diligently to provide students with an opportunity to reengage with their public-school teachers and peers. The School Extension program provided more than 247,000 students with an opportunity to engage in academic content, participate in enrichment activities, and receive additional social-emotional supports. Of the more than 247,000 students who attended over 213,000 were identified as “at-risk” representing roughly 86% of the participants. Early estimates indicated that approximately 345,000 students were deemed to be at risk due to the disrupted learning experience resulting from the COVID-19 pandemic, school extension programs therefore served roughly 62% of the expected population of at-risk students. In addition to serving at-risk students, vulnerable student

populations (students with disabilities, economically disadvantaged students, English language learners, and students of color) all participated in rates greater than their average proportion.

PSUs faced significant challenges in program implementation for a variety of reasons, particularly staffing. While many PSUs were able to fully staff their programs, it was accomplished using a variety of methods including hiring college students, TAs, and working with external vendors.

Despite the implementation challenges, due to the tireless efforts of PSUs throughout North Carolina, a number of positive outcomes were realized for students. Across all grade levels more than 92% of participating students were promoted. At the high school level more than 12,000 credits were recovered and many students were able to graduate, who prior to program participation were not eligible. An equally significant result was the development of innovative approaches to program development by PSUs. Two such examples were the “jump start” and “career credentialing” programs. After evaluation of these programs, the OLR collaborated with PSUs to develop two initiatives for Summer 2022, Summer Bridge Academies and Career Accelerator. These programs are currently under development by PSUs and have been funded using appropriations set forth in HB196⁷, utilizing ESSER II funding. The OLR will provide regular updates to the NC State Board of Education on the implementation of these programs and will provide a detailed analysis of the overall impacts of each program. Based on the results of each program, a recommendation will be made to either continue the program with or without modification in summer 2023 using ESSER III funding or to discontinue the program.

PRC 176, Summer Bridge Academies

To address the lost instructional time due to the COVID-19 pandemic the North Carolina General Assembly appropriated \$40,000,000 to be held in reserve by the Department to be allocated to public school units to support in-person instruction programs to address learning loss and provide enrichment activities in the summer.

The Office of Learning Recovery and Acceleration held a virtual roundtable with LEAs to receive input on summer bridge programs. PRC 176 Policy and Guidance Document were then developed by the Office of Learning Recovery and Acceleration. These documents were shared with senior staff in the department for initial feedback, refined, and shared with DPI Federal Programs and Finance and Business Services for a final review and approved by the State Board of Education in September 2021.

This appropriation was used to develop the North Carolina Summer Bridge Academy in eligible and participating PSUs. The intention of this grant program is to fund high-quality, evidence-based learning and enrichment programs in the summer to address the academic impact of lost instructional time and responds to the academic, social, emotional, and mental health needs of students. The program is designed for students deemed “at-risk” or those the PSU has demonstrated to have been disproportionately impacted by the COVID-19 pandemic.

Approved programs will provide a minimum of 50 hours of programming, no less than 25 of which will be dedicated to academic learning acceleration. For the context of this program, academic learning acceleration refers to appropriate grade-level content. For example, rising 9th grade students will be provided 9th grade material and not 8th grade remediation. The remaining hours of programming will be left to the discretion of the PSU. It is expected that this intensive instruction will be led by highly effective teachers in small group settings.

⁷ <https://www.ncleg.gov/Sessions/2021/Bills/House/PDF/H196v8.pdf>

PRC 177, Career Accelerator Programs

To address the lost instructional time due to the COVID-19 pandemic, the North Carolina General Assembly appropriated \$26,046,144 to be held in reserve by the Department to be allocated to public school units to support COVID -19 related needs, including in-person instruction programs, to address learning loss and provide enrichment activities in the summer.

The Office of Learning Recovery and Acceleration met with Ms. Kristie VanAuken, Special Advisor to the Superintendent for Workforce Development, and Mr. Trey Michael, Director for Career and Technical Education, to design a summer program that supports workforce-aligned summer acceleration programs for at-risk students. PRC 177 Policy and Guidance Document were then developed by the Office of Learning Recovery and Acceleration. These documents were shared with senior staff in the department for initial feedback, refined, and shared with DPI Federal Programs and Finance and Business Services for a final review and approved by the State Board of Education in September 2021.

This appropriation was used to develop the Summer Career Accelerator Programs for participating PSUs. The intention of this grant program is to fund high-quality, evidence-based learning and workforce aligned programs in the summer to address the academic impact of lost instructional time and responds to the academic, social, emotional, and mental health needs of students grades 6-12. The program is designed for students who have been disproportionately impacted by the COVID-19 pandemic.

PSUs will have the opportunity to opt into Learning Cohorts with participating PSUs. Cohorts will meet monthly to collaborate and plan their programs with the goal of identifying, sharing, and establishing best practices. Cohorts will meet again at the conclusion of the program to discuss outcomes.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

010 - Alamance-Burlington Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Amy

Last Name

Richardson

Q7_2. What is the **email address** of the primary contact?

amy_richardson@abss.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	336.570.6060
Phone Extension	20083

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Robin
Last Name	Finberg

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	336.570.6060
Phone Extension	20052

Q1.

010 - Alamance-Burlington Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

A typical day for a K-3 student will include the following. Arrival and breakfast being served in the classroom while the teacher conducts a morning meeting. Once that concludes, the remainder of the day will include: -SEL and Reflection Time -Shared Reading -Guided Reading -Brain Breaks -Building Fluency & Number Sense -Whole Group Math -Enrichment -Lunch -Guided Math -Foundation (Phonics) -Close Reading -Writing and Response to Reading -Recess -Independent Sustained Reading -Interactive Read Aloud In addition to these structures, third grade will have: -Close Reading within the Science content -Science enrichment Below is an example of one schedule we've prepared: Time Focus 7:45 - 8:15 Breakfast & Morning Meeting 8:15 - 8:45 Whole Group Reading 8:45 - 9:30 Small Group Reading 9:30 - 10:00 PE 10:00 - 10:30 Whole Group Math/Number Talk 10:30 - 11:15 Small Group Math 11:15 - 11:45 Brain Break 11:45 - 12:30 Lunch & SSR 12:30 - 1:00 SEL 1:00 - 2:00 Science 2:00 - 3:15 Small Groups 3:15 - 3:45 Wrap & Reflect

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_7.
In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

A typical day for a 4-8 student will include the following. Arrival and breakfast being served in the classroom while the teacher conducts a morning meeting. Once that concludes, the remainder of the day will include: -Word Work -Vocabulary Instruction -Close Reading -Guided Reading -Whole Group Math -Guided Math -SEL & Reflection -Science Enrichment -Writing and Response to Reading -Enrichment -Recess -Independent Sustained Reading - Interactive Read Aloud Below is an example of one schedule we've prepared: Time Focus 7:45 - 8:15 Breakfast & Morning Meeting 8:15 - 8:45 Whole Group Reading 8:45 - 9:30 Small Group Reading 9:30 - 10:00 PE 10:00 - 10:30 Whole Group Math/Number Talk 10:30 - 11:15 Small Group Math 11:15 - 11:45 Brain Break 11:45 - 12:30 Lunch & SSR 12:30 - 1:00 SEL 1:00 - 2:00 Science 2:00 - 3:15 Small Groups 3:15 - 3:45 Wrap & Reflect

Q1_8.
In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

010 - Alamance-Burlington Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

A typical day for a 9-12 student will include the following. Arrival and breakfast being served in the classroom while the teacher conducts a morning meeting. Once that concludes, the remainder of the day will include: -Access to EOC course work support -Credit Recovery modules and teacher support -Elective course access (as needed) -SEL opportunities for all students The 9-12 plan will be more flexible given that the students are not required to attend all 150 hours (per a technical review webinar). As such, the offerings will be tailored to the students needs per graduation requirements.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

010 - Alamance-Burlington Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

K-3: Any student on a tier, who received a possible retention letter, and/or who are scoring below the grade level in reading 4-5: Any student on a tier and/or who received a possible retention letter 6-8: Yellow or Red on Cohort Tool or Retention Letter K-5 will be sending letters to families of students who qualify and conducting follow up phone calls if the letters are not returned. 6-8 will be using both letters and phone calls upon their judgement based on history of response rate within their schools.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

9-12: Credit Recovery, EOC, Students who are in orange or red on our internal cohort monitoring tool 9-12 will be using both letters and phone calls upon their judgement based on history of response rate within their schools.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Hourly rate plus 10% (possibly more - we're still evaluating our budget). Friday's off. Week of July 4 off.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Hourly rate plus 10% (possibly more - we're still evaluating our budget). Friday's off. Week of July 4 off.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

AimswebPlus: Reading 4-8 & Math K-8

Star Reading: Reading K-3

Q5.
010 - Alamance-Burlington Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

n/a

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

n/a

Q6.

010 - Alamance-Burlington Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

020 - Alexander County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Elizabeth

Last Name

Curry

Q7_2. What is the **email address** of the primary contact?

ecurry@alexander.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	8286327001
Phone Extension	236

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Saralyn
Last Name	Wilson

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	8286327001
Phone Extension	241

Q1.

020 - Alexander County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Proposed Calendar Proposed Daily Schedule June 14-17 8:00-3:30 June 21-24 25 minutes for lunch June 28-July 1 25 minutes of movement/recess July 5 is a holiday/No school this week 30 minutes of enrichment July 12-15 July 19-22 July 26- 29 Seventy two hours of the entire time will be devoted to literacy and reading instruction. The remaining time will support math and science (in third grade). All grade levels will have integrated ss and science standards and enrichment. We will use Sanford Harmony and Panorama to provide SEL instruction. SEL components, such as “brain breaks” and “deep breathing will be integrated throughout the day. We plan to employ students support services staff (Counselors and social workers) to support children with significant needs. Enrichment activities will be provided by certified teachers, although it may need to be integrated into the school day by the regular teacher. Each school will use community based agencies to the best of their ability to support enrichment, for example through an partnership with ASU, the Hiddenite Arts and Heritage Center, the YMCA, etc...

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/student ratio- Goal: Elementary 1:10 Adult/student ratio- Goal: Elementary 1:20 Program location(s)- All schools will operate independently and serve their own students Physical activity- 25 minutes of recess or movement

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Each student will receive instruction in math, reading and science. Additional science and social studies content will be integrated. We will use Sanford Harmony and Panorama to provide SEL instruction. SEL components, such as “brain breaks” and “deep breathing will be integrated throughout the day. We plan to employ students support services staff (Counselors and social workers) to support children with significant needs. Enrichment activities will be provided by certified teachers, although it may need to be integrated into the school day by the reg ed teacher. Each school will use community based agencies to the best of their ability to support enrichment, for example through an partnership with ASU, the Hiddenite Arts and Heritage Center, the YMCA, etc...

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/student ratio- Goal: Elementary 1:10, Middle 1:15 Adult/student ratio- Goal: Elementary 1:20, Middle 1:30 Program location(s)- All schools will operate independently and serve their own students Physical activity- 25 minutes of recess or movement *8th grade studetns will participate at Alexander Central High School

Q2.

020 - Alexander County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Credit recovery will be available to all students. Courses offered will depend on student need. Each student will receive direct instruction in the course targeted for credit recovery as well as supplemental support through our online credit recovery platform, Edgenuity will be implemented. In addition, students will participate in enrichment activities and lessons corresponding to the focused EOC course. For example, students attending summer learning camp for credit recovery in English I or English II, will receive focused concept building of English 2 and students attending for credit recovery in science, will receive enrichment and focused instruction for concept building relating to the Biology curriculum. All students will receive reading and vocabulary instruction with emphasis placed on writing across all content areas. Enhancement and elective teachers (CTE, art, and PE) will offer opportunities for initial credit. Social-emotional supports will be integrated throughout the learning day including “brain-breaks.” Mindfulness exercises will be taught to students and scheduled as whole-group activities at the beginning and end of each day. School counselors will be available to support specific social-emotional needs of students. Teachers will also provide targeted and integrated support on resilience through mentoring and small-groups. End-of-Course subjects offered English II, Bio, Math I and Math III Credit Recovery subjects offered Tier I-Students needing minimal support will be offered CR through Edgenuity with teacher support in SS, Math, Science, ELA and CTE Tier II credit recovery-Face to Face direct instruction and make up work sessions. fill learning gaps with HQ teachers Elective Course offered PE, ART, CTE-TBD Social-Emotional Learning (SEL) supports Counselors and Social workers will be available at teacher, student and parent request.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

3 locations Alexander Central High School Alexander Early College Student Success Center

Q3.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Processes: K-1 Lowest 25th percentile by iReady MOY 2-8 2 grade levels behind or more by iReady MOY When EOY data and grades become available we will review and offer to additional students *Each school will develop a wait list, if they are able to staff enough to stay within ratios, we will invite siblings of students attending and in order of demonstrated percentile by multiple measures. Outreach: A letter was sent in Spanish and English by 4/23/2020. Linked here. An alert now message or phone message was sent to parents to expect the letter. Parents had the option to opt in and indicate if the student would be attending 5 or 6 weeks. Parents also had the opportunity to indicate if transportation was needed. Parents have until May 1 to return the letter and then we will begin making phone calls. We will also be posting the Return to Learning Plan on our Website and Social Media. We will present to the BOE and share with local media outlets on May 11

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Processes for identification: At risk list has been developed and used throughout the pandemic. Students were monitored for failing grades, attendance and credit deficit. This list is used to identify students. Outreach: A letter was sent in Spanish and English by 4/23/2020. Linked here. An alert now message or phone message was sent to parents to expect the letter. Parents had the option to opt in and indicate if the student would be attending 5 or 6 weeks. Parents also had the opportunity to indicate if transportation was needed. Parents have until May 1 to return the letter and then we will begin making phone calls. We will also be posting the Return to Learning Plan on our Website and Social Media. We will present to the BOE and share with local media outlets on May 11

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

We hope to be able to offer free child care to staff who are working on the school site as this is a barrier to recruitment In addition to the bonus outline required in HB 82, We are paying an \$1200.00 bonus to all certified staff, prorated by the number of weeks working, either 3 or 6. We are offering a \$600 bonus to classified staff including bus drivers who drive 90% or more of assigned routes We are paying the daily rate of pay, instead of a flat rate Being in their own schools/classrooms and working with their own students has seemed to have a positive impact on recruitment

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

We hope to be able to offer free child care to staff who are working on the school site as this is a barrier to recruitment In addition to the bonus outline required in HB 82, We are paying an \$1200.00 bonus to all certified staff, prorated by the number of weeks working, either 3 or 6. We are offering a \$600 bonus to classified staff including bus drivers who drive 90% or more of assigned routes We are paying the daily rate of pay, instead of a flat rate Being in their own schools/classrooms and working with their own students has seemed to have a positive impact on recruitment Offering an additional day of paid planning(considering two days)

Q4.

020 - Alexander County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
020 - Alexander County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

n/a

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

n/a

Q6.

020 - Alexander County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

We will use our EOY iReady assessment (k-8) in reading and math as our baseline for progress made in our SLP. We will administer another iReady diagnostic at the end of the program in order to evaluate our program and inform the state and federal government of student progress.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

n/a

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

030 - Alleghany County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Missey

Last Name

Weaver

Q7_2. What is the **email address** of the primary contact?

missey.weaver@alleghany.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	336-372-4345
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Heath
Last Name	Vogler

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	336-372-4345
Phone Extension	

Q1.

030 - Alleghany County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Our schedule for delivering in person instruction will include: *June 7-July 8 (July 5th-Holiday) *Mon-Thur 7:30-4:30 (This will help working families) K-2 *Breakfast for students (Grab and Go) *3.45 hours of reading instruction *3.45 hours of math instruction *30 minutes of daily PE *Lunch for students (30 minutes) *30 minutes of enrichment to include music, art, or guidance classes *Note: Teacher planning will occur during PE and enrichment SEL supports will be provided through: *SEL 3 Signature Practices integrated into curriculum and instruction *Guidance classes during enrichments blocks 3rd Grade *Breakfast for students (Grab and Go) *3 hours of reading instruction *3 hours of math instruction *1.5 hours of science instruction *30 minutes of daily PE *Lunch for students (30 minutes) *30 minutes of enrichment to include music, art, or guidance classes SEL supports will be provided through: *SEL 3 Signature Practices integrated into curriculum and instruction *Guidance classes during enrichments blocks

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

*Teacher/student ratio-1:15 *Adult/student ratio-1:10 *3 program locations *Physical activity-PE

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Our schedule for delivering in person instruction will include: *June 7-July 8 (July 5th-Holiday) *Mon-Thur 7:30-4:30 (This will help working families) *Breakfast for students (Grab and Go) *3 hours of reading instruction *3 hours of math instruction *1.5 hours of science instruction *30 minutes of daily PE *Lunch for students (30 minutes) *30 minutes of enrichment to include music, art, or guidance classes *Note: Teacher planning will occur during PE and enrichment SEL supports will be provided through: *SEL 3 Signature Practices integrated into curriculum and instruction *Guidance classes during enrichments blocks

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

*Teacher/student ratio-1:15 *Adult/student ratio-1:10 *3 program locations *Physical activity-PE

Q2.

030 - Alleghany County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

AHS will run a four block day 7:30-4:30. *Breakfast-Grab and Go *1st Block-7:30-9:40 *2nd Block-9:40-11:45 *Lunch 11:45-12:15 *3rd Block-12:15-2:25 *4th Block-2:25-4:30 The following EOC subjects will be offered: *Math I *Math III *English II *Biology Credit Recovery will be offered in any areas of need through APEX. Art will be offered as the elective course for all students that are interested. SEL supports will be embedded in curriculum and instruction through the 3 SEL Signature Practices. A school counselor will be employed to offer additional SEL support.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

1 program location

Q3.

030 - Alleghany County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Alleghany Co Schools are identifying at-risk students in the following ways: *iReady data *NC Check-Ins *Teacher recommendations Contact methods include: *Letter from school *Phone call from school *ConnectEd call from district

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Alleghany Co Schools are identifying at-risk students in the following ways: *Students who are not on track to graduate with cohort group due to incomplete or failing courses *Teacher recommendations Contact methods include: *Letter from school *Phone call from school *ConnectEd call from district

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Incentive to include: *Monetary bonus for all staff beyond the required signing bonus

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Incentive to include: *Monetary bonus for all staff beyond the required signing bonus

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
030 - Alleghany County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

030 - Alleghany County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Alleghany Co Schools operated under Plan B beginning August 17th. Our teachers and students have attended on a regular basis. This will be a continuation opportunity to extend learning into the summer. A Summer Reading Camp will be offered through the Duke Endowment for all K-8 students during the month of July, 5 days per week. In addition STEAM Camp will be provided through our local Wilkes Community College campus for all middle school students July 12-16. Due to educational opportunities through community partnerships we felt compelled to end our summer extension program on July 8th to allow our students to take part in these opportunities.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Alleghany Co Schools operated under Plan B beginning August 17th. Our teachers and students have attended on a regular basis. This will be a continuation opportunity to extend learning into the summer.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

040 - Anson County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Jennifer

Last Name

Collard

Q7_2. What is the **email address** of the primary contact?

collard.jennifer@anson.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	7046944417
Phone Extension	1603

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Lynn
Last Name	Gardelle

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	7046944417
Phone Extension	1700

Q1.

040 - Anson County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Dates of Camp Operation: Week 1 – June 1-4 Week 2 – June 7-11 Week 3 – June 14-18 Week 4 – July 12-16 Week 5 – July 19-23 Student Schedule: 7:30 - 2:30 Staff Schedule: 7:00 - 3:00 *Each week will focus on an integrated thematic approach to world travel. Guest readers, hands-on labs, arts integration, and community partnerships will be utilized as we offer robust enrichment activities. Theme with aligned enrichment activities - https://www.canva.com/design/DAEc9wap8EI/upKAuBP6v0fVOhmUIfOv9g/view?utm_content=DAEc9wap8EI&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink Morning Meeting will be utilized daily to engage students in a positive way. Teachers will intentionally integrate SEL skills through the following framework: 1. Start with a greeting 2. Introduce a social emotional skill or topic 3. Start a group discussion 4. Engage in an activity 5. Reflect Counselors, social workers, and other support personnel will be employed to provide direct supports for staff and students.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

- The district will not exceed a class size ratio of 15:1. - The district will operate one central site for summer learning. The location was centrally chosen and will be housed at Wadesboro Primary School. - A physical education teacher will be employed.

- Q1_11.
- In the space provided, describe the typical day for students enrolled in the school extension program grades 4–5. The following items must be addressed for plan approval:
- Proposed schedule for delivering in-person instruction
 - Proposed enrichment activity or activities
 - Social-emotional learning (SEL) supports

Dates of Camp Operation: Week 1 – June 1-4 Week 2 – June 7-11 Week 3 – June 14-18 Week 4 – July 12-16 Week 5 – July 19-23 Student Schedule: 7:30 - 2:30 Staff Schedule: 7:00 - 3:00 *Each week will focus on an integrated thematic approach to world travel. Guest readers, hands-on labs, arts integration, and community partnership will be utilized as we offer robust enrichment activities. Theme with aligned enrichment activities - https://www.canva.com/design/DAEc9wap8EI/upKAuBP6v0fVOhmUIfOv9g/view?utm_content=DAEc9wap8EI&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink Morning Meeting will be utilized daily to engage students in a positive way. Teachers will intentionally integrate SEL skills through the following framework: 1. Start with a greeting 2. Introduce a social emotional skill or topic 3. Start a group discussion 4. Engage in an activity 5. Reflect Counselors, social workers, and other support personnel will be employed to provide direct supports for staff and students.

- Q1_12.
- In the space below, provide details about the following for the school extension program grades 4–5. This response is optional.
- Teacher/student ratio
 - Adult/student ratio
 - Number of program location(s)
 - Physical activity

- The district will not exceed a class size ratio of 15:1. - The district will operate one central site for summer learning. The location was centrally chosen and will be housed at Wadesboro Primary School. - A physical education teacher will be employed.

- Q1_13.
- In the space provided, describe the typical day for students enrolled in the school extension program grades 6–8. The following items must be addressed for plan approval:
- Proposed schedule for delivering in-person instruction
 - Proposed enrichment activity or activities
 - Social-emotional learning (SEL) supports

Dates of Camp Operation: Week 1 – June 1-4 Week 2 – June 7-11 Week 3 – June 14-18 Week 4 – July 12-16 Week 5 – July 19-23 Week 6 – July 26-30, August 2nd Staff Schedule: 8:15 – 1:45 Student Schedule: 8:45 – 1:15 *Each week will focus on an integrated thematic approach to sports. Aligned movement-based activities, hands-on labs, arts integration, and community partnerships will be utilized as we offer robust enrichment activities. Theme with enrichment focus communication - https://www.canva.com/design/DAEdF2vkAVY/tdOaY6hOMEjHkE9H4aNvCA/view?utm_content=DAEdF2vkAVY&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

- Q1_14.
- In the space below, provide details about the following for the school extension program grades 6–8. This response is optional.
- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

- The district will not exceed a class size ratio of 20:1. - The district will operate one central site for summer learning. The location was centrally chosen and will be housed at Anson Middle School. - A physical education teacher will be employed.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q2.

040 - Anson County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☐ 150 hours

☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Camp Operating Schedule: Week 1 – June 1-4 Week 2 – June 7-11 Week 3 – June 14-18 Week 4 – July 12-16 Week 5 – July 19-23 Week 6 – July 26-30, August 2nd Staff Schedule: 8:15 – 1:45 Student Schedule: 8:45 – 1:15 Subjects Offered: - English II, Math I, Math III, and Biology will be offered. - Course extension opportunities will be available to students in core academic areas; English I-III, Math I-III, Social Studies World History, American I & II, Science Earth, Biology, Physical Science - Credit Recovery courses will be available in the areas of Civics, Math IV, English IV, Eng III - CTE and art will be offered electives to spark interest in high school and careers. The district will finalize the course selection as end of year data audits are calculated. - SEL strategies will be embedded in the instructional design of each course.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

The district will use one site located at Anson High School to offer summer learning to students enrolled in grades 9-12.

Q3.

040 - Anson County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

- The district is utilizing the At-Risk Criteria as aligned to G.S. 115-C-105.41(a) and local Policy Code: 3405 Students at Risk of Academic Failure - Parents are contacted through the phone tree system, written notification, personalized calls, and conferences to notify them of student eligibility.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

- The district is utilizing the At-Risk Criteria as aligned to G.S. 115-C-105.41(a) and local Policy Code: 3405 Students at Risk of Academic Failure - Parents are contacted through the phone tree system, written notification, personalized calls, and conferences to notify them of student eligibility.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

- The district is offering a \$400 daily rate for teachers.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

- The district is offering a \$400 daily rate for teachers.

Q4.

040 - Anson County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

040 - Anson County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction

- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

040 - Anson County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

050 - Ashe County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Julie

Last Name

Taylor

Q7_2. What is the **email address** of the primary contact?

julie.taylor@ashe.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	3362467175
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Jamie
Last Name	Little

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	3362467175
Phone Extension	

Q1.

050 - Ashe County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Our summer program will be conducted in two sessions with session 1 focusing on reading and science and session two focusing on STEM and math (see chart): Link: https://docs.google.com/document/d/1XgHsvOmMFWb--ldyOh2oRZRlyUT8_ja8Hd0KZIKUg9U/edit?usp=sharing Enrichment activities will be incorporated into our STEM lessons and we will use science as the catalyst to plan our reading, math, writing, art, and music lessons. We will also enhance enrichment by utilizing the literacy bus, guest speakers, and encore classes for 45 minutes 2 times per week. We have found in the past years that integrating reading with science or social studies is more effective than teaching content areas in seclusion. SEL lessons will be incorporated into our daily read-aloud time and students will do writing assignments based on SEL lessons from the narrative. Our SEL lessons will be from SSIS. Small group interventions will be used with students according to their individual needs. We will continue to use programs that have been successful in the past such as HillRAP, Reading Mastery, Corrective Reading, Letterland, and Focused Reading Intervention by Teacher Created Materials. Link to schedule: https://docs.google.com/document/d/1M2_n9s75qw_hlFSUFV-jkFR114kVanGlEoX8wy_1hQE/edit?usp=sharing 7:30-2:30 Schedule: Sample Schedule- Third Grade (Other grades would have same components around master schedule) 7:30-9:00 Focused Reading Lesson/Snack 9:00-10:30 Flex (small groups) 10:30-11:00 Word Work 11:00-12:00 Lunch/Recess 12:00-12:30 Writing (SEL) 12:30-1:15 Seeds of Science/Novel Sets 1:15-2:00 Literacy Enrichment 2:00-2:30 Read Aloud (SEL) For K-3, we will abide by all RtA summer camp regulations as well as guidelines for hours and focus.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/student ratio: K-1= 12:1 ratio, 3rd grade= 8:1 ratio, will report 4-12 later Adult/student ratio: will report later Program location(s): Blue Ridge Elementary, Mountain View Elementary, Westwood Elementary Physical activity: Recess for at least 30 minutes each day along with movement integrated into lessons.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

For grades 4th-6th, our summer program will be conducted in two sessions with session 1 focusing on reading and science and session two focusing on STEM and math (see chart): https://docs.google.com/document/d/1XgHsvOmMFWb--ldyOh2oRZRlyUT8_ja8Hd0KZIKUg9U/edit?usp=sharing Enrichment activities will be incorporated into our STEM lessons and we will use science as the catalyst to plan our reading, writing, art, and music lessons. We have found in the past years that integrating reading with science or social studies is more effective. SEL lessons will be incorporated into our daily read-aloud time. (see sample schedule for elementary school). Small group interventions will be used with students according to their individual needs. Sample Summer Reading Camp Schedule - Google Docs Small group instruction (similar to Flex times during the school year) will be used to help students in both reading and math. This instruction is individualized/personalized. Seventh and eighth-grade students at our middle school will divide the day between reading, math, and science (see chart) https://docs.google.com/document/d/1QMoye_A2KV5eBWS5vc3G7oCqZODHsXZDbvfGXxLWO8M/edit?usp=sharing Each day will include 30 minutes of recess time per team. Enrichment at this level will be based on a theme or topic for each three-week session. For example, one session will follow the theme of Inventions and students will be involved in creating art and music while utilizing writing and speaking skills. SEL lessons will be integrated into ELA lessons and an advisory period will be scheduled within the school day. Small group instruction will be incorporated into the regular classroom for at least 30 minutes of each period (math, reading, and science). In order to engage students and motivate them to attend, our middle school is planning many hands-on lessons to make sure the traditional lessons have the application portion of the learning process. We hope to be able to invite more students if staffing allows. Our current 8th-graders (rising Freshman) will have the opportunity to take part in a “jump-start” to high school during the second session.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/student ratio: Grades K-6th: 12:1 ratio, Grades 7th-8th: 15:1 ratio Adult/student ratio: will be reported later Program location(s): Blue Ridge Elementary, Mountain View Elementary, Westwood Elementary, Ashe County Middle School Physical activity: Recess at least 30 minutes each day and physical activities built into the lessons.

Q2.

050 - Ashe County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Summer Learning for grades 9-12 will focus on EOC courses, credit recovery, and elective recovery with an additional special "jumpstart" elective for rising freshmen. (see chart) <https://docs.google.com/document/d/1fCbYLHPMQLMz7HKKj1meCYZUrrOc5a4zetbddzE77gA/edit?usp=sharing> Both sessions will provide students with the opportunity to not only take Biology, Math I, Math III, and English II, but other courses (TBD based on need) will be offered for credit recovery. For example, Civics and American History along with other classes that might have a high failure rate will be offered for recovery in order to ensure that the focus is on courses that are required for graduation. The high school will also be offering 2-4 elective options for students. For example, two elective courses that are in the process of being created are art and STEM-based. SEL requirements will be met in each course through teaching an SEL-based lesson around a topic the last 15 minutes of each class. This will be determined in our planning teams but will align with the high school's initiative Capturing Kids Hearts as well as some activities that are based on students' needs per grade level. Some students will attend three classes per day if the need is there. However, some students may need to attend for a portion of the day. However, it will be open to all students who need to participate in class recovery or any at risk who want to gain an elective credit.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Ashe County will operate the 9-12 Learning Recovery and Enrichment Summer Program at Ashe County High School. Rising Freshmen will be immersed in a class that allows them to get a 'Jumpstart' to high school while also earning an elective credit. This will take place during session two and have a strong application/hands-on component.

Q3.

050 - Ashe County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Ashe County Directors, administrators, and school teams worked to use G.S. 115C- 105.41 (a) to have a consistent definition to ensure that all students who are at-risk were identified at all grade levels. We used iReady data (reds and yellows), 10 unexcused absences, EC students who need services, ELL students who need services, 3rd Grade GCE, students who are multiple grade levels behind their peers, and any teacher recommendations based on anecdotal notes demonstrating needs. Once we see numbers, if we have enough staffing, we will open the invitation to other students. Parents/guardians were sent home letters/invitations and phone calls are being made to all parents of students who need to attend.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Ashe County Directors, administrators, and school teams worked to use G.S. 115C- 105.41 (a) to have a consistent definition to ensure that all students who are at-risk were identified at all grade levels. Students who failed any EOC test, students who need credit recovery, and students failing multiple classes, and students with high absenteeism are our top priority for this grade span. We are trying to prioritize juniors and seniors in May by offering a Twilight school so our numbers of juniors and seniors will be lower during summer recovery. We want to also be able to put a great emphasis on helping current Freshmen and Sophomores gain credit recovery in as many as three courses if needed. We also want to provide incoming Freshmen an edge by allowing them the opportunity to gain elective credit along with a jumpstart in Math I (this is the focus of session two and we will work with the middle school with this group of 40-50 students). Parents/guardians were sent home letters/invitations and phone calls are being made to all parents of students who need to attend. Also, a Connect 5 call was made to notify parents that they would be receiving an invitation.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Ashe County Schools Summer Learning Extension Pay Scale Teachers Teachers will sign a temporary employment contract for either a term of 6 weeks or 3 weeks. Teachers will receive their daily rate of pay. Absences will be deducted from pay. Teachers pay will not contribute to the retirement systems, so the typical 6% deduction from their check for retirement contributions will not occur. Teachers are eligible for bonuses in the following ways: Please note: Teachers are only eligible for one bonus listed in this chart. For example, a NBPTS certified teacher who also received a past teaching bonus in Reading or Math does not qualify for a bonus for both categories. Likewise, a teacher who holds a Master's degree and is a certified NBPTS teacher does not qualify for both bonuses. If a teacher qualifies for more than one bonus per this chart, they will only be paid for the highest applicable bonus per their situation. Legislated Bonuses per House Bill 82 Bonus Type Amount Contract Duration NBPTS Certified Teacher \$1200/\$600 6-week/3-week Teachers who received a past teaching bonus in 3rd Reading, 4th Reading or Math, 5th Reading or Math, 6th Math, 7th Math, or 8th Math \$1200/\$600 6-week/3-week Local Bonus Opportunities Bonus Type Amount Contract Duration Teachers who "Exceeded Expected Growth" (blue) in EVAAS for the last two consecutive years (or terms for HS) of data collection. \$1200/\$600 6-week/3-week Teachers who hold a Master's degree. \$1200/\$600 6-week/3-week All other Teachers (not qualifying for other bonuses) \$600/\$300 6-week/3-week Special Legislated Performance Bonus (Can be earned in addition to one of the bonuses listed above) *Teacher will receive a \$150 per student performance bonus for each student not demonstrating reading proficiency on the third-grade end-of-grade reading assessment assigned to that teacher in Summer Learning Extension who becomes proficient in reading after completing the program, as demonstrated by an alternate assessment. Teacher Assistants, Bus Drivers, Cafeteria Staff (10-month) Will sign a temporary employee contract for either a term of 6 weeks or 3 weeks. Will be paid their regular hourly rate. Absences will be deducted from pay. Will receive a bonus of \$400 for working for the entire six weeks of the program, or they will receive a bonus of \$200 for working for 3 weeks of the program.

- Q3_4.
- In the space provided, please describe the efforts taken to incentivize teacher participation in the 9–12 program, please include the following:
- Beyond the required signing bonus, what additional incentives will the LEA offer?

Ashe County Schools Summer Learning Extension Pay Scale Teachers Teachers will sign a temporary employment contract for either a term of 6 weeks or 3 weeks. Teachers will receive their daily rate of pay. Absences will be deducted from pay. Teachers pay will not contribute to the retirement systems, so the typical 6% deduction from their check for retirement contributions will not occur. Teachers are eligible for bonuses in the following ways: Please note: Teachers are only eligible for one bonus listed in this chart. For example, a NBPTS certified teacher who also received a past teaching bonus in Reading or Math does not qualify for a bonus for both categories. Likewise, a teacher who holds a Master's degree and is a certified NBPTS teacher does not qualify for both bonuses. If a teacher qualifies for more than one bonus per this chart, they will only be paid for the highest applicable bonus per their situation. Legislated Bonuses per House Bill 82 Bonus Type Amount Contract Duration NBPTS Certified Teacher \$1200/\$600 6-week/3-week Teachers who received a past teaching bonus in 3rd Reading, 4th Reading or Math, 5th Reading or Math, 6th Math, 7th Math, or 8th Math \$1200/\$600 6-week/3-week Local Bonus Opportunities Bonus Type Amount Contract Duration Teachers who "Exceeded Expected Growth" (blue) in EVAAS for the last two consecutive years (or terms for HS) of data collection. \$1200/\$600 6-week/3-week Teachers who hold a Master's degree. \$1200/\$600 6-week/3-week All other Teachers (not qualifying for other bonuses) \$600/\$300 6-week/3-week Special Legislated Performance Bonus (Can be earned in addition to one of the bonuses listed above) *Teacher will receive a \$150 per student performance bonus for each student not demonstrating reading proficiency on the third-grade end-of-grade reading assessment assigned to that teacher in Summer Learning Extension who becomes proficient in reading after completing the program, as demonstrated by an alternate assessment. Teacher Assistants, Bus Drivers, Cafeteria Staff (10-month) Will sign a temporary employee contract for either a term of 6 weeks or 3 weeks. Will be paid their regular hourly rate. Absences will be deducted from pay. Will receive a bonus of \$400 for working for the entire six weeks of the program, or they will receive a bonus of \$200 for working for 3 weeks of the program.

Q4.

050 - Ashe County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

050 - Ashe County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Not applicable to 050 Ashe County

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Not applicable to 050 Ashe County

Q6.

050 - Ashe County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

We have been very successful with our Summer Reading Camps in the past so we used this as a model for all of K-8. We are working to integrate lessons with all content area subject matter. Allowing students the time and opportunity to apply their learning is imperative to engagement and success. To complete the plan, we had feedback and help from Literacy specialists, admin from each school including APs, and all members of the district team. Teacher departments were also able to give feedback and the middle school took the plan before their school leadership and improvement teams.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

In the past, our high school relied heavily on Apex courses for summer learning and credit recovery. We are excited to be able to employ highly qualified teachers to help students gain credit recovery and get back on track to graduation. We will no longer be using Apex as credit recovery but will work to do unit recovery before the student gets too far behind.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

761 - Asheboro City Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Wendy

Last Name

Rich

Q7_2. What is the **email address** of the primary contact?

wrich@asheboro.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	3366255104
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Deanna
Last Name	Wiles

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	336-625-5104
Phone Extension	

Q1.

761 - Asheboro City Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Grades K-3: The Asheboro City Schools 2021 school summer program will occur over the course of six weeks and 150 hours. Students will meet Mondays through Thursdays from June 14 through July 29, with the exception of the week of July 4. The elementary school schedule will be starting at 7:45 a.m., and ending at 2:45 p.m. Breakfast, lunch, and transportation will be provided to all students, Personal Protection Equipment (PPE) supplies will be provided for students and staff during the summer camp and guidelines. The 72 hours of reading instruction required for Read to Achieve (RTA) hours will be embedded into this plan, following all requirements of the RTA legislation. The summer program will be offered at each of our elementary schools so students and families are familiar with the campus, have relationships with the faculty, and will feel more comfortable attending the program. High-Quality staff will be selected based on successful EVAAS data and/or demonstrated past success for the core portion of the day. Paraprofessionals and support staff will be hired based on skills in the area of enrichment that will be provided in the afternoons and based on proven success (principal recommendation) working with students in core areas they will be supporting. Students will be invited to attend the summer program based on demonstrated need due to the impact of COVID-19 learning loss. Schools will invite ALL K-3 students that are below grade level based on the established criteria and then prioritize students with some learning loss but are on grade, provided there is remaining space available. Criteria established for determining student invitations will include a combination of i-Ready diagnostic scores, assessment results, classwork performance, and participation/attendance this past year during the pandemic. Each day will be divided into core and enrichment learning blocks. For the first half of the day (3 hours daily minimum), students will be in reading instruction classes that cover grade level ELA standards, foundational reading, phonics, vocabulary and comprehension instruction. Resources such as iReady and Literacy Footprints will give teachers data about a student's current performance, and then provide individualized instruction to meet those needs. K-3 teachers will plan for intensive intervention in early literacy concepts with resources aligned to the Science of Reading, such as Benchmark Advance decodable readers and Letterland Intervention materials for phonics instruction. The afternoon will include mathematics instruction for all grades K-3 and science instruction for grade 3. Resources for the mathematics block will be the district mathematics lessons already in place and teachers will also use research-based mathematics intervention materials, such as Do the Math, to fill in skill gaps identified in iReady and classroom assessments. For science, teachers will use high interest science magazines from Scholastic to bring science topics into literacy instruction, and to form the basis of STEM and project-based lessons for students. There will be an enrichment block of the day. This block will be theme-based instruction units of study on rotating high-interest topics. This block will incorporate the priority standards for math, science and reading from the grade level. Topics will range from STEM activities, drones, gardening, yoga and nutrition, growth mindset activities, reader's theatre, and much more. Teachers will be developing plans and presenting these to the district C&I department for approval. Teachers will receive funds for materials for the enrichment courses, approved through the principal once plans have been approved by the C&I department. Students will be given choice for interested topics as much as possible. Nurses, mental health specialists, social workers and school counselors will be utilized for support and social-emotional learning. The mental health specialists will be placed on a rotation schedule and work with enrichment teachers to provide lessons to students. These support staff members will also provide tips and PD to teachers in the program that incorporate welcoming activities, engaging pedagogy and optimistic closure into academic lessons from the 3 Signature Practices. Small groups and individual sessions for students will be offered on a referral or sign-up basis from students and/pr parents.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

We are planning for the teacher/student ratio to be no more than 1:20 We will have 5 school locations (a program at each of our 5 elementary school sites - Lindley Park Elementary, Balfour Elementary, Guy B. Teachey Elementary, Donna Lee Loflin Elementary and Charles W. McCrary Elementary)

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Grades 4-8: The Asheboro City Schools 2021 school summer program will occur over the course of six weeks and 150 hours. Students will meet Mondays through Thursdays from June 14 through July 29, with the exception of the week of July 4. The elementary school schedule will be starting at 7:45 a.m., and ending at 2:45 p.m, and the middle school schedule will be starting at 8:00 a.m, and ending at 3:00 p.m. Breakfast, lunch, and transportation will be provided to all students, Personal Protection Equipment (PPE) supplies will be provided for students and staff during the summer camp and guidelines. The summer program will be offered at each of our elementary schools and middle schools so students and families are familiar with the campus, have relationships with the faculty, and will feel more comfortable attending the program. Staff will be selected based on successful EVAAS data and/or demonstrated past success for the core portion of the day. Paraprofessionals and support staff will be hired based on skills in the area of enrichment that will be provided in the afternoons and based on proven success (principal recommendation) working with students in core areas they will be supporting. Students will be invited to attend the summer program based on demonstrated need due to the impact of COVID-19 learning loss. Schools will prioritize students with significant learning loss or those being considered for retention as the first tier of the criteria for invitations. The next tier will include students with minimal learning loss but would benefit from additional instruction. Data to be used for determining the significance of learning loss will include a combination of i-Ready diagnostic scores, assessment results, classwork performance, and participation/attendance this past year during the pandemic. Each day will be divided into core and enrichment learning blocks. For the first half of the day, students will take part in a block of core instruction and intervention in math, reading, and science. Resources such as iReady (K-8) and Literacy Footprints (K-5) will give teachers data about a student's current performance, and then provide individualized instruction to meet those needs. K-2 teachers will plan for intensive intervention in early literacy concepts with resources aligned to the Science of Reading, such as Benchmark Advance decodable readers and Letterland Intervention materials for phonics instruction. Springboard lessons will be used by middle school teachers to keep rigor and engagement high during reading instruction. Teachers will use high interest science magazines from Scholastic to bring science topics into literacy instruction, and to form the basis of STEM and project-based lessons for students. In addition to district mathematics lessons already in place, teachers will use research-based mathematics intervention materials, such as Do the Math, to fill in skill gaps identified in iReady and classroom assessments. The enrichment block of the day will be theme-based instruction units of study on rotating high-interest topics. This block will incorporate the priority standards for math, science and reading from the grade level. Topics will range from STEM activities, drones, gardening, yoga and nutrition, growth mindset activities, reader's theatre, and much more. Teachers will be developing plans and presenting these to the district C&I department for approval. Teachers will receive funds for materials for the enrichment courses, approved through the principal once plans have been approved by the C&I department. Students will be given choice for interested topics as much as possible. Nurses, mental health specialists, social workers and school counselors will be utilized for support and social-emotional learning. The mental health specialists will be placed on a rotation schedule and work with enrichment teachers to provide lessons to students. These support staff members will also provide tips and PD to teachers in the program that incorporate welcoming activities, engaging pedagogy and optimistic closure into academic lessons from the 3 Signature Practices. Small groups and individual sessions for students will be offered on a referral or sign-up basis from students and/pr parents.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

We will have 7 school locations (a program at all of 7 school sites - North Asheboro Middle, South Asheboro Middle, Lindley Park Elementary, Balfour Elementary, Guy B. Teachey Elementary, Donna Lee Loflin Elementary and Charles W. McCrary Elementary)

Q2.

761 - Asheboro City Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Grades 9-12 Plan: The Asheboro City Schools 2021 high school summer program will occur over the course of six weeks and 150 hours. Students will meet Mondays through Thursdays from June 14 through July 29, with the exception of the week of July 4. The high school schedule will be starting at 8:00 a.m, and ending at 3:00p.m. Breakfast and lunch will be provided at no expense to the district. Bus transportation will also be provided for any family that needs it. Personal Protection Equipment (PPE) supplies will be provided for students and staff during the summer camp. EOC courses, ENG II, Math I, Math III and Biology will be taught at the high school as face-to-face courses. ENG I and ENG III will also be taught as face-to-face courses since they are grade level promotion gateway courses. A certified teacher will be hired to teach each course. All students that did not pass these courses will be invited to participate. An EC teacher will be hired to rotate and support students in each of these core classes. Teachers will be selected by the high school administration based on demonstrated past success. Credit Recovery will be offered for the following courses: Spanish I & II, Health & PE, American History I & II, Civics & World History, Chemistry, Physics, Earth/Environmental, Biology, Physical Science, Math I, II, III, IV ,pre-Calculus, Discrete Math, Child Development, Interior Design I, Marketing, Adobe Visual, Health Science I, Mandarin Chinese, and Eng I, II, III, IV. Students will be offered the above-mentioned Credit Recovery courses as face-to-face options to students that need to demonstrate mastery of select content in order to receive graduation credit. A combination of APEX and CANVAS Modules will be utilized for course completion. To meet the elective requirement, we are offering a new elective course, Career Management, to any student that needs an additional graduation credit to stay on track for graduation (Seniors and students at-risk for retention will be prioritized for attendance). The course will be offered as a face-to-face option to students. Social emotional learning supports will be provided to all high school students participating in summer programs. Students will have access to the nurses, social workers, school counselors and mental health specialists on staff. These support personnel will be providing SEL lessons to students, working with small groups/individuals as needed, and offering support to teachers on the three signature practices.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

There will be one location for the high school program which will be our one high school - Asheboro High School.

Q3.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

-What process, consistent with G.S. 115C-105.41(a), is used to determine students identified as at-risk? Teachers meet in data meetings with the principals, EC, EL, and other other support staff to determine which students are at-risk based on the following factors: i-Ready diagnostic scores, assessment results, classwork performance, and participation/attendance this past year during the pandemic. Note: ALL below grade level students in reading for grades K-3 are invited to attend, per the RtA legislative requirement, no matter the significance of the learning loss. Teachers rank all other grade level students in tiers of significance for learning loss. The most at-risk students (Tiers 1-3) are invited first to address the learning loss. The Tiers indicating levels of at-risk are: Tier 1: Students that are failing a grade or course. Tier 2: Students that demonstrate significant learning loss and are at-risk for being unsuccessful at the next grade/course because they have not mastered priority content standards, yet they are being retained. Tier 3: Students that demonstrate some learning loss but would perform satisfactorily in the next grade/course. Tier 4: EC, 504, and EL students that are on grade level but could benefit from summer camp to maintain their understanding. Tier 5: Below Grade Level students not in the district but wish to attend summer camp. Tier 6: Any student on grade level that would like to attend. -How are parents/guardian(s) contacted to notify them of student eligibility? We will first send letters of invitations home with the students on May 3, 2021 with a link to an enrollment form. The enrollment form includes a link to the transportation form. A follow-up from our Board of Education urging parents to attend will be sent two days after the original invitation letter is sent. Teachers will follow-up with parent phone calls and emails each week until the deadline. The principal will send a "Connect Ed" phone call to all parents that have been invited but did not enroll two days prior to the deadline. Note: Each school will hold parent information sessions about the summer program prior to the May 3rd when invitations are sent.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

What process, consistent with G.S. 115C-105.41(a), is used to determine students identified as at-risk? -For the face-to-face EOC Courses (ENG II, Math I, Math III, and Biology) and our selected face-to-face ENG I and III Courses: Any students that failed these courses either in the fall or spring semester will be invited to attend. -For the Credit Recovery Courses: All students failing the credit recovery option courses noted in question 8 with a grade of 50-59 will be offered the option of coming to school to complete the APEX module for that course. -For the Elective course (CTE Career Management): Any student (priority to seniors and students at-risk for grade retention) that need an elective course to graduate or stay on track for graduation will be offered this course. How are parents/guardian(s) contacted to notify them of student eligibility? The high school principal will begin sending notification and invitation letters/enrollment forms home to identified students on May 3, 2021 for students from the fall semester. Letters will go home immediately following the EOC/exams during the last week of school to students identified at-risk for the spring semester. All students will be informed of the possibility of summer program attendance prior to exams. Parent and student forums will be held in the month of May. Emails and teacher contacts follow the invitation letters after two days for a direct contact urging parents to send their children. School counselors help explain to parents how this summer program can help the student with staying on track for graduation.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

-We are allowing flexibility in amounts of time teachers work. Teachers can work part or all of the time in the summer program, from mornings or afternoons or days, weeks, or the entire time. -We are awarding up to \$1200.00 to any teacher that does not qualify for a required signing bonus. A bonus of \$100/half-day contracted teachers or \$200.00/full-day contracted teachers is awarded for every week worked. Any teacher in this category working full-days for all 6 weeks will earn the full \$1200.00 bonus. (\$100/week or \$200/week worked will be given as a bonus at the end of the program for teachers in this category.) This incentive encourages teachers to work for a longer duration and allows for consistency with students. This bonus also incentivizes highly qualified teachers in grade levels or subjects that were not able to receive reading and math bonuses previously, -We are providing planning time bonuses. -We are providing materials for teachers to assist with planning and materials they select for their enrichment blocks.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

-We are allowing flexibility in amounts of time teachers work. Teachers can work part or all of the time in the summer program, from mornings or afternoons or days, weeks, or the entire time. -We are awarding up to \$1200.00 to any teacher that does not qualify for a required signing bonus. A bonus of \$100/half-day contracted teachers or \$200.00/full-day contracted teachers is awarded for every week worked. Any teacher in this category working full-days for all 6 weeks will earn the full \$1200.00 bonus. (\$100/week or \$200/week worked will be given as a bonus at the end of the program for teachers in this category.) This incentive encourages teachers to work for a longer duration and allows for consistency with students. This bonus also incentivizes highly qualified teachers in grade levels or subjects that were not able to receive reading and math bonuses previously, -We are providing planning time bonuses. -We are providing materials for teachers to assist with planning and materials they select for their enrichment blocks.

Q4.

761 - Asheboro City Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

761 - Asheboro City Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction

- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

761 - Asheboro City Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

We are very excited about this opportunity and to have the funds to support the programming we have designed. Thank you all for your hard work and organization!

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Our students are very fortunate at the high school level to have this opportunity provided (and funds to assist with this program). Our high school students impact has been great and this program will hopefully be exactly what our students need to get back on track. Thank you all again.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

111 - Asheville City Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Laura

Last Name

Parks

Q7_2. What is the **email address** of the primary contact?

Q7_3. What is the **phone number** of the primary contact?

Phone Number	828-350-6114
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Sarah
Last Name	Cain

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	828-350-6193
Phone Extension	

Q1.

111 - Asheville City Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The proposed schedule for delivering in-person instruction The daily schedule will begin with 20 minutes social-emotional learning to address student-based SEL needs inventories and relevant skill building. Literacy/Reading time will be divided into three sections: 60 minutes of comprehension and vocabulary work, 60 minutes of phonics and fluency, and 30 minutes of interactive read aloud. All students will receive 60 minutes of math instruction, 45 minutes of science, 60 minutes of art and music enrichment, 30 minutes of lunch, and 30 minutes of recess and 20 minutes of physical activity. Students will engage in STEAM-guided activities with the art component service as enrichment and connected to the content areas of Math and Science. A summer art teacher will be on staff to collaborate with all classroom teachers in order to ensure art is integrated. Social-emotional learning (SEL) instruction will be provided as a daily core component. Lessons will be designed to support and strengthen the social-emotional well-being of our students. Each day will begin using Second Step and A Caring Community curriculum in the class meetings .

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Grade 4: The daily schedule will begin with 20 minutes social-emotional learning to address student-based SEL needs inventories and relevant skill building. Literacy/Reading time will be divided into three sections: 60 minutes of comprehension and vocabulary work, 45 minutes of fluency, and 15 minutes of interactive read aloud. All students will receive 90 minutes of math instruction, 45 minutes of science, 60 minutes of art and music enrichment, 30 minutes of lunch, and 30 minutes of recess and 20 minutes of physical activity. Students will engage in STEAM-guided activities with the art component service as enrichment and connected to the content areas of Math and Science. A summer art teacher will be on staff to collaborate with all classroom teachers in order to ensure art is integrated. Social-emotional learning (SEL) instruction will be provided as a daily core component. Lessons will be designed to support and strengthen the social-emotional well-being of our students. Each day will begin using Second Step and A Caring Community curriculum in the class meetings. Grades 5-8: The schedule for the day will include instructional time for students in ELA, Math, and Science instruction. A STEAM project-based learning instructional design will be used to integrate all three subjects and the arts into instruction on a daily basis. Students will have the opportunity to explore topics of interest while also receiving targeted instruction based on data collected during the 2020-2021 school year and pre-assessments in the summer program. Students will engage in STEAM-guided activities with the art component service as enrichment and connected to the content areas of Math and Science. Students will utilize project-based learning that integrates arts into science, math, and ELA learning activities. Social-emotional learning (SEL) supports will be offered as part of the daily schedule. The summer program for students in grades 5-8 will have a full-time counselor or social worker who will develop SEL lessons for each day.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

111 - Asheville City Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☒ 150 hours

☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Math 1, Math 3, Biology, and English II will be offered in-person for course replacement from students who previously failed the course. On a case-by-case basis students will be allowed to take these courses for first-time credit. Courses will be offered in 3 hour blocks for 24 days for a total of 72 instructional hours in each course. Credit Recovery will be offered through online modules using Edgenuity in the following subject areas: World History, American History: Founding Principles, Civics, and Economics, American History I, American History II, Earth/Environmental Science, Biology I, Physical Science, Chemistry I, English I, English II, English III, English IV, NC Math 1, NC Math 2, NC Math 3, NC Math 4, Discrete Mathematics for Computer Science, Pre-Calculus. Students who attend for the full 6 weeks will participate in a physical education elective course and receive a local PE credit that corresponds to their grade level (e.g. Physical Education 10 for students in 10th grade). The high school program will have a full time counselor or social worker who will develop SEL activities for students in the programming to participate in during their classes. They will be on hand to provide additional direct support for students as needed.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

One high school campus will be used for programming.

111 - Asheville City Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

School and district staff used benchmark data to identify students for summer programming as aligned with the district at-risk board policy (Policy 3405). Students are invited to participate in summer programming in the following priority order: 1. Students who scored below the 25th percentile on Reading and/or Math benchmark assessment. 2. Students who scored below the 45th percentile on Reading and/or Math benchmark assessment. 3. All other students based on space and capacity within the program. Schools mailed letters to parents with a summer program registration form. School staff were responsible for tracking the returned forms and following up with phone calls, emails, or home visits if applicable. The district communicated the overall program details via automated email and social media.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

School and district staff used course failure data to identify students for summer programming as aligned with the district at-risk board policy (Policy 3405). Students who failed one or more classes required for graduation were invited to participate in summer programming. Schools mailed letters to parents with a summer program registration form. School staff were responsible for tracking the returned forms and following up with phone calls, emails, or home visits if applicable. The district communicated the overall program details via automated email and social media.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Staff salaries were set at a high rate of pay in order to provide an incentive for district employees. Scheduling was an additional layer intended to incentivize employment. The program was divided into two three sessions with a two week break between sessions and over the Fourth of July holiday.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Staff salaries were set at a high rate of pay in order to provide an incentive for district employees. Scheduling was an additional layer intended to incentivize employment. The program was divided into two three sessions with a two week break between sessions and over the Fourth of July holiday.

Q4.

111 - Asheville City Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Asheville City Schools requests to use our preferred tool of Renaissance Star.

Q5.

111 - Asheville City Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

111 - Asheville City Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

060 - Avery County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Ellis

Last Name

Ayers

Q7_2. What is the **email address** of the primary contact?

ellisayers@averyschools.net

Q7_3. What is the **phone number** of the primary contact?

Phone Number	8287336006
Phone Extension	1502

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Cindy
Last Name	Brigman

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	8287336006
Phone Extension	1507

Q1.

060 - Avery County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

7:45 Breakfast and Table Activities 8:00 Morning Meeting (Greeting, social/emotional mini lesson routine (15 mins.) Phonemic Awareness (Heggerty) (20 mins.) 8:35 Small Groups Decodable/skill focus with teacher Phonemic Awareness focus lesson with tutors/TA's Literacy centers (Self-selected reading, Independent practice, PSF/CVC focus) 9:45 Recess (outside, not structured--social emotional interactions) 10:05 K-2 Additional Literacy Text Talk - Listening Comprehension (25 mins.) Writing (20 mins) 10:05 3rd Integrated Science/Literacy Science based readers (25 minutes) Read aloud and text talk Writing Extensions with Discovery Education (20 mins) (Integrated hands-on science activities will also be linked during STEM enrichments held in the afternoons) 10:50 Math Read Aloud/ CGI Problem Solving; iReady 11:45 Lunch 12:15 Gross Motor Skills (P.E.- structured) 1:45 Enrichment S.T.E.M.; Code.org; Arts Enrichment 2:45 Afternoon Meeting (Review/discuss) 3:00 Dismissal

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

- Teacher/student ratio 10:1 - Adult/student ratio 8:1 - Number of program location(s) 2; Freedom Trail Elementary; Newland Elementary - Physical activity Daily PE led by PE teachers

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades

4–8. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

7:45 Breakfast and Table Activities 8:00 Morning Meeting (Greeting, social/emotional mini lesson routine (15 mins.) 8:15 Small Groups (ELA) (20 min. rotations) Decodable/skill focus with teacher (including Great Leaps, HillRap, 6 minute solutions, etc.) Literacy centers (Self-selected reading, Independent practice,) Readers/Writers Workshop 9:15 Math: Individualized iReady Diagnostic math Intervention lessons 10:15 Recess (outside, not structured--social emotional interactions) 10:45 Science 11:45 Writing 12:15 Lunch 12:45 Gross Motor Skills (P.E.- structured) 1:15 Arts Enrichment 2:15 Additional Literacy Text Talk - Listening Comprehension (25 mins.) Writing (20 mins) 3:00 Dismissal

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

- Teacher/student ratio 10:1 - Adult/student ratio 8:1 - Number of program location(s) 2; Freedom Trail Elementary; Newland Elementary - Physical activity Daily PE led by PE teachers

Q2.

060 - Avery County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Students will come to the program which will be a learning lab staffed by certified teachers. Students will work in conjunction with the teacher in the area of their credit recovery. Each student's schedule will be individualized with a combination of face to face as well as virtual sessions. Lunch through summer feeding is offered daily. Enrichment activities such as service learning and special studies activities will be offered as well. Students will be able to attend based on their individual needs and schedules. Staff are scheduled daily; Monday-Thursday from 8:00-3:00pm. Session 1- June 7- 24 Mon-Thursday 8:00am-3:00pm Session 2- July 12-29 Mon- Thursday 8:00am-3:00pm Courses offered: Math 1/ Math 3 Biology English 2 We will use APEX Learning in order to offer all academic subject areas for credit recovery. This will primarily be used to assist students who have attendance failures or need to make up a course credit. The elective course that will be offered will be a PE credit. This is a graduation requirement for all students in NC. Both high school counselors will be on hand over the summer sessions to provide academic support as well as social and emotional support services. Counselors will partner with other support services such as JROTC, Mountain Alliance, Feeding Avery Families and other community organizations to best service students and families. Service learning opportunities will be incorporated as elective activities.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

1--All services will be held at Avery Middle School.

Q3.

060 - Avery County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Data was collected from a variety of sources and reviewed by grade level and administrative teams. Data included: student grades, iReady assessment data, and attendance records. Letters were sent to families the last week of March recommending summer school.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

The high school data manager exported historical grades and attendance reports to determine at-risk students. Teachers were also asked to share concerns of students not on track to graduate or students at risk of failing EOC courses. We will utilize the academic failure list in order to determine which students need the summer support services. In the same manner, we will target students who have failed classes due to attendance issues in order to help them get credit back. We will use this time in order to assist students who are “off cohort” in getting back on track to graduate on time. Parents/ guardians will be contacted by a letter indicating that their child qualifies for the summer program. ACHS Administration will also contact all students' parents/ guardians in order to let them know how to sign up for the summer program via the school alert system.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Paying staff at 120% of daily rate of pay

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Paying staff at 120% of daily rate of pay

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

060 - Avery County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

n/a

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

n/a

Q6.

060 - Avery County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

070 - Beaufort County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Andrea

Last Name

Lilley

Q7_2. What is the **email address** of the primary contact?

alilley@beaufort.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	2529466593
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Emily
Last Name	Myers

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	2529466593
Phone Extension	

Q1.

070 - Beaufort County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Proposed schedule for delivering in-person instruction K-2 Grade Daily Schedule 3 hours - Reading Instruction (Reading Horizons, RISE, Text Talk) 2 hours - Math 1 hour - Small Group Reading and Math 30 min - Enrichment/ SEL 45 min - Lunch/ Physical Activity 15 min - Transitions 7.5 Hours Total/6.5 Instructional Hours 3rd Grade Daily Schedule 3 hours - Reading Instruction (Reading Horizons, RISE, Text Talk) 1.5 hours - Math 45 min - Science 45 min - Small Group Reading and Math 30 min - Enrichment/SEL 45 min - Lunch/ Physical Activity 15 min - Transitions 7.5 Hours Total/6.5 Instructional Hours Proposed enrichment activity or activities Rotating Schedule: Sports SEL Arts Social-emotional learning (SEL) supports Zones 3 signature practices Overcoming Obstacles

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

- Teacher/student ratio - TBD - Adult/student ratio - TBD - Number of program location(s) - 4 possibly 5 - Physical activity - 25 min daily plus sports offered as an enrichment

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Proposed schedule for delivering in-person instruction 4-8 Grade Daily Schedule 1.5 hours - Reading Instruction 1.5 hours - Math 1 hour - Science 1 hour - Small Group Reading 1 hour - Small Group Math 30 min - Enrichment/SEL 45 min - Lunch/ Physical Activity 15 min - Transitions 7.5 Hours
Total/6.5 Instructional Hours Proposed enrichment activity or activities Sports SEL Arts Social-emotional learning (SEL) supports 3 signature practices
CCC Time (Community Connection Challenge) with Cadence Overcoming Obstacles

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

- Teacher/student ratio - TBD - Adult/student ratio - TBD - Number of program location(s) - 4 possibly 5 - Physical activity - 25 min plus sports offered as enrichment

Q2.

070 - Beaufort County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

End-of-Course subjects offered Math 1 Math 3 Biology English 2 EOC Daily Schedule 5.5 hours - EOC Course 1 hour - Enrichment/SEL 30 min - Physical Activity 30 min - Lunch 7.5 Hours Total/6.5 Instructional Hours All Subjects offered for Credit Recovery PE and SEL offered during EOC campus based instruction SEL 3 signature practices integrated into all course

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

1 location

Q3.

070 - Beaufort County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students were identified at-risk by RtA guidelines as well as risk of failure or two or more years behind in academic performance. School administrators contacted parents through phone call and letters sent home. Registration completed by parent survey.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students who failed courses and are in need of EOC course repeat or credit recovery in order to stay on track for graduation. School administrators contacted parents through phone call and letters sent home. Registration completed by parent survey.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

BCS increased the signing bonus to \$1500.00 BCS has offered the bonus to all teachers who sign up to participate.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

BCS increased the signing bonus to \$1500.00 BCS has offered the bonus to all teachers who sign up to participate.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
070 - Beaufort County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

070 - Beaufort County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

BCS will partner with Cadence Learning for grades 4-8 Reading and Math curriculum and teacher support.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

BCS will use Odysseyware for Credit Recovery

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

080 - Bertie County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Linda

Last Name

Bulluck

Q7_2. What is the **email address** of the primary contact?

lbulluck@bertie.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number

252.794.6058

Phone Extension

6058

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name

Carol

Last Name

Mizelle

Q7_5. What is the **email address** of the secondary contact?

cmizelle@bertie.k12.nc.us

Q7_6. What is the **phone number** of the secondary contact?

Phone Number

252.794.6084

Phone Extension

6084

Q1.

080 - Bertie County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

☒ 150 hours

☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

☒ 150 hours

☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

A typical day for K-3 in our Summer Learning program begins at 8:00 and ends at 2:45, Monday through Thursday. The time allotted for Reading will provide at least 72 hours of instruction, fulfilling the RtA legislative requirement. The reading instruction, through the use of the Scholastic Reading program, "Lit Camp," incorporates lesson opening Read Aloud, Act It Out, Reading Power, Independent Reading, Community Lit, and Writing Power. The iReady program will be used as an intervention within the reading block to personalize learning for students based on their individual needs in small groups and one on one settings. Math time will provide an opportunity for students to have additional instruction to address learning gaps. Enrichment activities, including Spanish, Science, and Physical Education, are also a part of the learning schedule at various times. Additional enrichment activities will also be provided through the following committed partners: Bertie County YMCA, Bertie County Library, Bertie County Arts Council, Cashie River Center, NC Cooperative Extension Agency, Elizabeth City State University Mobile STEM Lab, and East Carolina University Dental Program. Social emotional learning for all students will be addressed through literature, integration of the 3 Signature SEL Practices into regular instruction, Sanford Harmony, and enrichment. Sample Schedule: 8:00 - 11:15 (3 hours 15 mins.) Focus: Reading (Scholastic and iReady) Activities/Delivery: Scholastic (whole group/small group) Opening Read Aloud Act It Out Reading Power Independent Reading Community Lit Writing Power iReady Intervention (small group/one on one) 11:15 - 11:45 (30 mins.) Focus: SEL Activities/Delivery: CASEL/Sanford Harmony 11:45 - 12:15 (30 mins.) Focus: Science Activities/Delivery: Discovery Ed Cashie River Center 12:15 - 12:45 (30 mins.) Lunch & Physical Activity 12:45 - 2:15 (1.5 hours) Focus: Math (iReady & Dreambox) Activities/Delivery: iReady instruction (whole group) iReady intervention (small group/one on one) Dreambox (supplemental one on one) 2:15 - 2:45 (30 mins.) Focus: Enrichment Rotation Activities/Delivery: Spanish Physical Education/Sport Bertie County YMCA

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students in grades 4-8 will attend summer learning for a total of 24 days, beginning their instructional day at 8:00 am and ending at 2:45 pm. In-person learning will take place in reading, math and science. The reading instruction, through the use of the Scholastic Reading program, “Lit Camp,” incorporates lesson opening Read Aloud, Act It Out, Reading Power, Independent Reading, Community Lit, and Writing Power. The iReady program will be used as an intervention within the reading block to personalize learning for students based on their individual needs in small groups and one on one settings. The math instruction will include whole group, small group, and one on one activities using iReady and Dreambox. Enrichment activities, including Spanish, Science, and Physical Education, are also a part of the learning schedule at various times. Enrichment activities will also be provided through the following committed partners: Bertie County YMCA, Bertie County Arts Council, Cashie River Center, NC Cooperative Extension Agency, Elizabeth City State University Mobile STEM Lab, and East Carolina University Dental Program. Social emotional learning for all students will be addressed through literature, integration of the 3 Signature SEL Practices into regular instruction, Sanford Harmony (4-5), Everfi (6-8), and enrichment. Sample Schedule: 8:00 - 10:30 (2.5 hours) Focus: Reading (Scholastic and iReady) Activities/Delivery: Scholastic (whole group/small group) Opening Read Aloud Act It Out Reading Power Independent Reading Community Lit Writing Power iReady Intervention (small group/one on one) 10:30 - 12:00 (1.5 hours) Focus: Math (iReady & Dreambox) Activities/Delivery: iReady instruction (whole group) iReady intervention (small group/one on one) Dreambox (supplemental one on one) 12:00 - 12:30 (30 mins.) Lunch & Physical Activity 12:30 - 1:15 Focus: Science Activities/Delivery: Discovery Ed Cashie River Center 1:15 - 1:45 (30 mins.) Focus: SEL Activities/Delivery: CASEL/Sanford Harmony 1:45 - 2:45 (60 mins.) Focus: Enrichment Rotation Activities/Delivery: Spanish Physical Education/Sport Bertie County YMCA

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.
Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.
Indicate, by checking the box below, that LEA will maintain and, upon request, deliver the following:

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.
In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

End-of-Course subjects offered: Students who need to take courses due to failure will have an opportunity to attend class at the high school in person. Credit Recovery subjects offered: Students who need to take courses for credit recovery will have an opportunity to use the computer lab at the school or complete coursework online as scheduled throughout the day. Elective Courses, CTE and Physical Education, will be offered to help students earn credit towards necessary hours for graduation. Social-Emotional Learning (SEL) support will be provided by school counselors and social workers using the internet-based program Everfi. Enrichment: Enrichment activities will also be provided through the following committed partners: Bertie County YMCA, Bertie County Arts Council, Cashie River Center, NC Cooperative Extension Agency, Elizabeth City State University Mobile STEM Lab, and East Carolina University Dental Program. Sample Schedule: 8:00 - 9:00 (60 mins.) SEL 9:00 -10:30 (1.5 hours) EOC/Credit Recovery/Elective(s) 10:30 - 12:00 (1.5 hours) EOC/Credit Recovery/Elective(s) 12:00 - 12:30 Lunch 12:30 - 1:15 (45 mins.) Enrichment/Community Engagement 1:15 - 2:45 (1.5 hours) EOC/Credit Recovery/Elective(s)

Q2_5.
In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

080 - Bertie County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students were selected to participate in the Bertie County Schools Summer Learning Camp 2021 based on the following criteria: iReady Mid-Year Reports (1 or more grade levels behind) Grades - failing grades Attendance - 20 days unexcused absences Principal's recommendation Letters have been sent to parents to notify them of student eligibility. Principals are also making direct contact with parents by phone.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students were selected to participate in the Bertie County Schools Summer Learning Camp 2021 based on the following criteria: Grades - failing grades Attendance - 10 days unexcused absences Principal's recommendation Letters have been sent to parents to notify them of student eligibility. Principals are also making direct contact with parents by phone.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Summer pay is commensurate with teachers' monthly salary. An additional bonus is offered to teachers who met or exceeded growth as evidenced by EVAAS.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Summer pay is commensurate with teachers' monthly salary. An additional bonus is offered to teachers who met or exceeded growth as evidenced by EVAAS.

Q4.

080 - Bertie County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

080 - Bertie County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction

- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

080 - Bertie County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

090 - Bladen County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Jason

Last Name

Atkinson

Q7_2. What is the **email address** of the primary contact?

jbatkinson@bladen.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	9108624136
Phone Extension	10002

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	
Last Name	

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	
Phone Extension	

Q1.

090 - Bladen County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The following tentative schedule will be used to guide our daily activities: 7:30 AM Instructional Staff Arrive on Campus 7:40 Students Arrive – Breakfast in the Classroom 7:40 – 11:25 First Instructional Block (3 hours, 45 minutes) 11:25 – 11:40 Physical Activity (15 min) 11:40 – 12:05 Lunch 12:05 – 3:50 PM Second Instructional Block (3 hours, 45 minutes) 3:50 PM Dismissal Total Instructional Time Per Day – 7.5 hours Total Instructional Days – 20 days (June 7 – July 2) We are working with some community agencies and partners to develop enrichment activities that are integrated into the curriculum areas. We are working to finalize the specific activities now. We will also employ counselors and other student services support personnel to assist in providing social-emotional learning supports. We will also integrate these activities as a part of the daily instruction as well.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

We will work to maintain the lowest teacher/student and adult/student ratio as much as possible. A lot of this will be contingent on the number of students identified and those who plan to attend. This is also true for physical locations. It is our intent to work with our Health/PE teachers to provide physical education.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades

4–8. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The following tentative schedule will be used to guide our daily activities: 7:30 AM Instructional Staff Arrive on Campus 7:40 Students Arrive – Breakfast in the Classroom 7:40 – 11:25 First Instructional Block (3 hours, 45 minutes) 11:25 – 11:40 Physical Activity (15 min) 11:40 – 12:05 Lunch 12:05 – 3:50 PM Second Instructional Block (3 hours, 45 minutes) 3:50 PM Dismissal Total Instructional Time Per Day – 7.5 hours Total Instructional Days – 20 days (June 7 – July 2) We are working with some community agencies and partners to develop enrichment activities that are integrated into the curriculum areas. We are working to finalize the specific activities now. We will also employ counselors and other student services support personnel to assist in providing social-emotional learning supports. We will also integrate these activities as a part of the daily instruction as well.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

We will work to maintain the lowest teacher/student and adult/student ratio as much as possible. A lot of this will be contingent on the number of students identified and those who plan to attend. This is also true for physical locations. It is our intent to work with our Health/PE teachers to provide physical education.

Q2.

090 - Bladen County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☒ 150 hours

☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades

9–12. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

The following tentative schedule will be used to guide our daily activities: 7:30 AM Instructional Staff Arrive on Campus 7:40 Students Arrive – Breakfast in the Classroom 7:40 – 11:25 First Instructional Block (3 hours, 45 minutes) 11:25 – 11:40 Physical Activity (15 min) 11:40 – 12:05 Lunch 12:05 – 3:50 PM Second Instructional Block (3 hours, 45 minutes) 3:50 PM Dismissal Total Instructional Time Per Day – 7.5 hours Total Instructional Days – 20 days (June 7 – July 2) We will provide instruction in Math I, Math III, English II, and Biology. We will provide credit recovery for all possible academic areas to support students in meeting graduation requirements so that they may graduate on time with their cohort. We will provide elective course options in physical education, CTE, and the arts. We are working with some community agencies and partners to develop enrichment activities that are integrated into the curriculum areas. We are working to finalize the specific activities now. We will also employ counselors and other student services support personnel to assist in providing social-emotional learning supports. We will also integrate these activities as a part of the daily instruction as well.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

As it relates to physical location, this will be contingent on the number of students identified and those who plan to attend. We anticipate both traditional schools being a part of this program this summer.

Q3.

090 - Bladen County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Teachers, staff, and administrators are examining data specific to attendance, grades, special populations, and other at-risk factors to determine students who would need these additional supports. This data will be due in the next week. From this, we will send letters to each parent about the program and request their response on whether their child will attend the program or not.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Teachers, staff, and administrators are examining data specific to attendance, grades, special populations, and other at-risk factors to determine students who would need these additional supports. This data will be due in the next week. From this, we will send letters to each parent about the program and request their response on whether their child will attend the program or not.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

The district has presented a compensation plan, that has been approved by our local board of education, that provides a direct incentive to the daily rate of pay for employees. We believe that this is important to recruit the most qualified employees to serve students during this time.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

The district has presented a compensation plan, that has been approved by our local board of education, that provides a direct incentive to the daily rate of pay for employees. We believe that this is important to recruit the most qualified employees to serve students during this time.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
090 - Bladen County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

090 - Bladen County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

The district will work with administrators, teachers, parents, and other stakeholders regarding the implementation of research-based strategies and interventions to support the unique needs of students, and specifically those of special populations and at-risk students. Specifically, we will use diagnostic assessments to determine academic progress and development of differentiated plans for targeting student needs. We will also work to provide support for families and students in after-school tutoring and resources to support students. Parents will be provided with opportunities to participate in training on how to work with their students using the resources we provide. We will track student attendance and engagement in targeted learning loss programs to help ensure that students are growing academically and social-emotionally towards meeting targeted goals to address the learning loss that was experienced from COVID-19. Diagnostic data reports, surveys from parents, staff, and other stakeholders, attendance and academic data will be used to measure impact of the program. Targeted academic goals for each child, use of adaptive technology resources to build customized pathways for student using adaptive programs, and review of related reports.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

The district will work with administrators, teachers, parents, and other stakeholders regarding the implementation of research-based strategies and interventions to support the unique needs of students, and specifically those of special populations and at-risk students. Specifically, we will use diagnostic assessments to determine academic progress and development of differentiated plans for targeting student needs. We will also work to provide support for families and students in after-school tutoring and resources to support students. Parents will be provided with opportunities to participate in training on how to work with their students using the resources we provide. We will track student attendance and engagement in targeted learning loss programs to help ensure that students are growing academically and social-emotionally towards meeting targeted goals to address the learning loss that was experienced from COVID-19. Diagnostic data reports, surveys from parents, staff, and other stakeholders, attendance and academic data will be used to measure impact of the program. Targeted academic goals for each child, use of adaptive technology resources to build customized pathways for student using adaptive programs, and review of related reports.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

This question was not displayed to the respondent.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

100 - Brunswick County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Molly

Last Name

White

Q7_2. What is the **email address** of the primary contact?

mewwhite@bcswan.net

Q7_3. What is the **phone number** of the primary contact?

Phone Number	910-253-1002
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Damin
Last Name	Jennifer

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	910-253-1066
Phone Extension	

Q1.

100 - Brunswick County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

8:05:8:15 Arrival 8:15 - 8:25 Breakfast and Morning Kick-Off 8:25 - 9:55 Reading Block 9:55 - 10:10 Recess 10:10 - 11:30 Math 11:30 - 11:50 Lunch 11:50 - 12:20 Intervention - Reading 12:20 - 12:50 Intervention -Math 12:50 - 1:20 Science 1:20 - 1:45 SEL 1:45 - 2:15 SS/Enrichment Proposed enrichment activity or activities : Art, Music, PE and SS integrated activities Social-emotional learning (SEL) supports: Morning Meeting - Classroom/Morning Meet-ups will use Sanford Harmony program resources to do a quick daily assessment of students' social and emotional needs (our modified version combines Meet-ups & Buddy-ups). Morning Meet-ups Instructions & Topics provided to all teachers Preventative Services - School Counselor will have scheduled days/times for each school site for preventative services with classroom lessons being delivered by a school counselor Reactive Services - Individual Basis according to student needs allows for "office hours" for individual services with documentation on a Service Contact Log Threat Assessments - Should Threat Assessment Protocols be required during the School Counselor should be notified immediately. Crisis Response takes priority over classroom lessons, as it does during the school year.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

- Q1_7.
- In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:
- Proposed schedule for delivering in-person instruction
 - Proposed enrichment activity or activities
 - Social-emotional learning (SEL) supports

Block 1 8:15- 9:40 Elective (Breakfast included) Block 2 9:40-11:05 Math Lunch 11:05-11:25 Block 3 11:25- 12:55 Reading Block 4 12:55 -2:15 Science Electives offered across the three campuses include PE, CTE, and Fine Arts Recess will be occur on a rotating basis with 15 minutes per day from a block Social-emotional learning (SEL) supports: Preventative Services - School Counselor will have scheduled days/times for each school site for preventative services with classroom lessons being delivered by a school counselor Reactive Services - Individual Basis according to student needs allows for “office hours” for individual services with documentation on a Service Contact Log Threat Assessments - Should Threat Assessment Protocols be required during Jump Start, the School Counselor should be notified immediately. Crisis Response takes priority over classroom lessons, as it does during the school year.

- Q1_8.
- In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.
- Teacher/student ratio
 - Adult/student ratio
 - Number of program location(s)
 - Physical activity

Q2.

100 - Brunswick County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

End-of-Course subjects offered Math I, Math III, Biology, English II Credit Recovery subjects offered Math I, Math II, Math III, Math IV English I, English II, English III, English V Biology, Earth and Environmental, Physical Science, Chemistry World History, American History I, American History II, Civics Elective Course offered Health and PE Career Management Social-Emotional Learning (SEL) supports Staff will be assigned on a rotating basis Daily Schedule 8:15 am - 10:55 am - AM Instructional Block 10:55 - 11:35 am - Lunch/Activity Period 11:35 - 2:15 pm - PM Instructional Block Credit Recovery Session 1 - June 21 - July 9 Credit Recovery Session 2 - July 12 - July 30 Health and PE and Career Management will run from June 21 - July 30

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Four in Total Brunswick County Early College High School North Brunswick High School South Brunswick High School West Brunswick High School

Q3.

100 - Brunswick County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Brunswick County Schools utilizes an at-risk intervention plan (or IEP plan if EC) to identify students at risk of not being on grade level. Each school has prioritized their list and invites students in ranking order based on available seats. We have recommended that a call is made encouraging participation in addition to a letter of interest. Once the at-risk list has been exhausted there will be an open enrollment opportunity.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Priority for summer school will be given to students identified as at-risk by the IST, those currently being served through MTSS, students not on-track to pass an EOC course, plus the incoming 9th graders identified as at-risk by the feeder schools. Parents of students identified as at-risk will be notified of eligibility by mailed invitations, phone calls, and outreach by student support staff. A letter will be sent home with information regarding student eligibility on or before May 28th, 2021 with a return date of June 4th, 2021.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Every licensed and classified staff working in the summer school program will receive a \$1,200 bonus, prorated to the number of days (or hours in the case of classified) worked.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Every licensed and classified staff working in the summer school program will receive a \$1,200 bonus, prorated to the number of days (or hours in the case of classified) worked.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
100 - Brunswick County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

100 - Brunswick County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

We have a few elementary schools with some previously purchased iReady accounts. ESSER funds will be used so that all schools have assessment access.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

110 - Buncombe County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Steve

Last Name

Earwood

Q7_2. What is the **email address** of the primary contact?

stephen.earwood@bcsemail.org

Q7_3. What is the **phone number** of the primary contact?

Phone Number	828-552-2235
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Tonya
Last Name	Robinson

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	828-713-4582
Phone Extension	

Q1.

110 - Buncombe County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Kindergarten schedule: morning meeting/SEL (20 min), Problem-based learning including literacy instruction, science, social studies and arts integration (105 min), phonics (30 min), decodable text (20 min), phonemic awareness (15 min), lunch/recess (60 min), math instruction (60 min), high level play-based centers (60 min), specials (40 min) and wrap-up/SEL (10 min). Grades 1-3 schedule: morning meeting/SEL (15-20 min), cross-curricular problems/projects, including reading complex text, writing, hands-on science, working with community partners on real problems/projects and arts integration (120 min), foundational literacy including phonics, phonemic awareness, decodable text and rich complex text with writing (80 min), math (75 min Grades 1-2 and 90 min Grade 3), lunch/recess (60 min), specials working on integrated projects (30-45 min). Enrichment activities will include art and physical education. Social-emotional supports will be embedded into the curriculum and with explicit instruction in the morning meeting and afternoon wrap-up.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

We will have a student teacher ratio of 1:21 in K-3. The adult/student ratio is 2:21. We are planning for 9 elementary sites that will serve all Buncombe County elementary schools. The physical activity will occur daily with recess/free play and/or structured physical education activities.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Grade 4-5 schedule: morning meeting/SEL (15-20 min), cross-curricular problems/projects, including reading complex text, writing, hands-on science, working with community partners on real problems/projects and arts integration (160 min), foundational literacy including phonics, phonemic awareness, decodable text and rich complex text with writing (30-40 min), math (90 min), lunch/recess (60 min), specials working on integrated projects (30-45 min). Grades 6-8 Schedule: SEL/morning meeting (10 min), project launch/SEL/specials (60 min), rotation through science, math, ELA and enrichment (45 min each session), lunch/recess (60 min) and project work time (60 min). Explicit instruction will be differentiated to address individual student learning gaps and skills needed to solve the problem or create the project of the week. Social-emotional supports will be embedded into the curriculum and with explicit instruction in the morning meeting.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Grades 4-5: Teacher/student ratio 1:24. Adult/student ratio 2:24. Number of program locations: Grade 4 will be at elementary sites (9). Grade 5 will be at middle school sites (3). Grades 6-8: Teacher/student ratio 1:25. Adult/student ration 2:25. Number of program locations 3 middle school sites The physical activity will occur daily with recess/free play and/or structured physical education activities.

Q2.

110 - Buncombe County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Grade 9-12 students will have an individualized learning plan that will determine their summer school classes. These plans are created with school counselors, site directors, students and parents to determine the individual school day for students. Our 9-12 Summer Academy is highly individualized for student needs. Social-emotional learning will be embedded in the curriculum as well as through explicit instruction in the morning meeting. Grades 9-12 students will receive opportunities to recover high school credits in all EOC courses of English II, Math I, Math III and Biology through face to face instruction. Credit recovery modules will be available for EOC courses and additional courses based on student need for graduation credits. These will be determined at the end of the semester following final grade reports. Additionally, high school students can earn elective credit(s) during summer school. We will determine the elective courses offered with student interests and staffing.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

We will offer 2 sites for students 9-12 which will serve the entire Buncombe County School District.

Q3.

110 - Buncombe County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Student Participation Criteria: We have identified our most at risk students using the following criteria: • students who have been identified for retention • students who are struggling in one or more of the following areas: academics, attendance and social emotional skills • students who are identified as an exceptional student with an IEP or 504 • students who are identified as homeless • students who have not passed classes • students who are behind in credits (HS) or who are in danger of not graduating on time Principals have sent home letters (District created) in appropriate languages and teachers, counselors and administrators have called parents inviting them to the BCS Summer Academy. Additionally, they have followed with a commitment letter (District created) to obtain demographic information.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Student Participation Criteria: We have identified our most at risk students using the following criteria: • students who have been identified for retention • students who are struggling in one or more of the following areas: academics, attendance and social emotional skills • students who are identified as an exceptional student with an IEP or 504 • students who are identified as homeless • students who have not passed classes • students who are behind in credits (HS) or who are in danger of not graduating on time Principals, teachers and counselors have identified students and have worked with students to fill out the Summer Academy application for high schools. These applications (District created) assist in making the individualized plan for the summer. Applications for Summer Academy 9-12 is posted on the school's website as well for students/parents to access.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

In addition to the K-8 signing bonus for specific teachers, Buncombe County Schools is going to offer teachers their hourly daily rate of pay plus an additional \$8 per hour. We have also decided to use the 150 hours so that our academy can run Monday-Thursday which was requested in a staff interest survey.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

In addition to the K-8 signing bonus for specific teachers, Buncombe County Schools is going to offer teachers their hourly daily rate of pay plus an additional \$8 per hour. We have also decided to use the 150 hours so that our academy can run Monday-Thursday which was requested in a staff interest survey.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
110 - Buncombe County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Not applicable for Buncombe County Schools

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Not applicable for Buncombe County Schools

Q6.

110 - Buncombe County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Not applicable for Buncombe County Schools.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Not applicable for Buncombe County Schools.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

120 - Burke County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Last Name

Q7_2. What is the **email address** of the primary contact?

Q7_3. What is the **phone number** of the primary contact?

Phone Number	828.439.4327
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Felcia
Last Name	Simmons

Q7_5. What is the **email address** of the secondary contact?

fsimmons@burke.k12.nc.us

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	828.439.4337
Phone Extension	

Q1.

120 - Burke County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Kindergarten - 2nd Grade * ELA 3.0 Hours * Math 2.5 Hours * 25 Min Physical Activity * 45 Min STEM (Enrichment) * 20 Min Lunch/SEL - Second Step Program daily supported by on-site counseling available (All K-2 classrooms will be self-contained, which allows for minimal transition time. However, a flexible 5-10 minutes has been allocated for transitions daily) 3rd Grade * ELA 3.0 Hours * Math 1.5 Hours * 45 Min Science/STEM * 25 Min Physical Activity * 60 Min STEM (Enrichment) * 20 Min Lunch/SEL- Second Step Program daily supported by on-site counseling available (All K-2 classrooms will be self-contained, which allows for minimal transition time. However, a flexible 5-10 minutes has been allocated for transitions daily)

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

N/A

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

4th & 5th Grade * ELA 2.0 Hours * Math 2.0 Hours * Science - 75 Minutes * 25 Min Physical Activity * 60 Min STEM (Breakout) * 20 Min Lunch/SEL - Second Step Program daily supported by onsite counseling (All K-2 classrooms will be self-contained, which allows for minimal transition time. However, a flexible 5-10 minutes has been allocated for transitions daily) 6th - 8th Grade * ELA - 90 Minutes * Math - 90 Minutes * Science - 90 Minutes * Enrichment - 90 Minutes (Music, Art, PE, and Project Lead the Way) * 25 Minutes - Lunch and structured SEL instruction * 20 Minutes - Physical Activity

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q2.

120 - Burke County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☒ 150 hours

☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Each course will be offered in three 90 minute blocks of which students can choose. The following courses will be offered as face to face Credit Recovery: * Biology, English II, Math I, Math III * Elective Courses offered: PE, Art, TBD based upon need * Social-Emotional Learning (SEL) supports will be embedded into instruction and counselor support will be available at each site. * BCPS will partner with Gear Up NC to provide additional resources for students during summer school.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

N/A

Q3.

120 - Burke County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Eligibility for attendance (K-5): * STAR Reading or STAR Early Literacy scale in the "Urgent Intervention" (below 10th PR) or "Intervention" (10th-24th PR) range. * STAR Math - scale in the "Urgent Intervention" (below 10th PR) or "Intervention" (10th-24th PR) range. * Kindergarten Math: Diagnostic Early Numeracy Composite - Below 60% Mastery. AND Dreambox Predictive Insights - Not on Track/Insufficient * Depending on capacity, we could admit others as requested by parents *** Parent Notification Process (K-5): * Principals/schools were asked to identify all eligible students by April 30th according to the above criteria. * Principals worked with teachers to send home a Summer Learning Camp invite after making a personal phone call to each family explaining the summer opportunity and the invite that would be sent home. * All invitations were required to be sent home by May 3rd. * Principals/teachers were requested to confirm all students participating by May 10th. Eligibility for attendance (6-8): * Students that had a non-passing grade (below D average) in ELA/Math/or Science were eligible for attendance OR * Students that had 10 and more cumulative absences * Parent requests were accepted as space was available. Parent Notification Process (6-8): * Teachers were asked to identify all eligible students, notify parents by phone and confirm student attendance by May 7th. * Enrollment forms will be completed by teachers and submitted to their principal by May 7th as well.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Eligibility for attendance (9-12): * Students that had a non-passing grade (below D average) in EOC Subjects were eligible for attendance in the program OR * Students that did not have required number of academic hours to receive credit for each course * Parent requests were accepted as space was available. Parent Notification Process (9-12): * Teachers were asked to identify all eligible students, notify parents by phone and confirm student attendance by May 7th. * Enrollment forms will be completed by teachers and submitted to their principal by May 7th as well.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers that do not qualify for the \$1200 bonus will be given a \$100 bonus for each week they commit to teaching in our summer programming. Daycare vouchers will be offered for teachers in need of personal summer childcare for any school-age children.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers that do not qualify for the \$1200 bonus will be given a \$100 bonus for each week they commit to teaching in our summer programming Daycare vouchers will be offered for teachers in need of personal summer childcare for any school-age children.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Burke County Public Schools would prefer to use Renaissance STAR assessment tool to monitor student progress over the course of summer learning for Kindergarten - 8th grade in reading and math. STAR is a SBE approved assessment tool for K-3 Literacy and is an approved pathway for proficiency for students.

Q5.

120 - Burke County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

120 - Burke County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

N/A

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

N/A

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

130 - Cabarrus County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Crystal

Last Name

Hill

Q7_2. What is the **email address** of the primary contact?

crystal.hill@cabarrus.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	704-956-5302
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Mary Beth
Last Name	Roth

Q7_5. What is the **email address** of the secondary contact?

Mary.Roth@Cabarrus.k12.nc.us

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	704-260-5600
Phone Extension	

Q1.

130 - Cabarrus County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

120 Minutes of Literacy Instruction - Utilizing the Science of Reading: Letterland, Shared Reading, Strategy Groups for Reading Instruction, HillRAP 120 Minutes of Math Instruction - Mathematical Practice and Concepts, iReady personalized paths and Ready Books 60 Minutes of Science Instruction - Currently accepting bids to select a vendor for instructional resources 20 minutes of structured physical activity 60 minute daily enrichment activities (STEM Lab, art, music, PE, SEL, etc.) Up to 15 SISP (school counselors, school psychologists, school social workers) will provide in-person individual, small group and classroom support services to address the social-emotional needs of students in the Summer Jumpstart program. SISP will also be available to respond to additional needs as they arise and link students, families and staff to appropriate community-based resources. Small group SEL will be included in the rotation for students at least twice a week. Additionally, each day will begin with Restorative Circles. CCS has developed curricula to address SEL needs. We will use the Second Step curriculum as well.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

1:15 Teacher/Student Ratio 1:7 Adult/Student Ratio 6 Locations Outdoor Play/PE Encore Rotation/Ready Bodies & Go Noodle Brain/Movement in Classroom

- Q1_7.
- In the space provided, describe the typical day for students enrolled in the school extension program grades 4–8. The following items must be addressed for plan approval:
- Proposed schedule for delivering in-person instruction
 - Proposed enrichment activity or activities
 - Social-emotional learning (SEL) supports

4th - 5th Grade: 120 Minutes of Literacy Instruction - Utilizing the Science of Reading: Letterland, Shared Reading, Strategy Groups for Reading Instruction, HillRAP 120 Minutes of Math Instruction - Mathematical Practice and Concepts, iReady personalized paths and Ready Books 60 Minutes of Science Instruction - Currently accepting bids to select a vendor for instructional resources 20 minutes of structured physical activity 60 minute daily enrichment activities (STEM Lab, art, music, PE, SEL, etc.) Up to 15 SISP (school counselors, school psychologists, school social workers) will provide in-person individual, small group and classroom support services to address the social-emotional needs of students in the Summer Jumpstart program. SISP will also be available to respond to additional needs as they arise and link students, families and staff to appropriate community-based resources. Small group SEL will be included in the rotation for students at least twice a week. Additionally, each day will begin with Restorative Circles. CCS has developed curricula to address SEL needs. We will use the Second Step curriculum as well. 6th - 8th Grades 90 Minutes of Literacy Instruction - iReady personalized paths and Ready Books, CCS curriculum 60 Minutes of Content Literacy Instruction 90 Minutes of Math Instruction - iReady personalized paths and Ready Books, CCS curriculum 60 Minutes of Science Instruction - Currently accepting bids to select a vendor for instructional resources 20 minutes of structured physical activity 60 minute daily enrichment activities (art, music, PE, SEL, etc.) Up to 15 SISP (school counselors, school psychologists, school social workers) will provide in-person individual, small group and classroom support services to address the social-emotional needs of students in the Summer Jumpstart program. SISP will also be available to respond to additional needs as they arise and link students, families and staff to appropriate community-based resources. Small group SEL will be included in the rotation for students at least twice a week. Additionally, each day will begin with Restorative Circles. CCS has developed curricula to address SEL needs. We will use the Second Step curriculum as well.

- Q1_8.
- In the space below, provide details about the following for the school extension program grades 4–8. This response is optional.
- Teacher/student ratio
 - Adult/student ratio
 - Number of program location(s)
 - Physical activity

4th - 5th Grade 1:15 Teacher/Student Ratio 1:7 Adult/Student Ratio Hours 8:00 - 3:00 Locations: Charles E. Boger Elementary (CMES, WROPS, WROES) Hickory Ridge Elementary (HES, PSRES) Royal Oaks Elementary (WES, BHES) Patriots Elementary (BES, RRES) Weddington Hills Elementary (WMES, CWES, RBMES, CAFES) Mt Pleasant Elementary (WMIES, ATAES) Outdoor Play/PE Encore Rotation/Ready Bodies & Go Noodle Brain/Movement in Classroom 6th - 8th Grade 1:20 Teacher/Student Ratio 1:10 Adult/Student Ratio Hours: 9:00 - 4:00 4 Locations: Concord Middle (MPMS) Hickory Ridge Middle (CCGMS) Northwest Cabarrus Middle (HaRMS) Winkler Middle (JNFMS) Outdoor Play/PE Encore Rotation/Brain-Based Movement in Classrooms

Q2.

130 - Cabarrus County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☒ 150 hours

☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

In Person Instruction (Repeating a course for grade replacement (Policy 3420)) @ WCHS EOC Courses (Math I, Math III, English II, Biology) Health/Physical Education, Drafting I, Drafting I, Core Construction I Includes some asynchronous assignments Curriculum SY2020-21 Teacher Canvas Courses Taught M-R in 2 hour blocks (transportation only provided in am & pm) Credit Recovery will also be offered at every traditional high school following the model below: Online w/ Access to In-Person (Credit Recovery (Policy 3420) @ Home High Schools Virtual modules w/ Vendor w/ accesses to a teacher for support Teachers available 2 hours daily (am/pm) to provide in-person tutoring and/or facilitation of course

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

In Person Instruction (Repeating a course for grade replacement (Policy 3420)) @ WCHS EOC Courses (Math I, Math III, English II, Biology) Health/Physical Education, Drafting I, Accounting I, Carpentry I Includes some asynchronous assignments Curriculum SY2020-21 Teacher Canvas Courses Taught M-R in 2 hour blocks (transportation only provided in am & pm) Credit Recovery will also be offered at every traditional high school following the model below Online w/ Access to In-Person (Credit Recovery (Policy 3420) @ Home High Schools Virtual modules w/ Vendor w/ accesses to a teacher for support Teachers available 2 hours daily (am/pm) to provide in-person tutoring and/or facilitation of course

130 - Cabarrus County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

At Risk Criteria CCS At-Risk Definition = Invitation to Summer Jump Start Elementary School ISIP Level 1, 2, 3 (use MOY as your initial list) MOY iReady Level 1 or 2 Not projected to be proficient on 3rd Quarter NCCI (use 2nd quarter as your initial list) Middle School Failing 2 or more core courses Not projected to be proficient on 3rd Quarter NCCI (use 2nd quarter as your initial list) Schools ran reports based on the criteria listed above. Families of impacted students received individualized invitations to participate. Parents completed a Google Form to register their child. Registrations were due Monday, May 3, 2021. Any student on the list whose parents didn't complete the registration process is being contacted this week through May 7, 2021. During the week of May 21st, we will open the option for additional students to participate if space is available. Communication methods include letters, calls, emails, Canvas messaging, Remind messages, and social media postings.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

At Risk Criteria CCS At-Risk Definition = Invitation to Summer Jump Start High School Fall - Failed course or non-proficient on EOC Spring Grade of D or F as of 3rd Quarter Not projected to be proficient on Benchmark Counselors ran reports based on the criteria listed above. Families of impacted students received individualized invitations to participate. Parents completed a Google Form to register their child. Registrations were due Monday, May 3, 2021. Any student on the list whose parents didn't complete the registration process is being contacted this week through May 7, 2021. During the week of May 21st, we will open the option for students to retake a course for credit if they are not satisfied with a grade that was not a failure. Slides were posted on school websites and shared at the 5/2/21 BOE Meeting Communication methods include letters, calls, emails, Canvas messaging, Remind messages, and social media postings.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

150 Hour 6 Week Camp is divided into 2 sessions for staff. Students attend all 6 weeks/150 hours. Staff selected Session 1, Session 2, or both sessions. Bonus Structure Bonus for 1st session paid on 6/22 Bonus for 2nd session 7/20 Tier 1 - \$1200 (\$600/session) (meet 1 or more of the following) Eligible for bonus in the past NBCT HillRap Certified 2+Years Blue Tier II - \$600 (\$300/session) (meet 1 or more of the following) 2+ Years Green Teacher Leader Cohort Masters Degree in Education Tier III - \$600 Continuity - working both sessions Tier IV - \$100 - Early Bird Bonus (by April 6, 2021) Cannot qualify for Both Tier I & Tier II. But any other combination of bonuses is allowable. Site Director - \$2000 (Site Directors must work both sessions) Prefer site directors to work both sessions Site Directors only working 1 session - \$600

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

150 Hour 6 Week Camp is divided into 2 sessions for staff. Students attend all 6 weeks/150 hours. Staff selected Session 1, Session 2, or both sessions. Bonus Structure Bonus for 1st session paid on 6/22 Bonus for 2nd session 7/20 Tier 1 - \$1200 (\$600/session) (meet 1 or more of the following) Eligible for bonus in the past NBCT HillRap Certified 2+Years Blue Tier II - \$600 (\$300/session) (meet 1 or more of the following) 2+ Years Green Teacher Leader Cohort Masters Degree in Education Tier III - \$600 Continuity - working both sessions Tier IV - \$100 - Early Bird Bonus (by April 6, 2021) Cannot qualify for Both Tier I & Tier II. But any other combination of bonuses is allowable. Site Director - \$2000 (Site Directors must work both sessions) Prefer site directors to work both sessions Site Directors only working 1 session - \$600

Q4.

130 - Cabarrus County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
130 - Cabarrus County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Wolf Meadow Elementary School students will participate in the first session June 10th - July 1st. They will not be able to participate during the 2nd Session as their school calendar begins on July 15th. Students will complete their Summer Jump Start during their 1st intersession: September 22nd - October 7th.

- Q5_2.
- In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.
- Teacher/student ratio
 - Adult/student ratio
 - Number of program location(s)
 - Physical activity

Same as previously stated for all other K-5 students.

Q6.

130 - Cabarrus County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Here is a link to our slides: <https://docs.google.com/presentation/d/18Myw8AQunD-FaHEluDO0TStMisvzQtVw5b-lalEzpEA/edit?usp=sharing>

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Here is a link to our slides: <https://docs.google.com/presentation/d/18Myw8AQunD-FaHEluDO0TStMisvzQtVw5b-lalEzpEA/edit?usp=sharing>

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

140 - Caldwell County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Last Name

Q7_2. What is the **email address** of the primary contact?

Q7_3. What is the **phone number** of the primary contact?

Phone Number	828-728-8407
Phone Extension	140106

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Anna
Last Name	Crooke

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	828-728-8407
Phone Extension	140111

Q1.

140 - Caldwell County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Caldwell County Schools will provide in-person instruction for grades K-3 from June 2 through July 2, 2021, Monday through Friday each week. Students will participate in instruction related to reading, math, science/STEM, in addition to the arts, social studies, physical activity, and social-emotional learning. For reading, classroom instruction will include the big five ideas in reading: phonemic awareness and phonics, vocabulary, fluency, and comprehension. These ideas will be covered daily with a minimum of 97 hours of total reading/ELA instruction provided by the end of the summer extension program for all K-3 students attending. Reading instruction will be through a variety of instructional types ranging from whole group instruction to small group instruction to individual needs' based one-on-one instruction. Daily math instruction will focus on a number sense intervention model of instruction through Do the Math by Marilyn Burns. Students will rotate to their specific math module based on program assessment placement needs for 45 minutes each day. Math instruction will include whole group, small group, and one-on-one instruction as needed to meet the needs of the students. Students in K-3 will also receive instruction through a Science Technology Engineering and Math (STEM) rotation daily for 45 minutes. For students in grades K-2, their STEM instruction is one of their enrichment activities. For students in grade 3, their STEM instruction is their science instruction each day. Science/STEM instruction will include hands-on activities and will be whole group, small group, and one-on-one instruction as needed. For enrichment activities, students in grades K-2 will have time set aside each day for physical activity in addition to their 45 minute STEM instruction and will also have opportunities for enrichment through the integration of social studies and arts in their curriculum. Students in grade 3 will opportunities for enrichment through the integration of social studies and the arts with ELA and STEM activities in addition to receiving instruction in art and music on a rotating schedule. Social-emotional learning supports will include at a minimum: a morning check-in, checks throughout the day, an afternoon SEL read, and an optimistic closure. Supports for SEL will also be provided through the curriculum used in the summer program which teaches students processes and procedures for addressing the CASEL (Collaborative for Academic, Social, and Emotional Learning) competencies. Students will arrive between 7:30 and 7:50am each day and will be dismissed between 3:05 and 3:15pm each afternoon. Minimal time will be spent for transitions, lunch, and physical activity to ensure that students have a minimum of 150 hours throughout the summer extension program.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

At this point in time, preliminary numbers are still coming in for summer school. The district plans to prioritize third grade students with the lowest student-teacher ratio. There will be three sites for K-3 students: Gamewell Elementary, Granite Falls Elementary, and Lower Creek Elementary. Students at each elementary and K-8 school in the district have been assigned to one of these three sites for the elementary summer extension program. Physical activity will be integrated into the curriculum as well as a scheduled time during the school day. Physical activity time does not count toward the 150 hour requirement for summer learning.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Grades 4-5 The program and schedule for students in grades 4 and 5 is identical to the schedule for grade 3 students. The program runs June 2 through July 2 (Mon-Fri), and students will participate in in-person instruction related to reading, math, science/STEM, in addition to the arts, social studies, physical activity, and social-emotional learning. Reading instruction in grades 4 and 5 will continue with the inclusion of the big five ideas in reading: phonemic awareness and phonics, vocabulary, fluency, and comprehension. Instruction will occur daily with a minimum of 97 hours of reading/ELA instruction by the conclusion of the summer extension program for all students attending the summer program. Reading instruction will be through a variety of instructional models ranging from whole group instruction to small group instruction to one-on-one instruction based on a student's individual needs. Additional emphasis for reading instruction will be on interacting with text and strengthening comprehension skills as well as on vocabulary. For grades 4 and 5, students will participate in daily math instruction with number sense intervention model of instruction through Marilyn Burns' Do the Math program. Students will rotate to specific modules based on program assessment placement needs. Math instruction will be scheduled for 45 minutes daily and will include whole group, small group, and one-on-one instruction as needed. For grades 4 and 5, science instruction will be provided through a daily rotation of 45 minutes of STEM/science instruction. Science instruction will be hands-on and will include whole group, small group, and one-on-one instruction as needs to meet the needs of the students. Enrichment opportunities in grades 4 and 5 include the integration of social studies and the arts in the ELA and science/STEM curriculum activities. Students will also receive physical activity throughout the day with a specified time for group physical activity. In addition to these enrichment opportunities, students in grades 4 and 5 will receive instructional opportunities in art and music on a rotating schedule. Social-emotional learning supports will include at a minimum: a morning check-in, checks throughout the day, an afternoon SEL read, and an optimistic closure. Supports for SEL will also be provided through the curriculum used in the summer program which teaches students processes and procedures for addressing the CASEL (Collaborative for Academic, Social, and Emotional Learning) competencies. Students will arrive between 7:30 and 7:50am each day and will be dismissed between 3:05 and 3:15pm each afternoon. Minimal time will be spent for transitions, lunch, and physical activity to ensure that students have a minimum of 150 hours throughout the summer extension program. Grades 6-8 The middle school summer program will consist of in-person instruction in reading, math, science, enrichment activities, physical activity, and social-emotional learning. The program will follow the same calendar as the elementary program, June 2 through July 2, Monday through Friday each week. Students in grades 6-8 will receive 95 minutes of daily reading instruction that will include focus on fluency, targeted word study, oral language development, and comprehension. Students will participate in whole class instruction as well as small group instruction. As or when needed, students will be pulled for one-on-one instruction. For math, students in grades 6-8 will receive 95 minutes of daily face to face instruction that will build conceptual understanding of grade level mathematical concepts. Topics that will be addressed include rational numbers, proportional reasoning, integers, expressions, equations, and functions. Students will have opportunities to work as a whole class, in small groups, and independently with assistance offered one-on-one as needed. Students will use manipulatives, problem solving, and formal algorithms to accomplish math tasks. For science, students in grades 6-8 will participate in 95 minutes of daily science/STEM activities from curriculum aligned to each grade level - 6, 7, and 8. Students will integrate learning grade level content with engineering to solve real world problems. In addition to the reading, math, and science instruction, students in grades 6-8 will rotate to a 95 minute enrichment class each day. Students in enrichment classes will have the opportunity to participate in a combination of activities to build student success. Students will learn computer skills, organization skills, and communication skills to help them increase their level of success in school. Students will also participate in arts-based activities and team building activities as part of their enrichment class. All students in grades 6-8 will participate in a designated physical activity period identified as part of their scheduled day. Students will also have opportunities for physical activity in their enrichment class as they participate in team-building activities. Social-emotional learning supports will include at a minimum: a morning check-in, checks throughout the day, an afternoon SEL read, and an optimistic closure. Supports for SEL will also be provided through the curriculum used in the summer program which teaches students processes and procedures for addressing the CASEL (Collaborative for Academic, Social, and Emotional Learning) competencies. A minimum of 20 minutes each day will focus on social-emotional learning. Students will arrive between 7:30 and 7:50am each day and will be dismissed between 3:05 and 3:15pm each afternoon. Minimal time will be spent for transitions, lunch, and physical activity to ensure that students have a minimum of 150 hours throughout the summer extension program.

Q1_8.

In the space below, provide details about the following for the school extension program grades 4–8. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

At this point in time, preliminary numbers are still coming in for summer school. There will be three sites for grade 4 and 5 students: Gamewell Elementary, Granite Falls Elementary, and Lower Creek Elementary. Students at each elementary and K-8 school in the district have been assigned to one of these three sites for the elementary summer extension program. There will be two sites for middle school students: Gamewell Middle and Hudson Middle. Students at each middle and K-8 school in the district have been assigned to one of these two sites for the middle school summer extension program. Physical activity for grades 4-8 will be integrated into the curriculum as well as a scheduled time during the school day. Physical activity time does not count toward the 150 hour requirement for summer learning.

Q2.

140 - Caldwell County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☒ 150 hours

☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades

9–12. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

For the high school portion of the summer extension program, End of Course (EOC) subjects offered in Caldwell County Schools will be Math 1, Math 3, English 2, and Biology. Credit recovery will be offered for all non-EOC academic courses and select elective courses through online programs (GradPoint and Apex Learning). Elective courses offered will be Career Management, Spanish 1, Spanish 2, and Health/PE. The day will be divided into two sessions for high school students: a morning session from 8:30am to 11:30am and an afternoon session from 12:00pm to 3:00pm. Students will be assigned to one of the two sessions; however, if space allows and there is a request from the student and/or parent, a student could attend both sessions. Social-emotional learning supports will be provided through lessons integrated with the curriculum, counselor and support staff sessions, and school-based activities. The EOC courses and elective courses will be offered from June 2 through July 2, Monday through Friday each week. Credit recovery options will be offered both June 2 through July 2 (Monday-Friday) and then continue July 12 through August 5, Monday through Thursday. Credit recovery sessions for July 12 through August 5 will continue to follow the model of two sessions per day, 8:30am to 11:30am and 12:00pm to 3:00pm. Adding all the sessions offered at the high school level, the summer extension program totals 238 hours. All students are expected to report to campus daily for in-person instruction for EOC courses and elective courses or to work on the school campus supervised by school staff for credit recovery.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12.** This response is optional.

- Number of program location(s)

EOC courses and elective courses will be offered at three sites: Hibriten High, South Caldwell High, and West Caldwell High. Credit recovery options will be offered at five sites: Caldwell Applied Sciences Academy (CASA), Caldwell Early College High School (CECHS), Hibriten High, South Caldwell High, and West Caldwell High. Students assigned to the alternate school will be invited to attend summer sessions at their districted high school. Students currently attending CASA or CECHS will be invited to attend EOC courses and elective courses at their districted high school.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

For students in grades K-8, a variety of data points were used to determine students identified as at-risk. Data included but was not limited to: STAR Reading, STAR Math, STAR Early Literacy, grades, and attendance. For students in grades K-1, a STAR Early Literacy score of 775 must be reached prior to administering STAR Reading. Students scoring below the 25 percentile in STAR Early Literacy in Kindergarten were eligible for summer learning. Students in grades 1 through 3 had to score below the 45 percentile in STAR Reading or STAR Math to be eligible for notification about summer learning. Additionally, students being considered for retention or who were not working on grade level were considered eligible for summer learning. For middle school students, grades 6-8, the following data points were considered to determine eligibility for summer learning: STAR Reading, STAR Math, grades, and attendance. More specifically, students who scored below the 25 percentile in STAR Reading and/or STAR Math as well as students being considered for retention were eligible for summer learning. Initial invitations were sent to parents of students who met the above eligibility requirements. Invitations were sent in a variety of methods: letters sent home with students, letters mailed to parent/guardian addresses, phone calls, conferences (virtual and face to face), and emails. Follow-up phone calls were made to all parents of students who did not return or respond to the notifications. Individual teacher and/or principal conversations were held with some parents.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

For high school students, each school pulled a Semester 1 failure report to identify students who failed 1 or more courses in first semester. For second semester, if students had earned a "D" or had a failing grade at the end of the third nine weeks, they were considered eligible for summer learning. High school administrators also looked at students who were off-grade level (not on grade level to graduate with their cohort group). Initial invitations were sent to parents of students who met the above eligibility requirements. Invitations were sent in a variety of methods: letters sent home with students, letters mailed to parent/guardian addresses, phone calls, conferences (virtual and face to face), and emails. Follow-up phone calls will be made to all parents of students who did not return or respond to the notifications. Individual teacher and/or principal conversations will be held as needed.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Caldwell County Schools will offer the required signing bonus to all staff members who meet the specified criteria. Caldwell County Schools will offer a bonus to staff members who do not meet the specified criteria of \$800.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Q4.

140 - Caldwell County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Caldwell County Schools plans to use the STAR 360 Assessment Suite by Renaissance. This suite includes STAR Reading, STAR Math, and STAR Early Literacy. Information received from Renaissance states, "The assessment provides both norm and criterion referenced scores and is completely linked to all standards for NC mastery of state standards which can be clearly seen on several reports and dashboards."

The vendor, Renaissance, wrote a letter on their behalf about the STAR Assessment Suite. Here is the link to the letter:
<https://drive.google.com/file/d/14A6-x1z4RPE0LHN6y1TMuBLU6V3Jxeuq/view?usp=sharing> (Copy and paste URL into a browser and you should be able to view the letter.)

Currently, Caldwell County Schools uses STAR as the K-3 Diagnostic Assessment for reporting as approved by NCDPI for Read to Achieve (RtA) data collection.

Q5.
140 - Caldwell County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

140 - Caldwell County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Transportation for students in grades K-8 will be provided from students' domiciles to their assigned school site. Both breakfast and lunch will be served to students attending the summer extension program. Breakfast will be served prior to the start of each day, and lunch will be served during a designated window of time each day. Breakfast and lunch times are not included in the 150 hours of in-person instruction.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Transportation for students in grades 9-12 will be provided from students' domiciles to their assigned school site. Both breakfast and lunch will be served to students attending the summer extension program. Breakfast will be served prior to the start of the first session, and lunch will be served between the two sessions. Breakfast and lunch times are not included in the 150 hours of in-person instruction.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

150 - Camden County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Angela

Last Name

Lasher

Q7_2. What is the **email address** of the primary contact?

alasher@camden.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	2523350831
Phone Extension	111

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	
Last Name	

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	
Phone Extension	

Q1.

150 - Camden County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The program will run 7:45-12:30. Students will be grouped by grade level and/or ability level. Students will receive reading, math, and science delivered by in-person instruction. Possible schedule would include: 7:45-8:00 Grab and go breakfast/Arrival 8:00-10:00 Literacy Instruction (Poetry, Daily Rotations of phonics, fluency, comprehension, writing, Integrated Thematic Activities, small group and/or 1-1 instruction) 10:00-10:15 Physical Activity 10:15-11:15 Math Instruction (Daily Rotations, small group and/or 1-1 instruction) 11:15-11:45 Science Instruction (Grade 3) - K-2 (Small group instruction) 11:45-12:30 Small Group Instruction/enrichment rotations 12:30 Grab and Go Lunch/Dismissal Enrichment activities will be offered on a rotation. Some examples are volleyball, basketball, kickball, cooking, and partnerships with Great Dismal Swamp, NC Aquarium. Social Emotional supports will be available and provided by counselors and may include classroom lessons and small group/1-1 time.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The program will run 7:45-12:30. Students will be grouped by grade level and/or ability level. Students will receive reading, math, and science delivered by in-person instruction. Possible schedule would include: 7:45-8:00 Grab and go breakfast/Arrival 8:00-9:00 Block 1 (ELA, Math, Science) 9:05-10:05 Block 2 (ELA, Math, Science) 10:10-10:30 Physical Activity 10:35-11:35 Block 3 (ELA, Math, Science) 11:40-12:30 Small Group Instruction/enrichment rotations 12:30 Grab and Go Lunch/Dismissal Enrichment activities will be offered on a rotation. Some examples are volleyball, basketball, kickball, cooking, and partnerships with Great Dismal Swamp, NC Aquarium. Social Emotional supports will be available and provided by counselors and may include classroom lessons and small group/1-1 time.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

150 - Camden County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☐ 150 hours
- ☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Monday - Thursday Daily Proposed Schedule for Grades 9-12 7:45-8:00 Grab and go breakfast/Arrival (Transportation provided by LEA) 8:00-9:15 EOC In-Person, Credit Recovery Support, In-Person Elective 9:15-9:25 Break 9:25-10:45 EOC In-Person, Credit Recovery Support, In-Person Elective 10:45-10:55 Break 10:55-12:15 Small Group Instruction/Enrichment/SEL 12:15-12:30 Grab and Go Lunch/Dismissal End-of-Course subjects offered - Math I, Math III, Biology, English II Credit Recovery subjects offered - All Core classes offered at CCHS in ELA, Math, History, and Science will be offered for credit recovery using NCVPS or APEX learning and teacher support. Select electives required for meeting graduation requirements will also be available through NCVPS or APEX with teacher support. Elective Course offered - CTE Ag Elective, may have other options Social-Emotional Learning (SEL) supports - Counselors will be available to offer support on-site.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Camden County High School

Q3.

150 - Camden County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Student grades, observations, diagnostic and formative assessments such as iStation, i-Ready and NC Check-ins and State Assessments will be used to determine students as at-risk. Parents/guardians were notified through teacher communication with a survey linked to determine parent interest. Invitation letters will be sent to parents confirming their student(s) participation in the summer learning program with an RSVP. Follow up will occur with parent emails and/or phone calls.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students will be identified as at-risk based on grades, observations, diagnostic and formative assessments, State Assessments, class failure, and other factors such as student engagement in remote learning, and at risk behaviors/academics of dropping out. Invitation letters will be sent to parents confirming their student(s) participation in the summer learning program with an RSVP. Follow up will occur with parent emails and/or phone calls. Seniors ineligible for regular graduation will be notified of the opportunity graduate at the end of summer learning/credit recovery.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Flexible schedule that allows Fridays off. Option of teaching 8 weeks or 4 weeks.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Flexible schedule that allows Fridays off. Option of teaching 8 weeks or 4 weeks.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

K-3 would like to use iStation. This is familiar to K-3 staff and purchased through the beginning of August.

Grades 4-8 will use i-Ready with existing account.

Q5.
150 - Camden County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

150 - Camden County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.
160 - Carteret County Public Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Jody

Last Name

McClenny

Q7_2. What is the **email address** of the primary contact?

jody.mcclenny@carteretk12.org

Q7_3. What is the **phone number** of the primary contact?

Phone Number	2527284583
Phone Extension	160166

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Lisa
Last Name	Kittrell

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	2527284583
Phone Extension	160163

Q1.

160 - Carteret County Public Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The Carteret County Public Schools Grades K-3 summer extension program will be held from 8:00-3:15. . The following schedule will be implemented at all K-3 sites. 7:40-8:00: Breakfast ELA (phonemic awareness, phonics, fluency, vocabulary, comprehension, writing): 3 hours Enrichment: 45 minutes Lunch/Physical Activity, Transitions: 60 minutes Math: 1 hour Science: 45 minutes Intervention -Individual/Small Group Block: 60 minutes Carteret County Public Schools enrichment activities: Music Art Physical Education/Team Sports STEM Social-emotional learning (SEL) supports: All staff members will have access to and embed the following supports into their daily instruction: Sanford Harmony, CASEL 3 Signature Practices Playbook Second Steps CCPS will employ school counselors, social workers, and nurses to offer individual SEL support and connect students/families to outside resources if needed.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The Carteret County Public Schools Grades 4-8 summer extension program will be held from 8:00-3:15. . The following schedule will be implemented at all 4-8 sites. 7:40-8:00: Breakfast Block 1: 65 minutes Block 2: 65 minutes Block 3: 65 minutes Lunch/Physical Activity/Transitions: 60 minutes Intervention individual/small group Block: 60 minutes Enrichment Block: 60 minutes Carteret County Public Schools enrichment activities: Music Art Physical Education/Team Sports STEM Social-emotional learning (SEL) supports: All staff members will have access to and embed the following supports into their daily instruction: Second Steps, CASEL 3 Signature Practices Playbook Sanford Harmony CCPS will employ school counselors, social workers, and nurses to offer individual SEL support and connect students/families to outside resources if needed.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

160 - Carteret County Public Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

The Carteret County Public Schools Grades 9-12 summer extension program will allow students to attend either full day or ½ day (block 1&2 or 3&4). The following schedule will be implemented at all 9-12 sites. 7:00-8:00: Breakfast 8:00-9:35: Block 1 9:40-11:15: Block 2 11:15-11:50: Lunch 11:50-12:00: Transition from AM session to PM session 12:00-1:35: Block 3 1:40-3:10: Block 4 End of course subjects offered: Math 1, Math 3, English 2, Biology (face to face) Credit Recovery subjects offered: English, Math, Social Studies, Science - CCPS will utilize face to face support and the program- Edgenuity Elective Course offered: Elective courses offered Music, Physical Education, CTE- Career Explorations, Band. Each high school site may offer different electives depending on teacher availability. Social-Emotional Learning (SEL) Supports: All staff members will have access to and embed the following supports into their daily instruction: CASEL 3 Signature Practices Playbook CCPS will employ school counselors, social workers, and nurses to offer individual SEL support and connect students/families to outside resources if needed.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

160 - Carteret County Public Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

CCPS process for identifying at-risk students: The following data sources were analyzed by school and district level MTSS team members to set at-risk criteria and identify eligible students: K-8 Fastbridge data in math K-3 MClass data in TRC & Dibels 4-8 Fastbridge data in reading K-8 Quarterly report card grades 4-5 Reading growth measures (Lexile) 3-8 NC Check-in Data 9-12 Fall Semester EOC Data K-8 Discipline Data Parents of eligible students will be contacted by their child's school to discuss the student's eligibility. This personal conversation will allow school officials to explain the purpose, framework, and benefits of participation.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

CCPS process for identifying at-risk students: The following data sources were analyzed by school and district level MTSS team members to set at-risk criteria and identify eligible students: 9-12 Fall Semester EOC Data 9-12 Individual Student Academic Records 9-12 Discipline Data Parents of eligible students will be contacted by their child's school to discuss the student's eligibility. This personal conversation will allow school officials to explain the purpose, framework, and the benefits of participation.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

CCPS will offer all staff members a \$1500 signing bonus for working the 150 hour summer program. In addition, staff members are given the option to job share thus reducing their commitment from 6 weeks to 3 weeks. Staff members were surveyed and recommended offering the summer program 4 days a week to allow staff and students to have a 3-day weekend. In addition, staff members asked to have a vacation week after the July 4th holiday. By gathering staff input and offering a signing bonus to all employees, CCPS has had a large number of employees apply to work the summer program across all grade levels.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

CCPS will offer all staff members a \$1500 signing bonus for working the 150 hour summer program. In addition, staff members are given the option to job share thus reducing their commitment from 6 weeks to 3 weeks. Staff members were surveyed and recommended offering the summer program 4 days a week to allow staff and students to have a 3-day weekend. In addition, staff members asked to have a vacation week after the July 4th holiday. By gathering staff input and offering a signing bonus to all employees, CCPS has had a large number of employees apply to work the summer program across all grade levels.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Fastbridge Reading and Math Assessments

FastBridge reading and math assessments combine Computer-Adaptive Tests (CAT) to screen student achievement and highly sensitive Curriculum-Based Measures (CBM) to monitor growth over time. Both are used for reliable insights into student literacy and math to guide on-time, effective instruction and intervention that accelerate students toward their goals. Reports provide standard competencies.

Q5. 160 - Carteret County Public Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

160 - Carteret County Public Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

170 - Caswell County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Medina

Last Name

Jones

Q7_2. What is the **email address** of the primary contact?

medina.jones@caswell.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	336-691-4116
Phone Extension	11

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Carol
Last Name	Boaz

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	336-694-4116
Phone Extension	32

Q1.

170 - Caswell County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students will be engaged in learning activities from 8:00 am to 2:55 pm with a 30 minute lunch break as well as 30 minutes of physical activity time. Each classroom in grades K-3 will conduct a morning meeting and daily closure at the end of the day incorporating welcoming inclusion activities to set the tone and reflections as well as looking forward. Each grade level in grades K-3 will include math whole group and small group time as well as whole group literacy (shared reading and interactive read a louds), phonics, phonemic awareness intervention, guided reading groups, Levelled Literacy Intervention, independent learning stations, remediation/intervention and vocabulary integration. All grades will integrate fiction and nonfiction text including science integration. Grade 3 will have scheduled science instruction. Proposed enrichment activity or activities Caswell county schools will offer a variety of enrichment including STEM, art, and theater. The arts and theater options will be provided in conjunction with the Caswell Council for the Arts. Social-emotional learning (SEL) supports Caswell County Schools will utilize the Three Signature practices daily. CCS teachers will welcome students, use inclusive practices, utilize the SEL engaging strategies, and use optimistic closure throughout the day as well as at the end of the day. Additionally, SEL learning activities will be integrated into math, science, art, and language arts instruction where appropriate utilizing the NC SEL Standards Mapping Document.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

The information will be available upon request.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Proposed schedule for delivering in-person instruction Students will be engaged in learning activities from 8:00 am to 2:55 pm with a 30 minute lunch break as well as 30 minutes of physical activity time. Each classroom in grades 4-8 will conduct a morning meeting and daily closure at the end of the day incorporating welcoming inclusion activities to set the tone and reflections as well as looking forward to the end of the day. Each grade level will include science, math whole group and small group time as well as whole group literacy (shared reading and interactive read alouds), guided reading groups, Levelled Literacy Intervention, word study, independent learning stations, remediation/intervention and vocabulary integration. Where student learning data indicates a need, phonics and phonemic awareness intervention will be provided as well. All grades will integrate fiction and nonfiction text including science integration. Proposed enrichment activity or activities Caswell County Schools will offer a variety of enrichment including STEM, art, and theater. The arts and theater options will be provided in conjunction with the Caswell Council for the Arts. Social-emotional learning (SEL) supports Caswell County Schools will utilize the Three Signature practices daily. CCS teachers will welcome students, use inclusive practices, utilize the SEL engaging strategies, and use optimistic closure throughout the day as well as at the end of the day. Additionally, SEL learning activities will be integrated into math, science, art, and language arts instruction where appropriate utilizing the NC SEL Standards Mapping Document.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Proposed schedule for delivering in-person instruction Students will be engaged in learning activities from 8:00 am to 2:55 pm with a 30 minute lunch break as well as 30 minutes of physical activity time. Each classroom in grades 4-8 will conduct a morning meeting and daily closure at the end of the day incorporating welcoming inclusion activities to set the tone and reflections as well as looking forward to the end of the day. Each grade level will include science, math whole group and small group time as well as whole group literacy (shared reading and interactive read alouds), guided reading groups, Levelled Literacy Intervention, word study, independent learning stations, remediation/intervention and vocabulary integration. Where student learning data indicates a need, phonics and phonemic awareness intervention will be provided as well. All grades will integrate fiction and nonfiction text including science integration. Proposed enrichment activity or activities Caswell County Schools will offer a variety of enrichment including STEM, art, and theater. The arts and theater options will be provided in conjunction with the Caswell Council for the Arts. Social-emotional learning (SEL) supports Caswell County Schools will utilize the Three Signature practices daily. CCS teachers will welcome students, use inclusive practices, utilize the SEL engaging strategies, and use optimistic closure throughout the day as well as at the end of the day. Additionally, SEL learning activities will be integrated into math, science, art, and language arts instruction where appropriate utilizing the NC SEL Standards Mapping Document.

Q2.

170 - Caswell County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Students will be engaged in learning activities from 8:15 am - 3:00 pm, four days a week, with a 30 minute lunch. The summer programs courses will include all the EOC courses: Math I, Math III, Biology, and English II as well as credentialing support via a Credential Camp for students who need credentialing needs met. The EOC course opportunity is available to students who pass the course/subject but score not proficient on the associated EOC. In addition, as specified in SBE policy CCRE-001, Course for Credit enrollment in credit recovery is limited to students who pass the course/subject but scored not proficient on the associated EOC assessment. Therefore, to support students in each of the EOC courses, students will have access to Math I, Math III, English II, and Biology. Furthermore, these course will be available for students who are in need of a successful completion toward graduation. Each day, students will begin with a SEL support in the course they will be receiving remediation. The foundation for these SEL supports will be drawn from NCDPI's NC SEL Standards Mapping Final Document that give guidance for K-12 and 9-12 integration. Veterinarian Assistance, Pharmacy Technician, Nursing Fundamentals and Practicum, as well as Community Emergency Response Team and 911 Basic Communication which is a part of Public Safety II.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

170 - Caswell County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Caswell County Schools will be addressing learning loss through tailored identification of students who are not successful in reading, math, science, EOGs and EOCs. Students will be invited to participate in the Summer Learning Programs based on multiple data points which include course grades, Competency Based Assessments (Istation K-5 , and iReady 6-8), EOC 9-12, and EOGs 3-8. The program will utilize available data and selection of at risk students who are displaying indicators or learning loss or demonstrating credit recovery needs in the preceding school year. Classroom teachers, coaches, principals, and office staff talk with the parents of K-5 eligible students. Tracking charts of who has called and responses needed (such as transportation needs) are logged onto grade level charts. Multiple attempts through multiple modes of communication are attempted to reach parents are made and documented. These include phone calls, texts, social media private messaging, and letters home.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Caswell County Schools will be addressing learning loss through tailored identification of students who are not successful in reading, math, science, EOGs and EOCs and CTE credentialing and credit recovery. Students will be invited to participate in the Summer Learning Programs based on multiple data points which include course grades, Competency Based Assessments (Istation K-5 , and iReady 6-8), EOC 9-12, and EOGs 3-8 and CTE credentialing and credit recovery. The program will utilize available data and selection of at risk students who are displaying indicators or learning loss or demonstrating credit recovery needs in the preceding school year.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

The LEA has offered the daily rate of pay plus 20% for all personnel involved in summer learning as well as the state signing bonuses. Caswell County Schools will offer a preparation workday, student data analysis support, resources focused on student need areas.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

The LEA has offered the daily rate of pay plus 20% for all personnel involved in summer learning as well as the state signing bonuses. Caswell County Schools will offer a preparation workday, student data analysis support, resources focused on student need areas.

Q4.

170 - Caswell County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

170 - Caswell County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

n/a

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

n/a

Q6.

170 - Caswell County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

n/a

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

n/a

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

180 - Catawba County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

DeAnna

Last Name

Finger

Q7_2. What is the **email address** of the primary contact?

dfinger@catawbасchools.net

Q7_3. What is the **phone number** of the primary contact?

Phone Number	8284648333
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Shelly
Last Name	Black

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	828-464-8333
Phone Extension	

Q1.

180 - Catawba County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Summer School Dates for K-12: June 14-July 29, no Fridays and no week of July 4th. K-2 Daily Schedule:

<https://docs.google.com/spreadsheets/d/1RmMql-zPm5Ca4ZiMnNEFYyw9Tj51pjNTVE-d5oURhJE/edit?usp=sharing> 3rd Grade Daily Schedule: https://docs.google.com/spreadsheets/d/1Cwk-A4WUDHhNep_PZJgUzICBvo7sCdq4ewi3_GBum_w/edit?usp=sharing Students in K-2 will participate in daily instruction from 8:00 am - 3:00 pm. The majority of each day will be equally distributed between literacy and math. The literacy component of each day will focus on phonemic awareness activities, systematic phonics, reading comprehension, vocabulary, and writing. Our literacy component will integrate SEL themed stories to support students in positive growth and development. Additionally, our teachers will incorporate lessons from Second Steps to guide students in positive choices and behaviors. In math, students will participate in foundational math instruction to target grade level expectations. Each day will also include an enrichment period that could include physical education, art, STEM, and/or drama. Each of our 16 Elementary Sites will have a Director and a position set aside titled "Academic and SEL Support". This staff member will coordinate the delivery of our Second Steps Curriculum. Third grade students will follow a schedule similar to that of K-2 with the exception of the addition of Science instruction.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/student ratio: 1:10 Number of Program locations: 16 Physical activity: recess

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

4-6 Daily Schedule: <https://drive.google.com/file/d/11dwZOHNla6Geshs0VvTKzLjUGAhuNlaZ/view?usp=sharing> 7-8 Daily Schedule: <https://docs.google.com/spreadsheets/d/1nZzAUJRz-PfOspxi8-WyrlFDw0EMIVfzvCkH4eDXVGg/edit?usp=sharing> Students in 4-6 will participate in daily instruction from 8:00 am - 3:00 pm. The majority of each day will be equally distributed between literacy, math and science. The literacy component of each day will focus on advanced phonics activities, reading comprehension, vocabulary, and writing. Our literacy component will integrate SEL themed stories to support students in positive growth and development. Additionally, our teachers will incorporate lessons from Second Steps to guide students in positive choices and behaviors. In math and science, students will participate in foundational instruction to target grade level expectations. Each day will also include an enrichment period that could include physical education, art, STEM, and/or drama. Each of our 16 Elementary Sites will have a Director and a position set aside titled "Academic and SEL Support". This staff member will coordinate the delivery of our Second Steps Curriculum. Students in 7-8 will participate in daily instruction from 8:30 am - 3:30 pm. The summer learning day will include blocks for instruction in literacy, math and science. The literacy component will focus on reading comprehension, vocabulary, and writing. In the math and science blocks, students will participate in instruction that revolves around the grade level standards. Each day will also include an enrichment period that could include physical education, art, STEM, and/or drama. Each of our five middle school sites will have a Director and a position set aside titled "Academic and SEL Support". This staff member will coordinate the delivery of our SEL Curriculum, Second Steps.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/student ratio: 1:10 Number of Program locations: 16 Physical activity: recess

Q2.

180 - Catawba County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Schedule: 8:30-11:35 - Course 1 Recovery 11:35-12:00 - Lunch/Transition 12:00-12:20 - Activity Period/Transition 12:20-3:30 - Course 2 Recovery - End-of-Course subjects offered (Biology, English II, Math I and Math III) - Credit Recovery subjects offered (English I, III, & IV, Math II & IV, Earth Science, Physical Science, World History, Foundations of Principals of Gov & Civics, American History I & II) - Elective Course offered (Health & PE) - Social-Emotional Learning (SEL) supports An additional staff member will be available to provide SEL support for students at both summer school sites. Both of our 2 High School Sites will have a Director and a position set aside titled "Academic and SEL Support". This staff member will coordinate our SEL program.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

High School Summer School will be offered at 2 sites.

180 - Catawba County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

K-3 Reading At-Risk: Istation Data, Students identified as Level 1 or Level 2 Classroom Data, Students consistently performing below grade level. Formal and Informal Observations K-3 Math At-Risk: Students identified as non-proficient as measured by mid-year and end of year K-2 state math assessment. Classroom Data, Students consistently performing below grade level. EOG Performance, Level 1 and 2 Formal and Informal Observations 4-6 Reading/Math At-Risk: Check-In Data, Below the 50% Proficient EOG Performance, Level 1 and 2 Classroom Data, Students consistently performing below grade level. Formal and Informal Observations 7-8 Reading/Math/Science At-Risk: Failed Reading, Math, and/or Science course for the school year Predicted to be non-proficient on the EOG EOG Performance, Level 1 and 2 Parents/guardians of students who are deemed "At-Risk" as defined above will receive a letter outlining the Summer School opportunity for students at the end of April. Follow-up emails, text messages, and phone messages will be sent out to ensure parents/guardians have received the information. Elementary and Middle School Administrators will work individually with students to get them enrolled in the Summer School opportunity.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students who have previously failed one or more required courses for graduation or who are currently in danger of failing one of those courses during the Spring semester of the 2021 school year will be invited to participate. Parents/guardians of students who have previously failed one or more required courses for graduation or who are currently in danger of failing one of those courses during the Spring semester of the 2021 school year will receive a letter outlining the Summer School opportunity for students at the end of April. Follow-up emails, text messages, and phone messages will be sent out to ensure parents/guardians have received the information. High School counselors will work individually with students to get them enrolled in the Summer School opportunity.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

In our district, certified staff will receive \$35 per hour. Classified will receive \$20 per hour. On top of this, each employee that works a full 4 day week will receive a \$200 bonus for the week. This will be continued for all six weeks of summer school. Teachers can choose to work in one week intervals for up to six weeks. Another incentive we are using is allowing teachers to co-teach in areas where we have enough applicants.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

In our district, certified staff will receive \$35 per hour. Classified will receive \$20 per hour. On top of this, each employee that works a full 4 day week will receive a \$200 bonus for the week. This will be continued for all six weeks of summer school. Teachers can choose to work in one week intervals for up to six weeks. Another incentive we are using is allowing teachers to co-teach in areas where we have enough applicants.

Q4.

180 - Catawba County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
180 - Catawba County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

180 - Catawba County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

We have supplied all info above.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

We have supplied all info above.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

681 - Chapel Hill-Carrboro City Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Last Name

Q7_2. What is the **email address** of the primary contact?

Q7_3. What is the **phone number** of the primary contact?

Phone Number	919-272-4540
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Danielle
Last Name	Sutton

Q7_5. What is the **email address** of the secondary contact?

dsutton@chccs.k12.nc.us

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	919-967-8211
Phone Extension	28297

Q1.

681 - Chapel Hill-Carrboro City Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Proposed Schedule for In-Person Instruction: The K-3 extension program will operate from June 23 through August 6, 2021. The hours of operation are from 8 AM to 1 PM Monday - Friday. During this time, students will engage in standards aligned instruction for language arts, math and science using content-integrated English and Spanish language arts units from American Reading Company, math instructional resources from Curriculum Associates, and project-based science units developed by Wake Forest School of Medicine. Lessons will focus on the introduction/pre-teaching of the next school year's standards and small group instruction for identified gaps in specific skills. Proposed enrichment activities: Enrichment opportunities will be embedded throughout the week, but specifically provided through science (problem based learning) on Fridays with hands-on labs and/or outdoor learning experiences. Sites will also receive additional funding to provide special enrichment events (artist in residence, virtual field trips.) aligned with the curriculum in each grade level. Social-Emotional Learning Supports: Social-emotional learning will be integrated throughout the daily lessons as well as during specific gatherings designed to support SEL. The SEL opportunities will be based on the CASEL 3 signature practices 1) welcoming/inclusion activities, 2) engaging communication practices and 3) optimistic closures. Additional focus on SEL will be incorporated through the application of Equity Centered Classroom Practices. Staff will incorporate equity centered classroom strategies to emphasize culturally responsive and developmentally informed practices that will support student well being through affirming student identity, cultural experiences and a range of developmental needs and interests. These strategies have proven to counter social and developmental barriers to learning that contribute to the disparities in student outcomes. Listed below are the key strategies that will be implemented to support this work: Morning Gatherings Personalized Check Ins Academic Check Ins Calming Strategies Mindfulness Practices/Brain breaks School counselors will use data from the Panorama SEL universal screener to provide small groups during the summer program to address skill building related to the social emotional competencies and life learning skills. Following the completion of the summer learning program, students may participate in a modified SEL survey to assess their perception of their skill set. Breakfast, lunch and physical activities are also included in the daily schedule. After Camp Care will also be provided for families either free of charge, subsidized or at a weekly rate depending on the program and financial needs. The After Camp Care will include enrichment activities, such as arts, sports, and recreational games.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Our projected teacher/student ratio is 1:12 or smaller. The adult/student ratio is approximately 1/6 for portions of the day to provide targeted and data-driven small group instruction in reading and math to address individual student needs. The program will operate in each elementary school if we have adequate staffing and enrollment. If not, we will consolidate to centralized locations at 4-6 elementary schools. Daily physical activity will be embedded in recess, as well as brain breaks throughout the day that will involve movement.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Proposed Schedule for In-Person Instruction: The Gr. 4-5 extension program will operate from June 23 through August 6, 2021. The hours of operation are from 8 AM to 1 PM Monday - Friday. During this time, students will engage in standards aligned instruction for language arts, math and science using content-integrated English and Spanish language arts units from American Reading Company, math instructional resources from Curriculum Associates, and project-based science units developed by Wake Forest School of Medicine. Lessons will focus on the introduction/pre-teaching of the next school year's standards and small group instruction for identified gaps in specific skills. Proposed enrichment activities: Enrichment opportunities will be embedded throughout the week, but specifically provided through science (problem based learning) on Fridays with hands-on labs and/or outdoor learning experiences. Sites will also receive additional funding to provide special enrichment events (artist in residence, etc.) aligned with the curriculum in each grade level. Social-Emotional Learning Supports: Social-emotional learning will be integrated throughout the daily lessons as well as during specific gatherings designed to support SEL. The SEL opportunities will be based on the CASEL 3 signature practices 1) welcoming/inclusion activities, 2) engaging communication practices and 3) optimistic closures. Additional focus on SEL will be incorporated through the application of Equity Centered Classroom Practices. Staff will incorporate equity centered classroom strategies to emphasize culturally responsive and developmentally informed practices that will support student well being through affirming student identity, cultural experiences and a range of developmental needs and interests. These strategies have proven to counter social and developmental barriers to learning that contribute to the disparities in student outcomes. Listed below are the key strategies that will be implemented to support this work: Morning Gatherings Personalized Check Ins Academic Check Ins Calming Strategies Mindfulness Practices/Brain breaks School counselors will use data from the Panorama SEL universal screener to provide small groups during the summer program to address skill building related to the social emotional competencies and life learning skills. Following the completion of the summer learning program, students may participate in a modified SEL survey to assess their perception of their skill set. Breakfast, lunch and physical activities are also included in the daily schedule. After Camp Care will also be provided for families either free of charge, subsidized or at a weekly rate depending on the program and financial needs. The After Camp Care will include enrichment activities, such as arts, sports, and games.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Our projected teacher/student ratio is 1:12 or smaller. The adult/student ratio is approximately 1/6 for portions of the day to provide targeted and data-driven small group instruction in reading and math and to address individual student needs. The program will operate in each elementary school if we have adequate staffing and enrollment. If not, we will consolidate to centralized locations at 4-6 elementary schools. Daily physical activity will be embedded in recess, as well as brain breaks throughout the day that will involve movement.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades

6–8. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The Middle School Summer Success Program will operate June 21-July 30, Monday-Friday from 8:30-2:30, and August 2-5, Monday-Thursday, 8:30-12:00. Students will engage in 5 hours of in-person instruction daily including the following activities: SEL/Morning Gatherings to establish safety and predictability, support contributions by all voices, set norms for respectful listening, and encourage students to connect with each other. Whole group standards-aligned instruction/hands-on inquiry learning activities aligned to first quarter standards and prerequisite skills. Daily lessons plans will be developed by subject-based Professional Learning Communities and integrate instructional resources from Utah Math and StudySync ELA. Data-driven small group instruction in response to formative assessments/exit tickets. 1:1 tutorials and data chats to set and monitor student goals Physical activity during lunch and class brain breaks/calming strategies Enrichment activities Independent practice via online platforms (Imagine Math, StudySync and Actively Learn) Formative Assessment/Daily Reflections/Closure Activities Proposed enrichment activities: All students will participate in a TI Nspire Coding Project during science class. Other enrichment tasks include presentations by scientists in the field and virtual field trips at the National Museum of Mathematics. Social-Emotional Learning Supports: Students will engage in daily class gatherings, check ins, and data chats about current events, as well as build math identities via reflection on Youcubed videos. These activities will build student identity and equity by allowing them to foster a growth mindset and problem-solving skills within and beyond the classroom. Additional focus on SEL will be incorporated through the application of Equity Centered Classroom Practices. Staff will incorporate equity centered classroom strategies to emphasize culturally responsive and developmentally informed practices that will support student well being through affirming student identity, cultural experiences and a range of developmental needs and interests. These strategies have proven to counter social and developmental barriers to learning that contribute to the disparities in student outcomes. Listed below are the key strategies that will be implemented to support this work: Class Gatherings Personalized Check Ins Academic Check Ins Calming Strategies Mindfulness Practices/Brain breaks School counselors will use data from the Panorama SEL universal screener to provide small groups during the summer program to address skill building related to the social emotional competencies and life learning skills. Following the completion of the summer learning program, students may participate in a modified SEL survey to assess their perception of their skill set.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

The teacher/student ratio will be approximately 1:15. The program will be offered at each middle school if there is sufficient staffing and enrollment. If not, we will consolidate the programs to offer centralized locations at 1-2 middle schools. Physical activity will be embedded into daily 30-minute recess, plus brain breaks throughout the day that will promote movement.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades 4–8. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_8.

In the space below, provide details about the following for the school extension program grades 4–8. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q2.

681 - Chapel Hill-Carrboro City Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

This program serves students that have failed a course that is required for High School graduation by the State of North Carolina and/or selected elective courses. Credit Recovery provides an opportunity to students to earn credit for a required course failure. Students will receive daily instruction using a blended model that pairs the APEX Learning online platform with a certified CHCCS teacher. Credit Recovery Summer School is designed for students who have not demonstrated proficiency of grade level content and skill. It provides students additional time to demonstrate proficiency using a blended instruction model. Students will take pre-tests and work on targeted, priority units in order to demonstrate grade level proficiency in the course they failed. The highly qualified CHCCS teachers will work with students in data-driven small groups and individual tutorial sessions to recapture course content using APEX and highly engaging learning activities aligned with high impact, priority learning units. Students will engage in social-emotional learning (daily small group gatherings and data chats), which will be integrated throughout the daily lessons as well as during specific times of the day. The SEL opportunities will be based on the CASEL 3 signature practices 1) welcoming/inclusion activities, 2) engaging communication practices and 3) optimistic closures.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

The high school credit recovery program will be offered at each high school if staffing and enrollment are sufficient. If not, the programs will be consolidated and offered at 1-2 high schools.

Q3.

681 - Chapel Hill-Carrboro City Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Grades K-5: K-5 students will be identified through the use of Middle-of-Year and End-of-Year math and reading diagnostic results on the iReady assessments. Additionally, Tier II and Tier III students will be identified through the use of the MTSS early warning indicators, including attendance data. Students receiving special education services on Extended Content Standards will also be offered the opportunity to attend the K-5 summer program. Grades 6-8: Middle school students will be identified based on first semester and year-end course grades reviewed and collected by school administration and counseling staff. Students who received one or more Ds or Fs in a core subject will be prioritized for registration. Students receiving special education services on Extended Content Standards will also be offered the opportunity to attend the 6-8 summer program. K-8 families have been made aware of the summer learning opportunities through a webinar that was conducted live for families in April 2021. A recorded version was translated, distributed via email and posted on the district website for viewing. An overview of summer programs was also presented during a Board of Education meeting. Families were contacted by schools through letters, phone calls, and home visits as needed to alert them of the services and their children's eligibility to enroll in the summer programs.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students are identified based on first semester and year-end course failure data reviewed and collected by school administration and counseling staff. Students receiving special education services on Extended Content Standards will also be offered the opportunity to attend the high school summer program. We hosted a family webinar on April 19, 2021 in English and Spanish from 12:00-1:00 PM to provide an overview of all summer programs and to answer questions. A recording of that webinar was emailed to all families in English and six additional languages and posted on our website. We also sent letters home to all families the week of April 26, 2021 providing general information about the summer programs. The High School Credit Recovery Program family letter can be found [here](#). The Middle School Summer Success Program family letter can be found [here](#). Intent forms will be sent to the families of students identified as at-risk in late May and June, with follow up phone calls made by counselors to families who do not respond by the deadline.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

We will compensate teachers at 100% of their current Certified Salary plus the local supplement. A full day of summer work is 6 hours per day (vs. 7.5 hours per day during the school year). Local Supplement Percentage - Year of Completed Service: 0 - 19 years = 16% 20 - 24 years = 20% 25+ years = 25% Staff will also be permitted to job share as needed.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

We will compensate teachers at 100% of their current Certified Salary plus the local supplement. A full day of summer work is 6 hours per day (vs. 7.5 hours per day during the school year). Local Supplement Percentage - Year of Completed Service: 0 - 19 years = 16% 20 - 24 years = 20% 25+ years = 25% Staff will also be permitted to job share as needed.

Q4.

681 - Chapel Hill-Carrboro City Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account

- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

681 - Chapel Hill-Carrboro City Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

- Q5_1.
- In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:
- Proposed schedule for delivering in-person instruction
 - Proposed enrichment activity or activities
 - Social-emotional learning (SEL) supports

N/A

- Q5_2.
- In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.
- Teacher/student ratio
 - Adult/student ratio
 - Number of program location(s)
 - Physical activity

N/A

Q6.

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

In addition to the academic programs K-8 outlined above, we will also be offering the following additional summer learning and enrichment opportunities: We will provide a summer learning opportunity for our rising Kindergarten students through our Jump Into Kindergarten program. This service is designed to support children that did not have a Pre-Kindergarten experience or who have been identified as needing additional support in reading, math and/or school readiness skills. Program operation is the same as the K-5 opportunities and the daily schedule will be similar based on the developmentally appropriate practices for the students. The District's Community Schools Department will provide After Camp Enrichment opportunities for our K-5 students from 1:00 PM to 5:45 PM. Services will be free of charge, subsidized or at a weekly rate depending on the family's financial needs. We are also exploring partnerships with local agencies to provide a no cost, After Camp Enrichment opportunity for our Jump Into Kindergarten participants. At this time, we believe this partnership will be arranged through the Carrboro Arts Center. We will provide a Newcomer Summer Program at the elementary, middle, and high school levels to support English learners at the beginning levels of English proficiency. Each program schedule will parallel the core programs at that level. Students will receive intensive language instruction through cross-curricular units in order to build background knowledge, academic vocabulary, and content knowledge. To foster growth in literacy, instructional focus will be placed on reading, writing, speaking and listening activities. By providing each student with accessible instruction in a safe and nurturing environment with their newcomer peers, we will have the opportunity to accelerate language acquisition and academic success. We will provide an EC Adapted Curriculum Summer Success Program to students receiving special education services on the Extended Content Standards/ Adapted Curriculum. During Summer 2021, participants will include rising Kindergarten through graduating 12th grade students. The program schedule will parallel the core general education programs at each level. Highlights include utilizing instructional resources from Unique Learning Systems, standards aligned instruction through content-integrated ELA, Math, Science and Social Studies as well as social and emotional learning (SEL) and enrichment activities/ virtual field trips. Whole group and small group instruction will be provided for targeted skills. Independent practice, physical activity and work based learning experiences will also be incorporated. We will provide an AVID Summer Bridge Program to middle school and high school students enrolled in AVID. This summer program is designed to strengthen students' math content knowledge and study/organizational skills and to increase the number of traditionally underrepresented students who enroll and succeed in advanced math pathways. Summer courses will provide supplemental academic supports and are determined based on student need for acceleration in the students' course sequence. We will provide Middle School 101, which is an exciting summer orientation and transition program designed to provide rising 6th grade students with unique and engaging opportunities to become familiar with their middle school and to build the organizational, social, and personal skills needed for success at the middle school level. In addition to participating in academic and SEL activities, students will meet faculty members and learn about being a middle school student.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

In addition to the core academic programs 9-12, we will also be offering the following additional summer learning and enrichment opportunities to our high school students: We will provide the 9th Grade Math JumpStart Program, which is for rising 9th grade Math 1 students who earned Fs or Ds in Math 8; students who earned Cs may also attend pending registration numbers. In addition to standards-aligned math instruction provided by certified Math I teachers, students will also receive additional support from tutors who will provide data-driven 1:1 and small group tutoring sessions five days per week under the direction of the math teachers. Tutors will co-plan with teachers on workdays prior to the start of the program. The AVID Summer Enrichment Program will be offered to high school students to allow AVID students to take specific core classes for credit, based on their grade level, as well as an opportunity for rising freshmen to take an enrichment course around building and developing skills in honors and AP courses. We will provide High School 101, which is an exciting summer orientation and transition program designed to provide rising 9th grade students with unique and engaging opportunities to become familiar with their high school and to build the organizational, social, and personal skills needed for success at the high school level. In addition to participating in many activities, students will meet faculty members and learn about being a high school student. We will provide a Newcomer Summer Program at the elementary, middle, and high school levels to support English learners at the beginning levels of English proficiency. Each program schedule will parallel the core programs at that level. Students will receive intensive language instruction through cross-curricular units in order to build background knowledge, academic vocabulary, and content knowledge. To foster growth in literacy, instructional focus will be placed on reading, writing, speaking and listening activities. By providing each student with accessible instruction in a safe and nurturing environment with their newcomer peers, we will have the opportunity to accelerate language acquisition and academic success. We will provide an EC Adapted Curriculum Summer Success Program to students receiving special education services on the Extended Content Standards/ Adapted Curriculum. During Summer 2021, participants will include rising Kindergarten through graduating 12th grade students. The program schedule will parallel the core general education programs at each level. Highlights include utilizing instructional resources from Unique Learning Systems, standards aligned instruction through content-integrated ELA, Math, Science and Social Studies as well as social and emotional learning (SEL) and enrichment activities/ virtual field trips. Whole group and small group instruction will be provided for targeted skills. Independent practice, physical activity and work based learning experiences will also be incorporated. We will also provide opportunities for EC Work Based Learning Experiences for students in high school including June 2021 graduates receiving special education services in Occupational Course of Study or Adapted Curriculum classrooms. Prior to summer, school teams will work with community partners to identify sites and ensure understanding of health and safety requirements by both organizations. CHCCS students will engage in appropriate protocols and safety precautions (ex - wearing a cloth face covering) when at internship or work experience sites.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

600 - Charlotte-Mecklenburg Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Last Name

Q7_2. What is the **email address** of the primary contact?

Q7_3. What is the **phone number** of the primary contact?

Phone Number	704-351-9951
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Beth
Last Name	Thompson

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	704-299-0012
Phone Extension	

Q1.

600 - Charlotte-Mecklenburg Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The district-wide instructional expectations for K-3 students participating in the CMS summer program (Camp CMS) are linked here (https://docs.google.com/document/d/1TQ7zi_92S_EqEZJgE2skUZBLuuvhRdJkeYOS5PQ6CMQ/edit). This document includes designations for schedules, time per subject area, guidance for enrichment activities and social-emotional learning supports.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Teacher to student ratio for K-3 is 1:15. Program locations are linked here (<https://docs.google.com/spreadsheets/d/1NkGDVnxTM6ri1yfCaTa-gOgAYAvAkK3UlinAKpkxOOc/edit#gid=0>). Physical activity is included in the instructional expectations as an expectation at all program sites.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The district-wide instructional expectations for 4-8 students participating in the CMS summer program (Camp CMS) are linked here (elementary: https://docs.google.com/document/d/1TQ7zi_92S_EqEZJgE2skUJZBLuuvhRdJkeYOS5PQ6CMQ/edit) and linked here (middle: <https://docs.google.com/document/d/1oXphaEIUEOaEjccb7X2ITfRBUGuVwlufpM4nViW1cqW/edit#heading=h.3rmnq8lcot1x>). This document includes designations for schedules, time per subject area, guidance for enrichment activities and social-emotional learning supports.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher to student ratio for 4-8 is 1:20. Program locations are linked here (<https://docs.google.com/spreadsheets/d/1NkGDVnxTM6ri1yfCaTa-gOgAYAvAkK3UlinAKpkxOOc/edit#gid=0>). Physical activity is included in the instructional expectations as an expectation at all program sites.

Q2.

600 - Charlotte-Mecklenburg Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

The district-wide instructional expectations for 9-12 students participating in the CMS summer program (Camp CMS) are linked here (<https://docs.google.com/document/d/16CkGKVK6Ei0iVXF4N-Bp2LgRH2ONSaOTyXNd6doPqN4/edit>). This document includes designations for schedules, time per subject area, end-of-course subjects offered, credit recovery subjects offered, elective courses offered and social-emotional learning (SEL) supports offered.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Program locations are linked here (<https://docs.google.com/spreadsheets/d/1NkGDVnxTM6ri1yfCaTa-gOgAYAvAkK3UlinAKpkxOOc/edit#gid=0>).

Q3.

600 - Charlotte-Mecklenburg Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

The process used to determine K-8 students identified as at-risk was consistent with G.S. 115C-105.31(a). Students in grades 3-8 were identified based on course failures in ELA and mathematics. Students in grades K-2 were identified based on performance on the Measure of Academic Progress (MAP) assessment, the district's universal screener. Specifically K-2 students not having met their growth targets and/or performing below the national norm were identified as at risk of academic failure. A last factor we used to identify students at-risk of academic failure in grades K-8 was chronic absenteeism, which is consistent with updated federal accountability reporting. The list identified students by school was provided to each school principal in the district data portal. School staff contacted parents directly to inform them of their child's academic standing and eligibility for summer programming. Targeted school-based outreach efforts included: individual phone calls, distribution of a parent information flyer, Connect5 messages, and individual outreach from teachers. See Section 6 for district-wide outreach efforts for all students.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

The process used to determine 9-12 students identified as at-risk was consistent with G.S. 115C-105.31(a). Students in grades 9-12 were identified based on course failures in ELA and mathematics. Two additional factors applied to identify students at-risk of academic failure were chronic absenteeism, and suspension rates. This "ABC" approach (attendance, behavior, course performance) is based on research of students that fail to graduate on-time, and serve as the basis for the district's Early Warning Indicator system in grades 9-12. The list identified students by school was provided to each school principal in the district data portal. School staff contacted parents directly to inform them of their child's academic standing and eligibility for summer programming. Targeted school-based outreach efforts included: individual phone calls, distribution of a parent information flyer, Connect5 messages, and individual outreach from teachers. See Section 6 for district-wide outreach efforts for all students.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

The required signing bonus will be provided to all K-8 teachers working during summer programming. Additionally, teachers will have the opportunity to work 1) only Session 1 (June 14-July 2) only Session 2 (July 12-29) or 3) both Session 1 & Session 2. If teachers work one session only they will receive \$1200 in addition to regular pay. If teachers work two sessions, they will receive \$2500 in addition to regular pay.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

The required signing bonus will be provided to all 9-12 teachers working during summer programming. Additionally, teachers will have the opportunity to work 1) only Session 1 (June 14-July 2) only Session 2 (July 12-29) or 3) both Session 1 & Session 2. If teachers work one session only they will receive \$1200 in addition to regular pay. If teachers work two sessions, they will receive \$2500 in addition to regular pay.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

NWEA MAP

Q5.
600 - Charlotte-Mecklenburg Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

600 - Charlotte-Mecklenburg Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

The district marketing communications plan included direct outreach to defined families and to the community at-large. The district launched an aggressive and ambitious marketing campaign to inform of the need, but more importantly to provide families with every opportunity to learn of and to take part in the registration process. That process is linked here (https://docs.google.com/document/d/19HCsOsl4F6I_9KCvTr9x99IAA34Y61tcaDliw7kCvz4/edit).

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

The district marketing communications plan included direct outreach to defined families and to the community at-large. The district launched an aggressive and ambitious marketing campaign to inform of the need, but more importantly to provide families with every opportunity to learn of and to take part in the registration process. That process is linked here (https://docs.google.com/document/d/19HCsOsl4F6I_9KCvTr9x99IAA34Y61tcaDliw7kCvz4/edit).

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

190 - Chatham County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Chris

Last Name

Poston

Q7_2. What is the **email address** of the primary contact?

cposton@chatham.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	9197420251
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Kelly
Last Name	Batten

Q7_5. What is the **email address** of the secondary contact?

kbatten@chatham.k12.nc.us

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	919-930-7094
Phone Extension	

Q1.

190 - Chatham County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Arrival for our students will begin at 7:30. Students will be served breakfast through our district's grab and go program with kiosks located around our campuses. Our instructional day is from 7:45 until 3:00 pm, Monday through Thursday. Our K-3 students will begin and end their day with Social Emotional Learning (SEL) through a morning meeting structure. Social Emotional Learning lessons are designed where students will listen, speak, and work together daily. These morning meetings will create a positive start to the day and more importantly, create a classroom environment where everyone's voice can be heard and respected. Another part of our SEL program will be a daily optimistic closure activity. During daily optimistic closure activities, students will have the opportunity to reflect on their learning and the goals they set for the day. Both of these activities are important for trauma skilled classrooms and culturally competent teaching. We have designed lessons where students will be engaged in researched-based reading instruction, hands on math, and science activities on a daily basis. Our students will have 120 minutes of instruction in reading each day beginning with an Orton Gillingham phonic lesson, followed by instruction and practice in reading fluency and comprehension along with independent reading and teacher conferring. Like reading, math lessons are standards driven. Each day, students will have fluency practice, daily word problems, math talk, spiral reviews, and personalized practice in small groups. Math instruction will take place for 90 minutes per day as well, in addition we have daily intervention time built in to focus on math and reading. In regards to enrichment, our students will experience art and music from certified teachers. Each school will also have a STEM lab where students will be guided through experiments that develop and support collaboration and critical thinking. As part of our summer programming, students will participate in weekly virtual field trips and have Zoom sessions with guest authors.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/student ratio - 1/10-15 Adult/student ratio - 1/10-15 Program location(s) - Bonlee School, VCE, Silk Hope, Moncure, and Chatham Grove - Five K-3 location across our district Physical activity - Students will receive 30 minutes of physical activity built into their daily schedule outside of the 150 hours of instruction.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Arrival for our 4-8 students will begin at 7:30 as well. Students will be served breakfast through our district's grab and go program with kiosks located around our campuses. Our instructional day is from 7:45 until 3:00 pm, Monday through Thursday. Our 4-8 students will begin and end their day with Social Emotional Learning (SEL) through a morning meeting structure. Social Emotional lessons are designed where students will listen, speak and work together daily. These morning meetings will create a positive start to the day and more importantly, create a classroom environment where everyone's voice can be heard and respected. Another part of our SEL program will be a daily optimistic closure activity. During daily optimistic closure activities, students will have the opportunity to reflect on their learning and the goals they set for the day. Both of these activities are important for trauma skilled classrooms and culturally competent teaching. We have designed lessons where students will be engaged in researched-based reading instruction, hands on math and science activities on a daily basis. Our 4th and 5th graders will have 90 minutes of instruction in reading each day beginning with an Orton Gillingham based phonic lesson, followed by instruction and practice in reading fluency, comprehension, and vocabulary. Students will also have opportunities for independent reading time. Like reading, math lessons are standards driven. Each day, students will have fluency practice, daily word problems, math talk, spiral reviews, and personalized practice in small groups. Our students in grades 6-8 will receive 80 minutes of instruction in reading, math and science daily. In reading, our students will engage in a novel study to improve comprehension and fluency, daily vocabulary, reciprocal teaching, and daily writing and grammar instruction using the Pattern of Powers by Jeff Anderson. In math, our students will engage in learning math concepts from conceptual understanding to abstract while doing hands-on activities. In Science, our students will engage with hands-on experiments while developing vocabulary and understanding on the topics by reading on the topic.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/student ratio 1/15 Adult/student ratio 1/15 Program location(s) - Bonlee, Silk Hope, Moncure, Chatham Gove, Horton, Chatham Middle, Pollard Physical activity -Students will receive 30 minutes of physical activity built into their daily schedule outside the 150 hours of instruction

Q2.

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☒ 150 hours

☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

The program will operate Tuesday, June 15 to Thursday, August 12 with no on-campus operations on Fridays. Students will arrive on campus by bus transportation with breakfast served from 7:45 a.m. to 8:00 a.m. Face-to-face instruction with certified English, Math, and Science teachers will be provided from 8:00 a.m. to 12:30 p.m. Instruction will include EOC courses (English 2, Math 1, Math 3, and Biology), credit recovery courses in all subject areas, and elective offerings from either Health & Physical Education or Career & Technical Education (specific CTE program areas will vary by school location and student enrollment). In addition to face-to-face instruction students will have access to online course curriculum through Apex Learning and/or Edmentum. Each student will be provided with an Internet-enabled laptop that can be used at home. Wifi hotspots are also available. SEL supports will be organized by a school counselor position funded at each high school location. SEL activities include the following: restorative circles, one-on-one conferencing, and team-building activities. Additional enrichment opportunities that are not credit bearing may be offered on site, such as arts-based or service activities. Lunch will be provided from 12:30 p.m. to 1:00 p.m. before buses depart. Additional enrichment activities are available through our community partners with advertising occurring throughout the month of May. Voluntary elective course credits will also be offered for high school students for free through NC Virtual School. Voluntary dual enrollment "Career and College Promise" credit opportunities will also be offered for high school students for free through our local partnership with Central Carolina Community College.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

190 - Chatham County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Chatham County Schools identified at-risk students during Middle of the Year (MOY) assessments. Families were notified if their student were not meeting grade level expectations, and were given information on ways to target skills at home. As a district, we are inviting all EC, Migrant, Homeless, and EL students to summer learning. We are also inviting all students who are below the 35th percentile on their STAR Reading assessment. We will then include all students who are below the 50th percentile in STAR as we hope to offer summer learning to as many students as possible. We want to make sure we target our most at-risk students first and foremost. School Principals also have the flexibility to recommend additional students from their schools who will benefit from Summer Programming. Schools will invite families to registration for Summer Programming during mid-May.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Report card data and current PowerSchool grade reports are used to identify lists of students at-risk for not being promoted to the next grade and/or at-risk for not graduating on-time. From these lists each school will target EOC course progress, then overall credit progress toward on-time graduation. Beginning in mid-to-late May schools will communicate directly with parents/guardians about student eligibility through written correspondence then phone calls. As a district, we are inviting all EC, Migrant, Homeless, and EL students to summer learning. Voluntary enrollment opportunities with NC Virtual and Central Carolina Community College are already being advertised directly to students and families in order to meet enrollment deadlines from the specific course provider.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers in the K-8 program will be incentivized through a payment structure representing 1.5 months of salary. We will offer a \$1200 signing bonus for all National Board certified teachers. 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.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Beyond the required signing bonus, what additional incentives will the LEA offer? Teachers in the 9-12 program will be incentivized through a payment structure representing 1.5 months of salary. Based on our financial calculations this is the best advantage for our teachers compared to other previous stipend or hourly rate models.

Q4.

190 - Chatham County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Our district has used STAR Renaissance as it's formative assessment tool for students in grades K-8. We administer the STAR assessment three times a year (BOY, MOY, and EOY) to all students. Following NCDPI guidelines, we would assess our students for EOY during the last month of school. We would like to use our EOY data for our baseline for our K-8 Summer Programming. At the end of Summer Programming, we would then assess all of the students in attendance in both reading and math using STAR Renaissance. We would use the data from EOY to the end of our Summer Program (July 29th) to determine student growth.

Q5.

190 - Chatham County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction

- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

190 - Chatham County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Our school district has partnered with many community agencies to provide summer enrichment for our students at no cost to families. These voluntary programs range from free slots at the YMCA at three different locations in our district to STEAM camp for middle school students to a poetry camp with a local author. We hope to offer students over 25 free summer enrichment opportunities that will be both engaging and fun. EC students who have been deemed eligible for Extended School Year (ESY) will be receiving services at the various school sites, although in a separate manner from summer school programming. Extended Content Standards students will be a part of these summer school services as well.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Additional enrichment opportunities that are not credit bearing may be offered on each school site, such as arts-based or service activities. Additional enrichment activities are available through our community partners with advertising occurring throughout the month of May. Voluntary elective course credits will also be offered for high school students for free through NC Virtual School. Voluntary dual enrollment "Career and College Promise" credit opportunities will also be offered for high school students for free through our local partnership with Central Carolina Community College. EC students who have been deemed eligible for Extended School Year (ESY) will be receiving services at the various school sites, although in a separate manner from summer school programming. Extended Content Standards students will be a part of these summer school services as well. EC students will also be included in credit recovery for standard course of study and occupational course of study.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

200 - Cherokee County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

leslie

Last Name

ledford

Q7_2. What is the **email address** of the primary contact?

leslie.ledford@cherokee.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	8288372722
Phone Extension	2430

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Kim
Last Name	Gibson

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	8288372722
Phone Extension	2403

Q1.

200 - Cherokee County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students will attend our learning extension program from 8:00 am - 2:30 pm each day. Drop off will begin at 7:30. Students will have an opportunity to have breakfast, be introduced to the SEL focus of the day, and then move into their small groups for academic instruction. Students will participate in academics for ELA and Math for a total of five hours each day. Academic instruction will include small group interventions. In addition to academic instruction, all students will have access to two enrichment activities each day and participate in an open-play recess period. From 2:30 - 5:30, additional staff will provide afterschool activities and childcare. Instructional Delivery Students will participate in ELA and Math lessons for 90 minutes each. Academic instruction will happen in the morning in two blocks from 8:00 - 9:30 and then from 9:30 - 11:00. This instruction will be whole class, face-to-face instruction. After lunch, students will have an additional two-hour block that will combine small group academic interventions, thematic-based hands-on learning, and project-based learning activities. The small groups will include a period of targeted face-to-face intervention, individual iReady practice, and small group instruction to strengthen skills. Enrichment Enrichment activities will be student-centered and offer a choice between STEAM and thematic learning activities. In addition, each day, for 30 minutes each, students will participate in a hybrid art class that will be presented through CANVAS by a district art teacher and facilitated by face-to-face teachers and will have time for a structured physical education class. Finally, all students will participate in open-play recess for 30 minutes each day. SEL Supports Summer Program days will start with an SEL topic focus for the day. Students will explore the five core competencies of Social-emotional learning and will have time to discuss and unpack these skills with a school counselor in a small group setting. A counselor referral form has also been developed to make it easy for faculty to report a specific need and for students to meet with the on-site counselor as needed.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students will attend our learning extension program from 8:00 am - 2:30 pm each day. Drop off will begin at 7:30. Students will have an opportunity to have breakfast, be introduced to the SEL focus of the day, and then move into their small groups for academic instruction. Students will participate in academics for ELA, Math, and Science for a total of five hours each day. Academic instruction will include small group interventions. In addition to academic instruction, all students will have access to two enrichment activities each day and participate in an open-play recess period. From 2:30 - 5:30, additional staff will provide afterschool activities and childcare. Instructional Delivery Students will participate in ELA, Math, Science lessons for 60 minutes each. Instruction will be offered in rotating blocks from 8:00 - 9:00, 9:00 - 10:00, and 10:00 - 11:00. This instruction will be whole class, face-to-face instruction. After lunch, students will have an additional two-hour block that will combine small group interventions, thematic-based hands-on learning, science labs, and project-based learning activities. The small groups will include a period of targeted face-to-face intervention, individual iReady practice, small group instruction to strengthen skills. Enrichment Enrichment activities will be student-centered and offer a choice between STEAM and thematic learning activities. Art, music, and physical education opportunities will also be available. In addition to the above daily activities, on a rotating schedule, students will have the opportunity to participate in virtual labs and online enrichment programs using a state-of-the-art SMART lab. SEL Supports Summer Program days will start with an SEL topic focus for the day. Students will explore the five core competencies of Social-emotional learning and will have time to discuss and unpack these skills with a school counselor in a small group setting. A counselor referral form has also been developed to make it easy for faculty to report a specific need and for students to meet with the on-site counselor as needed. Students will also have access to a Google Form to allow the child to submit additional requests for SEL support if required. If social distancing allows, schools will also continue their use of Restorative Practice Circles. "Circles" provide an opportunity for students to come together to address group concerns.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

A typical day for a high school student in our summer learning extension program will be a flexible, student-centered learning and enrichment experience that will run from 7:30-2:30. Credit recovery courses will be hybrid courses where students will complete portions of the course objectives virtually and portions face-to-face. Students eligible for both EOC and H.S. credit courses for credit recovery will participate in teacher-created courses via Edmentum Courseware. These courses will incorporate competency-based assessment measurements throughout the learning experience. In addition to the virtual course, teachers will be available to students for tutoring-style sessions where students can meet for individual or small group instruction. In addition to credit recovery, high schools will offer courses (based on student interest) for first-time credit and a selection of thematic enrichment events that will operate on a rotational basis. CCS will offer the following EOC courses for credit recovery: N.C. Math I, NC Math III, English II, and Biology. Additional credit recovery options will include Band, English I, English III, Carpentry III, Math II, Math 4, Spanish I, Spanish II, World History, American History I, American History II, Foods I, Foods II, Core Construction, Horticulture II, Animal Science I, Earth/Environmental Science, Physical Science, Art I, and Art II. Elective and enrichment courses may include, but are not limited to: creative writing, driver's ed, ACT prep/boot camp, canning/preserving foods, dance, first aid, and military science. We will also offer an entire Health/P.E. course for rising freshmen for first-time credit. We believe that this will help students who struggle with anxiety over physical fitness and participate in sports activities in large groups and serve as an elective and an SEL support for our rising freshman. The plan for the high school learning extension program is to center our SEL focus on the emerging social science of restorative practice using the Second Step curriculum. Restorative practices focus on strengthening relationships between individuals and communities. Since many students participating in the high school program will attend due to a course failure, we believe that the restorative focus of this program will fit the needs of our students well. In addition, the Second Step program we have been in contact with various community members and plan to will also offer soft skills training sessions to help students learn job seeking, professional and interpersonal skills.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

200 - Cherokee County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

All students will receive a letter indicating their present level of performance with an invitation to the summer enrichment program. In addition, some students who are more than one grade level behind will receive a second letter indicating that they are a candidate for retention but that taking part in the summer enrichment program will enable them to move forward to the next grade level in the fall. Parents of retention candidates will also receive an additional phone call from the child's teacher. Those who are more than one grade level behind who decline the program will also receive a call from the school administration concerning the program and the importance of attending. iReady data will guide our selection and help prioritize the participants in our summer program based on the need. Students who are significantly at risk (two grade levels or more behind) will receive priority. Students who are moderately at risk (one grade level behind) will be in tier two. Students who are slightly at risk (one or more skills back) will be the third priority. All students will be eligible for any additional availability. Parents will receive a letter indicating their child's present level of performance and will receive an application for the summer enrichment program. If applicable, parents will receive an additional letter indicating their child is a candidate for retention along with a phone call. Parents who do not respond after one week or decline the invitation will receive an additional phone call requesting that their child attend the summer enrichment program.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

At-risk at the high school level means that a student has one or more of the following indicators. He/she performs poorly in an academic class, has a behavior issue that has impacted learning, or has poor attendance. Throughout the school year, teachers, counselors, and administrators have led meetings, made phone calls, sent email contacts, and conducted home visits with at-risk students to assuage these issues. Therefore, students required to attend the summer learning extension program to recover an academic credit to avoid a course failure will receive priority for enrollment. Those who want to obtain initial credit in an academic course or attend an enrichment event will receive second priority. The program will enforce attendance requirements (based on conditions) for students working to recover course credit or seek an initial course credit. Through documented parent contact and care team meetings, teachers will provide counselors and administration with a list of definite failures and those at risk for failing by May 7th. This information will be entered using a shared form and will serve as a guide for student and parent notification. Based on the information provided via the shared form, letters home, Canvas alerts, and phone calls will alert students and families that they failed to meet the standards necessary to receive credit for their course but that they will have an opportunity to recover the credit by participating in the learning extension program. Those with at least one course failure who decline the program will also receive a call from the school administration concerning the program and the importance of attending. In addition to the recovery option, schools will produce and announcement via Canvas and will alert all students to the possibilities available for initial credit and enrichment activities. Schools will share a sign-up form via Canvas and email (student and parent emails) and will notify students and families via our AlertNow phone call service.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

In addition to a highly attractive pay scale, teachers will receive high-quality professional development and leadership opportunities by participating in the summer learning program. CCS will continue our Learning Focus leadership and training program with our teachers to help guide their instructional practice. In these learning sessions, they will have the opportunity to receive support as they plan course guidelines and offer their professional judgment to the district leadership. Those who plan to participate in the summer program will be integral in the planning process and will receive credit toward our district leadership development program. Teachers will also have the opportunity for flexible scheduling and may choose full or part time employment with the program.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

In addition to a highly attractive pay scale, teachers will receive high-quality professional development and leadership opportunities by participating in the summer learning program. CCS will continue our Learning Focus leadership and training program with our teachers to help guide their instructional practice. In addition, high school teachers will have an opportunity to train with the Edmentum Courseware program creating credit recovery courses and defining the goals and objections for credit recovery courses. In these learning sessions, they will have the opportunity to receive support as they plan course guidelines and offer their professional judgment to the district leadership. Those who plan to participate in the summer program will be integral in the planning process and will receive credit toward our district leadership development program. Teachers will also have the opportunity for flexible scheduling and may choose full or part time employment with the program.

Q4.

200 - Cherokee County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

220 - Clay County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Dale

Last Name

Cole

Q7_2. What is the **email address** of the primary contact?

dcoble@clayschools.org

Q7_3. What is the **phone number** of the primary contact?

Phone Number	8283898513
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Angel
Last Name	Owens

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	8283898513
Phone Extension	

Q1.

220 - Clay County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Hayesville Elementary Students will rotate through math, reading, and science classes from 8-12, at which point they will be served lunch. PE and electives will be provided 12:30-3:00. Enrichment opportunities will be included as part of our elective courses and will include opportunities for art, cooking, public speaking, drama, pet care, etc. Students will participate in a topic for 2 weeks at a time to allow us to cover multiple topics/themes throughout the SLP. SEL supports are being provided in a variety of ways. First, for academic courses in the morning, students will be broken up into small groups of no more than 7. This will allow for increased interaction and support. In addition, teachers will utilize resiliency strategies from recent training as needed to support students' emotional needs. During our normal school year, we have a morning meeting called "Bee Buzz" that explicitly focuses on SEL and we will continue this practice during our SLP. Additionally, our elective courses will focus on collaboration and teamwork and topics chosen for these electives are designed to increase engagement, opportunities for building rapport with peers and staff, and address social emotional learning. Examples of these include: pet care, public speaking, cooking, etc. Hayesville Primary Students in grades Kindergarten-Second Grade will participate in a 6 week summer learning program. Students will receive instruction on the following weeks: June 14-1, July 12-16, June 21-25, July 19-23, June 28-July 2 and July 26-July 30.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Hayesville Elementary Students will rotate through math, reading, and science classes from 8-12, at which point they will be served lunch. PE and electives will be provided 12:30-3:00. Enrichment opportunities will be included as part of our elective courses and will include opportunities for art, cooking, public speaking, drama, pet care, etc. Students will participate in a topic for 2 weeks at a time to allow us to cover multiple topics/themes throughout the SLP. SEL supports are being provided in a variety of ways. First, for academic courses in the morning, students will be broken up into small groups of no more than 7. This will allow for increased interaction and support. In addition, teachers will utilize resiliency strategies from recent training as needed to support students' emotional needs. During our normal school year, we have a morning meeting called "Bee Buzz" that explicitly focuses on SEL and we will continue this practice during our SLP. Additionally, our elective courses will focus on collaboration and teamwork and topics chosen for these electives are designed to increase engagement, opportunities for building rapport with peers and staff, and address social emotional learning. Examples of these include: pet care, public speaking, cooking, etc. Hayesville Primary Students in grades Kindergarten-Second Grade will participate in a 6 week summer learning program. Students will receive instruction on the following weeks: June 14-1, July 12-16, June 21-25, July 19-23, June 28-July 2 and July 26-July 30. Hayesville Middle School Students will have F2F instruction of math, science, and reading for an hour and a half each day in each subject; teachers will create lessons based on grade level standards and will use iReady/Ready curriculum and Study Island assessments to gather data on learning Electives/Enrichment will consist of art, construction, coding, global studies, STEM; combined with physical education, that will make up an hour and a half of the student day Students will have access to the school counselor all day, as needed; she will also conduct the DESSA screener near the beginning of the summer session and will implement supports where needs are indicated.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

220 - Clay County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☐ 150 hours
- ☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Our End-of-Course subjects will be Math 1, Math 3, English 2 and Biology. These will be taught face-to-face by teachers certified in those subject areas. The learning day will be 8am to 3pm. There will be a 30 minute daily lunch break, a total of 30 minutes of physical activity and 45 minutes of enrichment activities. When the teacher determines the student has reached proficiency for the course, the student will earn the credit. At that point, the student may exit the school extension program or may begin work on another credit. The credit recovery subjects offered will be the non-EOC core academic classes of Math 2, English 1, English 3, Civics, World Civilization, US History 1 and 2, Earth Science and Physical Science. These courses will be completed online through a combination of Apex Learning curriculum and our teachers' Google Classroom resources. The classes will be small and have a teacher facilitating the learning. The learning day will be 8am to 3pm. There will be a 30 minute daily lunch break, a total of 30 minutes of physical activity and 45 minutes of enrichment activities. When the student reaches proficiency on the assigned modules for the course, the student will earn the credit. At that point, the student may exit the school extension program or may begin work on another credit. Elective courses will be offered to school extension students who finish their EOC or credit recovery course early or who just wish to take an elective course over the summer. Apex Learning offers over 20 elective, CTE and AP courses to choose from, such as Spanish, Health Science I, Principles of Business, Chemistry, Physics and Creative Writing. We expect a small number of students to enroll in elective courses. We will have a certified school counselor available each day of the school extension program. The school counselor will be on-call for any students needing SEL supports and will conduct weekly check-ins with each participant enrolled in summer extension. The school social worker will also be on campus over the summer to provide resources and referrals for students with needs beyond our school services.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

220 - Clay County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

We identify "high risk" students as those that are in danger of being retained or of failing a core course. Parents of these students were notified by phone.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

We identify "high risk" students as those that are in danger of being retained or of failing a core course. Parents of these students were notified by phone.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

All certified staff will be paid \$40 per hour, which is more than their usual rate. All classified staff will be paid \$20 per hour. Any certified teacher that works the entire program will receive a \$1200 bonus.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

All certified staff will be paid \$40 per hour, which is more than their usual rate. All classified staff will be paid \$20 per hour. Any certified teacher that works the entire program will receive a \$1200 bonus.

Q4.

220 - Clay County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

220 - Clay County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction

- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

220 - Clay County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Hayesville Middle School Students will have F2F instruction of math, science, and reading for an hour and a half each day in each subject; teachers will create lessons based on grade level standards and will use iReady/Ready curriculum and Study Island assessments to gather data on learning. Electives/Enrichment will consist of art, construction, coding, global studies, STEM; combined with physical education, that will make up an hour and a half of the student day. Students will have access to the school counselor all day, as needed; she will also conduct the DESSA screener near the beginning of the summer session and will implement supports where needs are indicated. Hayesville Elementary Students will rotate through math, reading, and science classes from 8-12, at which point they will be served lunch. PE and electives will be provided 12:30-3:00. Enrichment opportunities will be included as part of our elective courses and will include opportunities for art, cooking, public speaking, drama, pet care, etc. Students will participate in a topic for 2 weeks at a time to allow us to cover multiple topics/themes throughout the SLP. SEL supports are being provided in a variety of ways. First, for academic courses in the morning, students will be broken up into small groups of no more than 7. This will allow for increased interaction and support. In addition, teachers will utilize resiliency strategies from recent training as needed to support students' emotional needs. During our normal school year, we have a morning meeting called "Bee Buzz" that explicitly focuses on SEL and we will continue this practice during our SLP. Additionally, our elective courses will focus on collaboration and teamwork and topics chosen for these electives are designed to increase engagement, opportunities for building rapport with peers and staff, and address social emotional learning. Examples of these include: pet care, public speaking, cooking, etc. Hayesville Primary Students in grades Kindergarten-Second Grade will participate in a 6 week summer learning program. Students will receive instruction on the following weeks: June 14-1, July 12-16, June 21-25, July 19-23, June 28-July 2 and July 26-July 30. HPS students will receive Language Arts instruction from 7:55-9:55 and math instruction from 10:00-11:30. Physical education and enrichment classes will take place from 1:00-2:55. Physical education will include activities aligned with NC Physical education standards. Enrichment activities will include project based learning activities as extension to the language arts/math curriculum. Enrichment activities will also include standards based learning to integrate social studies and science standards for the respective grade levels. Enrichment activities will include three, two week thematic units. Enrichment theme one will be a camping/nature theme to include science standards relating to life cycle and nature. Students will do a butterfly study and hatch their own butterflies. Text sets focusing on nature and life cycle will be integrated into all instructional activities for the first two weeks. Theme two will be gaming. Mathematics skills will be integrated into text sets and students will complete a variety of project based activities relating to the respective grade level math concepts. Theme three will be a summer related theme including units of instruction based on creative writing standards for each grade level. Enrichment classes will also include an intervention time to focus on individualized student needs as an extension of the math and language arts sessions. Social and emotional supports will be formally scheduled on Mondays and Tuesdays of each week. The school counselor will teach a Second Step lesson to each group of students. Individualized supports will be provided by the school counselor through extensions of the lessons during Enrichment time as needed. The counselor will complete transition activities each week to help students prepare for the next grade level. Transition activities will include social/emotional strategies for moving to the new grade level, introduction to new teachers/staff, and visiting new classrooms. Parent meetings will be conducted to address retention and transition concerns.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

230 - Cleveland County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Brian

Last Name

Hunnell

Q7_2. What is the **email address** of the primary contact?

bhunnell@clevelandcountyschools.org

Q7_3. What is the **phone number** of the primary contact?

Phone Number	7044768026
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Tamara
Last Name	Goforth

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	7044768070
Phone Extension	

Q1.

230 - Cleveland County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

-Our school day will be from 8am till 2:50 pm Monday through Friday -4 days per week for 6 weeks -Each day will begin with a morning check-in (SEL). It is also built into the lessons. -Singing, drama, and more are built into the lessons each day for enrichment -Time will be spent either outside or in the gym for physical activity (We did purchase Lit Camp from Scholastic)

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

- 1 to 15 at each home school

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Our school day will be from 8am till 2:50 pm Monday through Friday -4 days per week for 6 weeks -Each day will begin with a morning check-in (SEL). It is also built into the lessons. -Singing, drama, and more are built into the lessons each day for enrichment -Time will be spent either outside or in the gym for physical activity (We did purchase Lit Camp from Scholastic- for K-5)

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

1 to 15 at each home school

Q2.

230 - Cleveland County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

We will offer various credit recovery options each week for up to 6 weeks. Teachers will hired to help facilitate the learning in EOC and other courses. We have built numerous credit recovery options in Canvas to help with the recoveries. -a daily check-in will be done to help serve as support for SEL

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

230 - Cleveland County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

We will be sending letters home to each student that is considered at-risk. Follow-up phones call be made as well. We have also discussed this publicly at board meetings which are aired live and recorded. Thus our local paper knows as well.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

We will be sending letters home to each student. Follow-up phones call be made as well. We have also discussed this publicly at board meetings which are aired live and recorded. Thus our local paper knows as well.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

We will be giving each teacher \$200 per week for teaching summer school on top of their regular pay. We will be giving each TA/CAFE worker \$100 per week for working summer school on top of their regular pay. (Based on percent worked each week and less than a full day) -\$150 bonus for 3rd grade teachers whose student

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

We will be giving each teacher \$200 per week for teaching summer school on top of their regular pay. We will be giving each TA/CAFE worker \$100 per week for working summer school on top of their regular pay. (Based on percent worked each week and less than a full day)

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5. 230 - Cleveland County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

We have only one year-round school. They will do the same daily schedule as the others but their dates will be different. They will do 3 weeks in the summer and the other time will be completed during the intersessions in the fall.

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

1 to 15

Q6.

230 - Cleveland County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

821 - Clinton City Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Kelly

Last Name

Batts

Q7_2. What is the **email address** of the primary contact?

kbatts@clinton.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	910-592-3132
Phone Extension	1928

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	William
Last Name	Vann

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	910-592-3132
Phone Extension	1936

Q1.

821 - Clinton City Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

SAMPLE #1- Intervention groups as required are IN the core reading and math classes 7:45 AM Begin accepting students, grab breakfast and report to homeroom 8:00-8:10 Homeroom and finish breakfast 8:10-9:30 CORE Course #1-Reading (Small group interventions included) 9:30-9:40 Break 9:40-11:00 CORE Course #2-Writing/Communications/SS integration (Projects and real world audiences) and additional RtA reading time 1 hour 20 min 11:00-11:20 Jesse Lewis Choose Love lesson (SEL) and stretch break/brain break 11:20-12:00 Lunch, recess, physical activity 12:00-12:10 Restroom/Transition 12:10-1:10 Enhancement Class (Art, Music, STEM, Coding, CTE, Etc.) 1:10-2:30 CORE Course #3-Math (Small group interventions included) 2:30-3:30 CORE Course #4-Science 6 hours and 20 min. total instructional time and 1 hour and 10 min for breaks, transition, lunch, and activity time 2 hours and 40 min daily for RtA SAMPLE #2-Intervention groups as required are at a separate time of the day and all ELA/SS skills are combined into one core class. 7:45 AM Begin accepting students, grab breakfast and report to homeroom 8:00-8:10 Homeroom and finish breakfast 8:10-8:30 Jesse Lewis Choose Love lesson (SEL) 8:30-9:50 CORE Course #1-Reading, Writing/Communications/SS integration (focus on Reading for RtA) 1 hour 20 min 9:50-10:00 Break 10:00-11:00 Enhancement Class (Art, Music, STEM, Coding, CTE, Etc.) 11:00-11:40 Lunch, recess, physical activity 11:40-1:00 CORE Course #2-Math 1:00-2:00 CORE Course #3-Science 2:00-2:10 Break 2:10-3:30 Intervention Groups for reading (RtA) and math 6 hours and 20 min. total instructional time and 1 hour and 10 min for breaks, transition, lunch, and activity time 2 hours and 40 min daily for RtA

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

7:45 AM Begin accepting students, grab breakfast and report to homeroom 8:00-8:10 Homeroom and finish breakfast 8:10-9:30 CORE Course #1-Reading (Small group interventions included) 9:30-9:40 Break 9:40-11:00 CORE Course #2-Writing/Communications/SS integration (Projects and real world audiences) 11:00-11:20 Jesse Lewis Choose Love lesson (SEL) and stretch break/brain break 11:20-12:00 Lunch, recess, physical activity 12:00-12:10 Restroom/Transition 12:10-1:10 Enhancement Class (Agriculture, Art, Music, Computers, STEM, and P.E.) 1:10-2:30 CORE Course #3-Math (Small group interventions included) 2:30-3:30 CORE Course #4-Science 6 hours and 20 min. total instructional time and 1 hour and 10 min for breaks, transition, lunch, and activity time

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

821 - Clinton City Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

End-of-Course subjects offered- NCMATH I, NCMATH III, Bio, Eng II teachers will be available to offer in person instruction as requested Credit Recovery subjects offered- Any credit recovery course needed will be provided as needed by students through a combination of in-person, NCVPS, and Edmentum Courseware Elective Course offered- P.E., Theatre Arts, and CTE Courses as needed by students for graduation Social-Emotional Learning (SEL) supports-Jesse Lewis Choose Love Movement lessons provided daily

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Classroom performance, attendance/student engagement, iReady reading and math data were all considered, to determine if students were on track or making progress towards meeting grade level standards for proficiency in the fall of the school year. This data was tracked throughout the 2020-2021 school year to determine improvement or lack thereof. How are parents/guardian(s) contacted to notify them of student eligibility? Parents were notified if students were being considered “at risk” at the end of the second quarter and again at the end of the third quarter (in addition to progress reports and report cards.) Parents will be notified if students are still considered “at risk” and are being invited to the summer program by the first week in June. They will be notified via letter. If contact can not be made by letter, the school will make phone calls, electronic communications, etc. to make every attempt to get student participation where requested. Our Hispanic family liaison, school social workers, and counselors will assist in communication and recruitment as needed.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Classroom performance, attendance/student engagement, formative assessments, credits earned as compared to attempted, and Fall EOC scores were all considered to determine if students were on track or making progress towards meeting standards for proficiency and promotion in the fall of the school year. This data was tracked throughout the 2020-2021 school year to determine improvement or lack thereof. How are parents/guardian(s) contacted to notify them of student eligibility? Parents were notified if students were being considered “at risk” at the middle of first semester, at the end of first semester, and at the middle of second semester. Parents will be notified if students are still considered “at risk” and are being invited to the summer program by the first week in June. They will be notified via letter. If contact can not be made by letter, the school will make phone calls, electronic communications, etc. to make every attempt to get student participation where requested. Our Hispanic family liaison, school social workers, and counselors will assist in communication and recruitment as needed.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Additional Pay and flexible weekly commitment https://drive.google.com/file/d/1sSxYjJEEJ1DIUUNHoRV0K_QNRF54KMUg/view?usp=sharing

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Q4.

821 - Clinton City Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

821 - Clinton City Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

821 - Clinton City Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

240 - Columbus County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Kathy

Last Name

Lewis

Q7_2. What is the **email address** of the primary contact?

klewis@columbus.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	9106425168
Phone Extension	24012

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Lisa
Last Name	Brown

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	9106425168
Phone Extension	24044

Q1.

240 - Columbus County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

8:00-8:15 Whole Group/SEL (attendance, breakfast) 8:15-9:00 ELA: Whole group instruction 9:00 -10:00 Small group instruction 10:30-11:00 PE 11:00-11:30 Lunch 11:30-12:15 Math Whole Group instruction 12:15-1:15 Small group instruction/centers 1:15-2:15 Science/PBL 2:15-3:00 Arts/SEL/Enrichment Proposed Enrichment: Author's Showcase Music Production Art production Healthful Choices STEM Construct a birdhouse Ag in the classroom Forensics with Sheriff's department SEL Counselors will provide whole group and small group social emotional learning

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

1 teacher for 10 students All elementary schools

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

8:00-8:15 Whole Group/SEL (attendance, breakfast) 8:15-9:00 ELA: Whole group instruction 9:00 -10:00 Small group instruction 10:30-11:00 PE 11:00-11:30 Lunch 11:30-12:15 Math Whole Group instruction 12:15-1:15 Small group instruction/centers 1:15-2:15 Science/PBL 2:15-3:00 Arts/SEL/Enrichment Proposed Enrichment: Author's Showcase Music Production Art production Healthful Choices STEM Construct a birdhouse Ag in the classroom Forensics with Sheriff's department SEL Counselors will provide whole group and small group social emotional learning

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

240 - Columbus County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☐ 150 hours

☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades

9–12. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Week 1 (June 1-4) CCCA 8:30-12:30 EOC Courses and Credit Recovery Week 2 (June 8-11) All High Schools 8:30-12:30 EOC Courses and Credit Recovery Week 3 (June 14-17) All High Schools 8:30-12:30 EOC Courses and Credit Recovery Week 4 (June 21-24) All High Schools 8:30-12:30 EOC Courses and Credit Recovery Week 5 (June 28-July 1) All High Schools 8:30-12:30 EOC Courses and Credit Recovery Week 6 & Week 7 (August 9-20) 5 days; all students will be invited 8:30-3:30 Pre-work to fill gaps in all subjects with students in person. Counselors on staff for all sessions providing whole group and small group SEL.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

240 - Columbus County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students in Kindergarten through fourth grade that score a Level 1 or 2 on their iStation Benchmark will be considered at-risk and invited to participate in the summer program. Students in fifth through eighth grades will be considered at-risk if over 75% of their data points are determined below grade level (HMH assessments, check-ins, iReady, EOG). Parents/guardian(s) will be contacted about their student's eligibility via parent letter provided by the district. School stakeholders will also make individual contact with parents regarding their student's eligibility especially for the students who have been 100% virtual all year to encourage their return to in person.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students who have failed at least one course will be considered at-risk and be invited and encouraged to attend summer school. Parents/guardian(s) will be contacted about their student's eligibility via parent letter provided by the district. Teachers and counselors will contact parents regarding their student's eligibility and impacts to graduation track if they are not attending.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

CCS will offer a \$1,500 sign-on bonus for any K-8 teacher selected to teach summer school plus an additional \$15 an hour above their daily rate of pay. Any K-8 teacher who has received incentive pay in 3-8 reading or 4-8 math in the past and/or is National Board certified will receive \$2,100 plus an additional \$15 an hour above their daily rate of pay. CCS will offer any teacher assistants selected to teach summer school and/or bus drivers and child nutrition staff \$500 sign-on bonus plus an additional \$10 an hour. If a teacher assistant serves two roles, he/she will receive \$750, ie. bus driver/teacher assistant.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

CCS will offer an additional \$20 per hour above their daily rate of pay for any high school teacher selected to teach summer school. Any NBCT high school teacher selected to teach will receive \$20 per hour above their daily rate of pay plus an additional \$1,200 bonus. Depending on the amount of hours the teacher works, the bonus will be prorated. CCS will offer any teacher assistants selected to teach summer school and/or bus drivers and child nutrition staff \$500 sign-on bonus plus an additional \$10 an hour. If a teacher assistant serves two roles, he/she will receive \$750, ie. bus driver/teacher assistant.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

We will use I-Ready for 5-8 and will use ESSER funds. We are wanting to use Istation for K-4 if it is the RTA tool that will be used for assessing going into the 2021-2022 school year. We have used Istation this year and will continue with program if possible.

Q5.

240 - Columbus County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

240 - Columbus County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

250 - Craven County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Last Name

Q7_2. What is the **email address** of the primary contact?

Q7_3. What is the **phone number** of the primary contact?

Phone Number	252-514-6356
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Jason
Last Name	Griffin

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	252-514-6374
Phone Extension	

Q1.

250 - Craven County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students will have an assigned teacher for Reading and Math for K-1, plus Science for 3rd grade. Proposed schedule will include at least 2 hours of reading, 1.5 hours of math, 1 hour of science, 1 hour of physical activity 1 hour of enrichment, 30-45 minutes of social/emotional support. Our district is 1:1 iPads for students. Teachers will utilize resources such as instructional materials prepared Google Classroom as their LMS, SeeSaw, Class Dojo, Freckle Math, EL anchor curriculum, Lexia Core5, Modern Teacher instructional modules, etc. Proposed enrichment activities include art, music, STEM, sports, and career exploration, with students having the opportunity to be exposed to more than one enrichment area over the course of the summer school program. PE or core teachers will provide structured physical activity time and/or sports activities. Social-emotional learning (SEL) supports: Second Step curriculum provided for all students. We plan to employ as many school counselors as possible to provide in-person individual and small group support to address specific student needs. School day for students is 8:00-3:30pm

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Goal teacher/student ratio is 1:10 Number of programs locations -- plan is to have 15, operating each elementary school site Physical activity may resemble traditional free play recess in addition to structured physical activities lead by a PE or core teacher. Students will have access to normal school physical activity/PE equipment and outdoor space, including the school playground and equipment.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Proposed schedule will include at least 2 hours of reading, 1.5 hours of math, 1 hour of science, 1 hour of physical activity 1 hour of enrichment, 30-45 minutes of social/emotional support. Our district is 1:1 iPads for students. Teachers will utilize resources such as instructional materials prepared Google Classroom as their LMS (4th-5th), Class Dojo (4th-5th), Freckle Math (4th-5th), EL anchor curriculum (4th-5th), Lexia Core5 (4th-5th), Modern Teacher instructional modules, instructional materials in Canvas (6th-8th), Imagine Math (6th-8th), Lexia PowerUp (6th-8th), Actively Learn (6th-8th), etc. Proposed enrichment activities include art, music, STEM, sports, CTE courses, and career exploration, with students having the opportunity to be exposed to more than one enrichment area over the course of the summer school program. PE, athletic coaches, or core teachers will provide structured physical activity time and/or sports activities. Social-emotional learning (SEL) supports: Second Step curriculum provided for all students. We plan to employ as many school counselors as possible to provide in-person individual and small group support to address specific student needs. School day for students is 8:00-3:30pm

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Goal teacher/student ratio is 1:10 for 4th-5th and around 1:15 for 6th-8th. Number of programs locations -- 15 for grades 4-5 and 5 sites for grades 6-8. Physical activity may resemble traditional free play recess in addition to structured physical activities lead by a PE teacher, athletic coach (grades 6-8) or core teacher. Students will have access to normal school physical activity/PE equipment and outdoor space, including the school playground and equipment.

Q2.

250 - Craven County Schools

Section 2. **Ninth through Twelfth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

The sites will operate 8:00-3:30pm Monday-Thursday. In-person teacher support will be provided for students in all core subject areas, including EOC courses (English II, Math 1, Math 3, Biology). Credit Recovery will be offered in all course subjects (English, math, science, social studies). Access to elective courses and enrichment opportunities will be provided based on teacher participation. The current plan is to offer enrichment in physical fitness (sports, weight-training), CTE courses, such as access to complete ServSafe credentials, exposure to CTE course offerings in a career exploratory manner, STEM, art, etc. Depending on an individual student's credit recovery needs, that will determine how time is allotted throughout the day. Counselors will be employed to provide individual and small group SEL supports to address individual student needs. All students will also have access to a district-designed Canvas course for SEL supports. Our district is 1:1 iPads for students. Teachers will utilize resources such as instructional materials through Modern Teacher modules, instructional materials and EOC courses in Canvas (9th-12th), Edgenuity, Actively Learn (6th-8th), etc. School day for students is 8:00-3:30pm, although we understand high school students have the option to "drop-in" to meet their learning needs.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Number of program sites - 3-5 (depending on enrollment)

Q3.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

We have developed a list of criteria that has been shared with all schools so there is consistency in identifying students. The list is not all-inclusive so school leaders are allowed to utilize additional factors. This exact information is listed here: "Identify at-risk students for summer school participation using data-based criteria: - Overall performance, esp. in English and Math - Retention (K-12) - Previous retentions (1st-12th) - Class of 2021 Graduation Cohort - Attendance below 80% for the year - Multiple suspensions - Lexia Levels - Imagine Math and Quantile Levels - Lexile Levels (determine range based on grade level) - STAR Levels - Receiving Tier III (intensive) services (includes all EC students) (This list is not all-inclusive and does not contain other factors that you may want to consider based on personal knowledge of a student.) - Create a master school list of at-risk students, including the criteria on which the decision was based - Schools must notify parents of students identified as at-risk regarding their eligibility to participate in the program - Document all parent contacts" Parents will be called by teachers, administrators, counselors, and/or ECP case managers to make them aware of their eligibility to participate based on identified criteria. We have advertised summer extension learning recovery and enrichment through flyers and enrollment forms that have been share through all district media platforms, school media platforms, direct contact with parents, and news media outlets.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

We have developed a list of criteria that has been shared with all schools so there is consistency in identifying students. The list is not all-inclusive so school leaders are allowed to utilize additional factors. This exact information is listed here: "Identify at-risk students for summer school participation using data-based criteria: - Overall performance, esp. in English and Math - Retention (K-12) - Previous retentions (1st-12th) - Class of 2021 Graduation Cohort - Attendance below 80% for the year - Multiple suspensions - Lexia Levels - Imagine Math and Quantile Levels - Lexile Levels (determine range based on grade level) - STAR Levels - Receiving Tier III (intensive) services (includes all EC students) (This list is not all-inclusive and does not contain other factors that you may want to consider based on personal knowledge of a student.) - Create a master school list of at-risk students, including the criteria on which the decision was based - Schools must notify parents of students identified as at-risk regarding their eligibility to participate in the program - Document all parent contacts" Parents will be called by teachers, administrators, counselors, and/or ECP case managers to make them aware of their eligibility to participate based on identified criteria. We have advertised summer extension learning recovery and enrichment through flyers and enrollment forms that have been share through all district media platforms, school media platforms, direct contact with parents, and news media outlets.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

We are providing: - a \$1,500 signing bonus for ALL teachers, which is above the state required minimum - a daily pay rate that matches or exceeds teachers' daily rate of pay

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

We are providing: - a \$1,500 signing bonus for ALL teachers, which is above the state required minimum - a daily pay rate that matches or exceeds teachers' daily rate of pay

Q4.

250 - Craven County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Renaissance Star

Q5.
250 - Craven County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

250 - Craven County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

The program information was shared with our Board of Education on April 27, 2021.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

The program information was shared with our Board of Education on April 27, 2021.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

260 - Cumberland County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Stacey

Last Name

Wilson-Norman

Q7_2. What is the **email address** of the primary contact?

staceywilson-norman@ccs.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number

9106782407

Phone Extension

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name

Jennifer

Last Name

Lloyd

Q7_5. What is the **email address** of the secondary contact?

jenniferlloyd@ccs.k12.nc.us

Q7_6. What is the **phone number** of the secondary contact?

Phone Number

9106782623

Phone Extension

Q1.

260 - Cumberland County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

☒ 150 hours

☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

☒ 150 hours

☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Through our comprehensive summer learning program, CCS RISE, our district will provide six weeks of daily in-person instruction to identified students who are at-risk of academic failure. The six weeks of instruction will be divided into two learning sessions, with the first session occurring June 7, 2021, to June 24, 2021, and the second session from July 12, 2021, to July 29, 2021; students will have the option to attend one or both learning sessions. CCS will provide 12 K-7 Learning Sites to deliver this in-person instruction, organized by our ten attendance areas. Breakfast, Lunch, and Transportation will be provided for these students. Instruction will be facilitated by certified staff; priority employment will be offered to teachers identified as highly qualified in reading or math. Our program will provide 6.25 hours of daily instruction for 24 days for a total of 150 hours of instruction to all K-3 identified at-risk students, including 72 hours of reading intervention as required by Rta legislation. The CCS RISE Summer Learning daily schedule for K-3 students is 8:00 am - 3:15 pm. Breakfast will be served from 7:30 am - 8:00 am. Instruction begins at 8:00 am. From 8:00 am - 11:00 am, students will engage in a 3 hour English Language Arts block which consists of 20 minutes of teacher read aloud, 20-30 minutes of Whole Group Foundational Skills instruction, 30-45 minutes of Whole Group Literacy instruction, Small Group Instruction rotations in which each student will participate in 30 minutes of targeted small group instruction and independent, personalized instruction. Whole group instruction will focus on identified priority standards for each grade level, utilizing CCS Core Instructional Resources: Sundance Reading and Writing Comprehension Lessons, Smartstep and Spotlight on Comprehension Lessons, and CCS-developed standards-based lessons. Independent, personalized instruction includes the Istation instructional component, independent reading, whole group practice, and small group practice, and word study activities. Students will receive lunch from 11:00-11:20, 30 minutes of Physical Activity from 11:30-12:00. Students begin their 90-minute math block consisting of Whole Group, Small Group, and Independent Personalized mathematics instruction from 12:00 pm - 1:30 pm. At 1:30, students will receive resource class, a rotation of enrichment provided at the learning site, including art, music, and world languages. The final block of the day includes an energizer activity for students and 1 hour of Science instruction focused on inquiry and discovery for students. Social-Emotional Learning activities will be embedded into each of the three major instructional blocks: ELA, Math, and Science. Additionally, a targeted 15 minutes Social-Emotional Lesson will be provided daily by a Summer Learning School Counselor. Students are dismissed from Summer Learning at 3:15 pm. In addition to 30 minutes of daily Physical Education, students will receive a rotation of 30 minutes daily enrichment, including Art, Music, and World Languages. School Counselors and classroom teachers will provide Daily Social-Emotional Learning activities through the curriculum and resources developed by our Counselor Coordinator. Activities include morning meetings, daily SEL lessons, daily closure activities, and Social-Emotional Learning resources provided by NCDPI. Engagement activities will focus on the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life. In addition to providing academic intervention in Reading and Math for students in grades 1-2 and Reading, Math, and Science for students in 3rd grade, students eligible for ESL and EC services will be provided these services and instruction in alignment with their IEP.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Through our comprehensive summer learning program, CCS RISE, our district will provide six weeks of daily in-person instruction to identified students who are at-risk of academic failure. The six weeks of instruction will be divided into two learning sessions, with the first session occurring June 7, 2021, to June 24, 2021, and the second session from July 12, 2021, to July 29, 2021; students will have the option to attend one or both learning sessions. CCS will provide 12 K-7 Learning Sites to deliver this in-person instruction, organized by our ten attendance areas. Breakfast, Lunch, and Transportation will be provided for these students. Instruction will be facilitated by certified staff; priority employment will be offered to teachers identified as highly qualified in reading or math. Our program will provide 6.25 hours of daily instruction for 24 days for a total of 150 hours of instruction to all 4-8 identified at-risk students. The CCS RISE Summer Learning daily schedule for 4-5 students is 8:00 am - 3:15 pm. Breakfast will be served from 7:30 am - 8:00 am. Instruction begins at 8:00 am. From 8:00 am - 11:00 am, students will engage in a 3 hour English Language Arts block which consists of 20 minutes of teacher read aloud, 30-45 minutes of Whole Group Literacy instruction, Small Group Instruction Rotations in which each student will participate in 30-45 minutes of targeted small group instruction and independent, personalized instruction. Whole group instruction will focus on identified priority standards for each grade level, utilizing CCS Core Instructional Resources: Sundance Reading and Writing Comprehension Lessons, Smartstep and Spotlight on Comprehension Lessons, and CCS-developed standards-based lessons. Independent, personalized instruction includes Istation Instructional Component, independent reading, whole group, and small group practice, and word study activities. Students will receive lunch from 11:00-11:20, 30 minutes of Physical Activity from 11:30-12:00. Students begin their 90-minute math block consisting of Whole Group, Small Group, and Independent Personalized mathematics instruction from 12:00 pm - 1:30 pm. At 1:30, students will receive resource class, a rotation of enrichment provided at the learning site, including art, music, and world languages. The final block of the day includes an energizer activity for students and 1 hour of Science instruction focused on inquiry and discovery for students. Social-Emotional Learning activities will be embedded into each of the three major instructional blocks: ELA, Math, and Science. Additionally, a targeted 15 minutes Social-Emotional Lesson will be provided daily by a Summer Learning School Counselor. Students are dismissed from Summer Learning at 3:15 pm. The CCS RISE Summer Learning schedule for grades 6-7 is 8:00 - 3:15 pm. Breakfast, lunch, and transportation will be provided for students. Breakfast will be served from 7:30 am - 8:00 am. Instruction begins at 8:00 am. Students will rotate through 4 Instructional Blocks of 100-105 minutes, including ELA, Math, Science, and a rotation of enrichment classes including art, music, and world languages. Daily instruction will include 30 minutes of Physical Education and 70-75 minutes of Social Emotional Learning for each student. Students will engage in 30-45 minutes of small group and personalized instruction within every ELA, Math, and Science daily instructional block. Students will be offered 6.25 hours of daily instruction for 24 days, for a total of 150 hours of instruction. Whole group instruction will focus on identified priority content standards for each grade level & course, utilizing CCS Core Instructional Resources in student-centered units for engagement and meaningful learning. Additionally, core lessons will include Mindset, Academic Confidence building, and embedded SEL activities and practices.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

260 - Cumberland County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects

- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Through our comprehensive summer learning program, CCS RISE, our district will provide six weeks of daily in-person instruction to identified students who are at-risk of academic failure. The six weeks of instruction will be divided into two learning sessions, with the first session occurring June 7, 2021, to June 24, 2021, and the second session from July 12, 2021, to July 29, 2021; students will have the option to attend one or both learning sessions. CCS will provide 10 8-12 Learning Sites to deliver this in-person instruction, organized by our ten attendance areas. Breakfast, Lunch, and Transportation will be provided for these students. Instruction will be facilitated by certified staff; priority employment will be offered to teachers identified as highly qualified in reading or math. Our program will provide 6.25 hours of daily instruction for 24 days for a total of 150 hours of instruction to all 9-12 identified at-risk students. Instruction for 9-12 students includes Math I, Math III, English II, Biology, 9-12 Credit Recovery, 9-12 CTE Certification, Physical Education, Social-Emotional Learning, and Career and Technical Education Course Electives. Students throughout the 20-21 school year who were unable to complete certification exams due to remote learning will receive opportunities to earn credentials in the following CTE courses: Drafting Health Science Adobe Academy Microsoft Academy Carpentry Woodworking Culinary Arts and Foods (ServSafe Certification) Public Safety

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

260 - Cumberland County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

K-8 Students who are at-risk for Academic Failure and are not progressing towards grade level promotion eligible for participation in CCS RISE 2021-Academic Intervention. Additionally, students are eligible for participation in the program if they meet the following criteria: Kindergarten: Students who demonstrate a 2-year delay per SuccessMaker MOY Assessment results received a letter of possible retention or an ISIP-ER Overall Ability Index score of 185 and below. 1st Grade: Students who demonstrate a 2-year delay per SuccessMaker MOY 'Current Course Level' or ISIP-ER Overall Ability Index score of 225 and below. 2nd Grade: Students who demonstrate a 2-year delay per SuccessMaker MOY 'Current Course Level' or ISIP-ER Overall Ability Index score of 240 and below. 3rd Grade: Students who have not met proficiency on the BOG, EOG, or EOG/ELA retest AND do not qualify for a GCE or meet the required standard on an alternative assessment and demonstrate a 2-year delay per MOY 'Current Course Level' in SuccessMaker Math. 4th-5th Grades: Students who demonstrate a 2-year delay per SuccessMaker Reading or Math MOY 'Current Course Level'. 6th-8th Grades: Students who demonstrate one or more of the following: EVAAS- Projection probabilities are less than 40%; Attendance- Insufficient evidence of regular attendance and completion of assignments; Grades- Final course grade of 60 or below in ELA, Math, and/or Science courses. On April 23, 2021, our district will announce our comprehensive summer learning programming CCS RISE 2021! This communication will be shared with parents, students and posted on our district website. Identified At-Risk K-8 students and their parents and guardians would be notified on April 29, 2021, of their eligibility to participate in CCS RISE 2021. The invitation will be shared digitally through email, as well as a mailed invitation announcement and ParentLink phone calls to notify parents of the invitation and the May 6, 2021, deadline to complete the student intent forms to reserve their space in our Summer Learning program. Parents will be given the option to accept or decline the invitation and participate in one or both three-week summer learning sessions. Parents will indicate if transportation is needed. If indicated, transportation, a CCS student Chromebook, and an internet hotspot will be provided to students. After students are prioritized for attendance in our program through our outlined eligibility criteria, our district will provide the opportunity for additional students to participate, within the space available, through a link provided on our district website for families to request enrollment in our program. As space becomes available at any of our 23 Summer Learning Sites, students will be invited to participate. Each of the 12 K-7 Summer Learning Sites will develop a theme for their site to maximize student engagement and motivation to participate in summer learning. Summer learning site outreach and engagement activities will include spirit days, theme-related games and activities, grade level attendance competitions, positive communication to families, and open house parent orientation. To increase student motivation to attend summer learning and increased efforts to orient students to their new high school, CCS 8th grade students will attend summer learning at one of our (10) 8-12 Summer Learning Sites.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Each of 10 8-12 Summer Learning Sites will develop a theme for their site to maximize student engagement and motivation to participate in summer learning. Summer learning site outreach and engagement activities will include spirit days, theme-related games and activities, grade level attendance competitions, positive communication to families, and open house parent orientation. 9th-12th Grades: Students eligible for Credit Recovery, Students eligible for CTE Credentialing, Students who demonstrate final course grades of 60 or below in one of the EOC courses: Math I, Math III, English II, and Biology, or insufficient evidence of regular attendance and completion of assignments. On April 23, 2021, our district will announce our comprehensive summer learning programming CCS RISE 2021! This communication will be shared with parents, students and posted on our district website. Identified At-Risk 9-12 students and their parents and guardians would be notified on April 29, 2021, of their eligibility to participate in CCS RISE 2021. The invitation will be shared digitally through email, as well as a mailed invitation announcement and ParentLink phone calls to notify parents of the invitation and the May 6, 2021, deadline to complete the student intent forms to reserve their space in our Summer Learning program. Parents will be given the option to accept or decline the invitation and participate in one or both three-week summer learning sessions. Parents will indicate if transportation is needed. If indicated, transportation, a CCS student Chromebook, and an internet hotspot will be provided to students. After students are prioritized for attendance in our program through our outlined eligibility criteria, our district will provide the opportunity for additional students to participate, within the space available, through a link provided on our district website for families to request enrollment in our program. As space becomes available at any of our 23 Summer Learning Sites, students will be invited to participate. Each of the 10 8-12 Summer Learning Sites will develop a theme for their site to maximize student engagement and motivation to participate in summer learning. Summer learning site outreach and engagement activities will include spirit days, theme-related games and activities, grade level attendance competitions, positive communication to families, and open house parent orientation. To increase student motivation to attend summer learning and increased efforts to orient students to their new high school, CCS 8th grade students will attend summer learning at one of our (10) 8-12 Summer Learning Sites.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Signing Bonus: Teachers who meet the criteria for the required signing bonus AND who provide direct instruction to students in CCS RISE Component 1: Academic Intervention: Teach entire Session 1: June 7- June 24, 2021, will receive \$750.00. Teach entire Session 2: July 12-29, 2021, will receive \$750.00. Teach both Sessions 1 and 2 in their entirety: June 7, 2021 - July 29, 2021, will receive \$1500.00. Incentive Pay: All summer learning personnel will receive their hourly pay and additional compensation of a 52% hourly rate adjustment based on the average hourly rate for each personnel category. For example, a teacher who earns \$25.00 an hour will receive \$40.00 for each hour worked in Summer Learning; an Instructional Assistant who earns \$13.00 an hour will receive \$20.00 for each hour worked in Summer Learning, etc. Summer learning personnel include administrators, instructional coaches, certified teachers, instructional assistants, custodians, child nutrition services, bus drivers, bookkeepers, media coordinators, school counselors, and technology facilitators. Flexibility in Employment Opportunities: Summer learning personnel are provided flexibilities in summer learning employment, including the ability to commit to working for one or both of the two three-week sessions of CCS RISE. Preference of assignment at one of our 23 summer learning site locations if possible.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the 9–12 program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Signing Bonus: Teachers who meet the criteria for the required signing bonus AND who provide direct instruction to students in CCS RISE Component 1: Academic Intervention: Teach entire Session 1: June 7- June 24, 2021, will receive \$750.00. Teach entire Session 2: July 12-29, 2021, will receive \$750.00. Teach both Sessions 1 and 2 in their entirety: June 7, 2021 - July 29, 2021, will receive \$1500.00. Incentive Pay: All summer learning personnel will receive their hourly pay and additional compensation of a 52% hourly rate adjustment based on the avg hourly rate for each personnel category. For example, a teacher who earns \$25.00 an hour will receive \$40.00 for each hour worked in Summer Learning; an Instructional Assistant who earns \$13.00 an hour will receive \$20.00 for each hour worked in Summer Learning, etc. Summer Learning Personnel include administrators, instructional coaches, certified teachers, instructional assistants, custodians, child nutrition services, bus drivers, bookkeepers, media coordinators, school counselors, and technology facilitators. Flexibility in Employment Opportunities: Summer Learning Personnel are provided flexibilities in summer learning employment, including the ability to commit to working for one or both of the two three-week sessions of CCS RISE. Preference of assignment at one of our 23 summer learning site locations if possible.

Q4.

260 - Cumberland County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Progress Monitoring will be gathered four times throughout our Summer Learning program for the following content and grade levels using our current Competency-Based Assessment tools:

K-3 Istation Reading
4-8 SuccessMaker Reading
K-8 SuccessMaker Math

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Our district will meet the program requirements for our 4 Year-Rounds schools by providing 30 days of academic intervention over the course of our Year-Round RISE program beginning June 21, 2021, and concluding on September 30, 2021. Using the eligibility criteria our district outlined for our K-12 students for participation in our traditional calendar CCS RISE summer learning program, year-round students will be invited to participate in two weeks of our traditional schools RISE program, June 21st-24th and July 12th-15th. During these two weeks, students will receive the academic and enrichment courses provided in our Traditional RISE program. Beginning August 3rd, our year-round schools will each provide after-school academic intervention three days a week for a total of 30 days over the course of the program. Each school will develop a rotation of after-school academic intervention to include Reading and Math instruction for K-2 students and Reading, Math, and Science instruction for 4-8 students; of these daily after-school academic intervention 1 hour daily will be dedicated to reading intervention to provide in total by October 1, 2021, 72 hours of reading intervention to students in 1st-3rd grades. As a part of the weekly rotation, students will be provided either Art or Music enrichment and a daily dedicated time for physical activity prior to the start of the daily academic intervention. Students will be provided with an after-school snack daily. Social-Emotional learning activities will be embedded in daily academic intervention, including strategies such as openers and closers for each session, focusing on mindsets and reflection. Academic intervention for students in grades 9-12 will include Math I, Math III, English II, Biology, 9-12 Credit Recovery, Physical Education, and Social-Emotional Learning. As a part of the weekly rotation, 9-12 students will be provided either Art or Music enrichment and a daily dedicated time for physical activity prior to the start of the daily academic intervention. Students will be provided with an after-school snack daily. Transportation will be provided to students who participate.

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Academic Intervention: Through CCS RISE, all students will have access to solid instruction that addresses any gaps in prior learning they have within the context of grade-appropriate assignments focused on priority standards identified by CCS Curriculum Specialists. Aligned Math, Literacy, and Science curriculums will be used K-12 to support implementation. The curriculum will cover previously learned Math, ELA, and Science skills, based upon our NCSCOS (reading foundational skills, comprehension, and vocabulary). Teachers will provide purposeful integrated instruction in foundational skills, comprehension, and text reading using assessment to design instructional plans for at-risk students. The daily instructional schedule will include whole-group and small-group instruction, as well as partner activities. Daily, intensive, small-group instruction will be provided for ELA, Math, and Science for systematic, short-term intervention and continued growth throughout the summer. Teachers will use data to identify specific skills and standards students need targeted support in to develop an individual summer learning plan for each student. Teachers will design small group instruction planning for active student involvement in hands-on activities and many opportunities to respond and receive feedback. Daily whole-group instruction in ELA, Math, and Science will provide access to grade-level content and text; teachers will model key skills and strategies and clearly explain grade-level content. Acceleration for All: In addition to providing in-person instruction for students at risk for academic failure, our district will provide virtual summer learning opportunities for three weeks to all CCS students. A learning platform developed by CCS Curriculum Specialists will offer extended opportunities to preview and review grade-level standards-based instruction, including cumulative practice.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Throughout the CCS RISE program, course elective opportunities will be available to students to explore Career and Technical Education programs, local career pathways, and virtual work-based learning through a comprehensive career development program. Students from the Academy of Information Technology will also be employed as summer interns to assist the CCS technicians and the technology used in the summer programs. Students will handle the technology distribution, maintenance, and support.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

270 - Currituck County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Renee

Last Name

Dowdy

Q7_2. What is the **email address** of the primary contact?

rdowdy@currituck.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	252-232-2223
Phone Extension	1009

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Matt
Last Name	Lutz

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	252-232-2223
Phone Extension	1006

Q1.

270 - Currituck County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Grades K-2 8am arrival at school sites using transportation provided by LEA; grab and go breakfast available upon arrival 8:15- 9:45 ELA or Math block 9:45-10:00 Physical Activity/Brain Break/Snack 10:05-11:35 ELA or Math Block 11:40-12:05 Lunch 12:10-1:00 SEL/Enrichment (AIG enrichment/Cooperative Extension Activities, etc) 1:05-1:20 Recess 1:30 Dismissal *Counseling services on site Grade 3 8am arrival at school sites using transportation provided by LEA; grab and go breakfast available upon arrival 8:15- 9:45 ELA or Math or block 9:45-10:05 SEL/Enrichment 10:05-11:35 Math or ELA block 11:40-12:00 Recess 12:10-12:35 Lunch 12:40-1:20 Science Instruction 1:30 Dismissal *Counseling services on site

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

8am arrival at school sites using transportation provided by LEA; grab and go breakfast available upon arrival 8:15-9:45 ELA or Math Instruction 9:45-10:05 Recess 10:10-10:30 SEL/Enrichment 10:35-11:05 Science Instruction 11:10-11:35 Lunch 11:40-1:30 ELA or Math Instruction 1:30 Dismissal
*Counseling support on site *Enrichment: Small group counseling; Extension Opportunities supported by community partners such as the YMCA and Cooperative Extension

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

270 - Currituck County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☐ 150 hours
- ☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

8am arrival at school sites using transportation provided by LEA; grab and go breakfast available upon arrival 8:15-9:35 Session 1 (EOC In-Person, Credit Recovery Support, In-Person Elective) 9:40-9:55 Break 10:00-11:30 Session 2 (EOC In-Person, Credit Recovery Support, In-Person Elective) 11:35-12:00 Lunch 12:05-1:30 Session 3 (EOC In-Person, Credit Recovery Support, In-Person Elective) 1:30 Dismissal *In-Person Elective Options: Weight Training and/or CTE Ag Elective *Counseling services on site

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

270 - Currituck County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

At-Risk student identification will be based on grades, observations, diagnostic and formative assessments such as NC Check-Ins, State assessments, and other factors, including reading on grade level and engagement in remote learning. Invitations for identified at-risk students to participate in Summer Learning will be mailed home to parents. Follow up phone calls from school staff will occur. RSVP responses are expected from parents as part of the invitation.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

At-Risk student identification will be based on grades, observations, diagnostic and formative assessments, State assessments such as EOC's, and other factors, including at-risk behaviors/academics for dropping out and engagement in remote learning. Invitations for identified at-risk students to participate in Summer Learning will be mailed home to parents. Follow up phone calls from school staff will occur. RSVP responses are expected from parents as part of the invitation. Seniors ineligible for regular graduation will be notified of the opportunity graduate at the end of summer learning/credit recovery.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

A flexible schedule allowing staff to have Fridays off for family time and/or summer work commitments. Pay rate incentivized to be more weekly than just a staff member's daily rate.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

A flexible schedule allowing staff to have Fridays off for family time and/or summer work commitments. Pay rate incentivized to be more weekly than just a staff member's daily rate.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
270 - Currituck County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

270 - Currituck County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Certified AIG teachers will provide enrichment/extension activities. Other community partners such as the Cooperative Extension Office and the YMCA will work to provide extension opportunities for students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

The Career Development Coordinator & Internship Coordinator will provide some soft skills/job interview training for students during summer learning. We will also feature some guest speakers designed to assist students with considering post-secondary options.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

280 - Dare County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Sandy

Last Name

Kinzel

Q7_2. What is the **email address** of the primary contact?

kinzelsa@daretolearn.org

Q7_3. What is the **phone number** of the primary contact?

Phone Number	252-480-8888
Phone Extension	1928

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	John
Last Name	Farrelly

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	252-480-8888
Phone Extension	1901

Q1.

280 - Dare County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Session I will operate June 14-17, 21-24, 28 and 29 from 8:00am to 12:00pm and focus on instruction and remediation in end-of-grade or end-of-course subjects. Lunch and physical activity will be incorporated into the day. 8:00-12:00 -Literacy Focused Learning for K-3 Students 8:00-8:15 - Grab and Go Breakfast/Morning Meeting 8:15-12:00 - Classrooms will use the RISE Program and the Jan Richardson plan to meet with students in small groups/individually to strengthen needed skills. Teachers will also incorporate whole group mini-lessons and Daily 5 independent practices during classroom instructional time. *During this timeframe, individual classes will have a working lunch and recess/mask down breaks. 11:15 - 12:00 Lunch delivery (working lunch) Science skills will be integrated in daily instruction and supplemented through weekly Science, Technology, Engineering, Art, and Mathematics activities. Teachers will also use the SEL Calendars (created by our guidance counselors) to incorporate social-emotional lessons during morning meetings and throughout the day. An example of a weekly STEAM activity would be project based with a literacy focus. Session II: Summer Bridge will be operating July 19 - August 13, 2021 (M-F) and will focus on core instruction during part of the day and STEAM enrichment activities in the latter part of the day with lunch and physical activity incorporated into the day. Transportation will be provided. 7:30-3:00pm - Summer Reading Camp with Math/Science Supplemental Instruction for K-3 and Enrichment Opportunities 7:30-7:45 - Grab and Go Breakfast/Morning Meeting 7:45-11:30 - Whole Group Mini-Lessons/Small Group Guided Reading/Individual Instruction (as needed)/Daily 5 Framework (reading and math)/Independent Practice (all subject areas). Science skills will be integrated in instruction and supplemented through Science, Technology, Engineering, Art and Mathematics activities. STEAM ideas include but are not limited to: foreign language classes, climate change awareness club, art classes, drama/theater experiences, cooking and 3D Printing/Drawing. Sports and intramurals will also be included in daily routines. 11:30-12:15 - Students will have lunch/recess and will transition into the afternoon enrichment activity sessions. Core instruction teachers will utilize this block as a paid planning time. 12:15-3:00 - Students will participate in interest-based enrichment activities, including physical activities, clubs, and STEAM activities. The 12:15-3:00 session could also be utilized for extra academic remediation for small groups or individual students. Students will have the option to attend the After School Enrichment Program from 3:00-6:00pm

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Session I will operate June 14-17, 21-24, 28 and 29 from 8:00am to 12:00pm and focus on instruction and remediation in end-of-grade or end-of-course subjects. Lunch and physical activity will be incorporated into the day. 8:00-8:15- Grab and Go Breakfast/Morning Meeting/SEL Activity 8:15-11:00 - Specific Academic Remediation using released EOG assessments/small group instruction 10:00-11:00- Staggered Recess/Independent Practice/Lunch 11:00-12:00 - Test Taking Strategies Session Session II: Summer Bridge will be operating July 19 - August 13, 2021 (M-F) and will focus on core instruction during part of the day and STEAM enrichment activities in the latter part of the day with lunch and physical activity incorporated into the day. Transportation will be provided. 7:30-3:00pm - Summer Bridge Program (Reading, Math and Science Instructional Focus) 7:30-7:45 - Grab and Go Breakfast/Morning Meeting/SEL Activity 7:45-9:15 - Literacy Block 9:15-9:30 - Outside/Mask Down Break 9:30-10:30 Math Block 10:30-10:45 - Outside/Mask Down Break 10:45-11:30 - Science Integrated Block/Project-Based Learning/STEAM Academic Instruction 11:30-12:15 - Students will have lunch/recess and will transition into the afternoon enrichment activity sessions. Core instruction teachers will utilize this block as a paid planning time. 12:15-3:00 - Students will participate in interest-based enrichment activities, including physical activities, clubs, and STEAM activities. The 12:15-3:00 session could also be utilized for extra academic remediation for small groups or individual students. Students in grades 4-5 will have the option to attend the After School Enrichment Program from 3:00pm-6:00pm.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

280 - Dare County Schools

Section 2. **Ninth through Twelfth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☐ 150 hours

☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Session I will operate June 14-17, 21-24, 28 and 29 from 8:00am to 12:00pm and focus on instruction and remediation and credit recovery for end-of-course subjects-- Math I, Math II, Eng 2, and Biology. Lunch and physical activity will be incorporated into the day. 8:00-8:15- Grab and Go Breakfast/Morning Meeting/SEL Activity 8:15-10:15 - Targeted instruction focused on remediation of core content standards/small group instruction 10:15-10:45 - Physical Activity Break 10:45-12:00- Independent Practice and teachers remediate in small groups/Test Taking Strategies Session and EOC prep 11:30- 12:00 - Lunch 12:00 - Dismissal Session II: Summer Bridge will be operating July 19 - August 13, 2021 (M-F) and will focus on core instruction during part of the day and STEAM enrichment activities in the latter part of the day with lunch and physical activity incorporated into the day. Transportation will be provided. 7:30-3:00pm - Summer Bridge Program (ELA, Math, Social Studies, and Science Instructional Focus) 7:30-7:45 - Grab and Go Breakfast/Morning Meeting/SEL Activity 7:45-9:15 - Core Instruction 9:15-9:30 - Outside/Mask Down Break 9:30-10:30 - Core Instruction 10:30-10:45 - Outside/Mask Down Break 10:45-11:30 - Project-based learning/small groups/independent practice 11:30-12:15 - Students will have lunch/recess and will transition into the afternoon enrichment activity sessions. Core instruction teachers will utilize this hour block as a paid planning time. 12:15-3:00 - Students will participate in interest-based enrichment activities, including physical activities, clubs, and STEAM activities. (12:15-3:00 session could also be utilized for extra academic remediation for small groups or individual students.) Elective courses will be offered through APEX, Marine Biology through the Coastal Studies Institute, and/or CTE courses such as carpentry.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Cape Hatteras Secondary School Manteo High School First Flight High School

Q3.

280 - Dare County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

There are multiple factors that will assist in identifying students that are considered at-risk: mClass data for grades K-4 K-2 Math Benchmarks (DPI) Attendance data for grades K-8 EOG scores for grades 3-8 MTSS information (Tier II and Tier III students)for grades K-8 English Language Learners for grades K-8 Exceptional Children for grades K-8 EVAAS performance/predictive data for grades K-8 For grades K-5, parents will be notified via a parent conference and presented with the invitation to summer programming. For grades 6-8, parents will be notified through an invitation email and phone call from the teacher.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Factors/Indicators to be reviewed to identifying at-risk students: Attendance Course grades EOC/Final Exam grade MTSS Tiers information English Language Learners Exceptional Children EVAAS performance/predictive data For grades 9-12, parents will be notified through an invitation email and phone call from the teacher.

Q3_3.
In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Aside from required signing bonuses, the following incentives are being offered for educators in Dare County Schools: Certified teachers will receive \$50.00 per hour and be eligible for a \$200 per week bonus for full weeks worked Since our summer programming is divided into two sections, teachers have the option to work one or both sessions. Also, teachers may select to work various weeks within the sections. For the July/August session, the day will be split into two parts - instructional and enrichment. Teachers can opt to work one or both parts of the day.

Q3_4.
In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Aside from required signing bonuses, the following incentives are being offered for educators in Dare County Schools: Certified teachers will receive \$50.00 per hour and be eligible for a \$200 per week bonus for full weeks worked Since our summer programming is divided into two sections, teachers have the option to work one or both sessions. Also, teachers may select to work various weeks within the sections. For the July/August session, the day will be split into two parts - instructional and enrichment. Teachers can opt to work one or both parts of the day.

Q4.

280 - Dare County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

K-5 students will be assessed using mClass (reading), DreamBox (Math) and SchoolNet (Science) assessments

6-8 students will be assessed through Classworks

9-12 through APEX

Q5.

280 - Dare County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

NA

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

280 - Dare County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Examples of our Elementary SEL Integration Calendar for Teachers: SEL Calendar - Example Intramural activities will also be offered to students in Grades K-8 (basketball, kickball, pickleball, etc.) Spanish Language Instruction in core subjects will be an option for all our Spanish Dual Language Immersion students in grades K-3.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

DCS is pursuing a partnership with the Coastal Studies Institute to provide elective coursework and real-world experiences. CTE teachers offer opportunities for students to earn credentials.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

290 - Davidson County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Dr. Deana

Last Name

Coley

Q7_2. What is the **email address** of the primary contact?

dcoley@davidson.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	3362498182
Phone Extension	5677

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	April
Last Name	Willard

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	3362498182
Phone Extension	

Q1.

290 - Davidson County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students will attend Summer Learning Camp, 4 days a week from 7:50 - 2:30 PM. The schedule will be based around the areas of the Science of Reading. The Summer Learning Program will integrate RTA requirements in addition to Summer Learning requirements as mandated by the legislation. Each morning, summer learning will begin with a morning meeting to support SEL using the Harmony Curriculum. Students in grades K-1 will also integrate phonemic awareness activities into the morning meeting daily. For all students in grades in grades K-3, there will be a block to focus on phonics skills (sound drills, word parts, sight words and reading passages). All students will have direct vocabulary instruction that will focus on word parts, root words, prefixes and suffixes. There will be a block for small group reading instruction and small group math instruction. Using the results from the iReady Screener, students will receive differentiated instruction. During small group reading instruction, the teacher will focus on fluency practice, using text evidence and writing. Math small groups will focus on conceptual understanding of base ten. To explicitly teach comprehension strategies, high interest Time for Kids fiction and nonfiction readers will be used. Science will be taught to students in grade 3 with embedded integration into ELA. Teachers will use Smithsonian readers with STEM challenges to support the understanding of science standards and continue the focus on reading comprehension. To ensure integration with RTA and the required 72 hours of reading instruction as outlined in legislation, readers were purchased to support content standards and reading comprehension simultaneously. Each week students will have enrichment activities that include a variety of hands-on STEM activities that are engaging, fun, and educational. Students will build and launch rockets, build race cars and robots. The day will end with an interactive read-aloud and SEL supports.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

DCS has identified 11 host sites out of our 18 elementary schools. We will work to have a student/teacher ratio of 1:10 in grades K-3. EC teachers will be hired to provide services as outlined on student IEPs. ESL teachers will be provided to address LIEP needs. Additional teacher assistants will be hired to support instruction in the classroom. Students will be provided recess daily with the classroom teacher. Physical activity will be provided daily during summer learning with 30 minutes built into the daily schedule. Teachers will provide organized physical activity games and play as part of daily recess.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students will attend Summer Learning Camp, 4 days a week from 7:50 - 2:30 PM. The schedule will be based on the areas of the Science of Reading. Each morning, summer learning will begin with a morning meeting to support SEL using the Harmony Curriculum. For all students in grades 4-5, there will be a block to focus on phonics skills (sound drills, word parts, sight words and reading passages). All students will have direct vocabulary instruction that will focus on word parts, root words, prefixes and suffixes. There will be a block for small group reading instruction and small group math instruction. Using the results from the iReady Screener, students will receive differentiated instruction. During small group reading instruction, the teacher will focus on fluency practice, using text evidence, comprehension and writing. Math small groups will focus on conceptual understanding of base ten. To explicitly teach comprehension strategies, high-interest Time for Kids fiction and nonfiction readers will be used. Science will be taught to grade 4-5 with embedded integration into ELA. Teachers will use Smithsonian readers with STEM challenges to support the understanding of science standards and continue the focus on reading comprehension. Teachers in grades 4-5 will also use Discovery Education Tech Book and Resources to explicitly teach science standards. Each week students will have enrichment activities based on STEM that include a variety of hands-on activities that are engaging, fun and educational. Students will build and launch rockets, build race cars and robots. The day will end with an interactive read-aloud and SEL supports. In grades 6-8, students will attend the Summer Learning Program from 8:30 am - 3:30pm. Explicit instruction will be provided in 105-minute blocks for ELA, Math, and Science. Enrichment activities will be offered in STEM, CTE, and/or Fine Arts for 45 minutes daily. For reading instruction, teachers will utilize Scholastic Lit Camp materials, with the following components: Opening Campfire--A community-building activity and introduction to the words of the day (10 min); Read Aloud--an interactive read-aloud experience designed to elicit student voice (15 min); Bring the Text to Life--an activity that creatively celebrates the read-aloud text (10 min); Reading Power--a small group time for students to become stronger more strategic readers (20 mins); Bunk Time--independent reading time to build stamina (20 min); Community Lit--interactive literacy skill-building that focuses on speaking and listening skills (10 min); Writing Power--writing activities that extend the learning about the read-aloud text and the 7 strengths (10 min); Closing Campfire--opportunities for personal reflection and praise for what campers have achieved (10 min). Students will participate in community building and SEL activities during the opening campfire as well as through the integration of texts contained in the Scholastic Mental and Health Education Collection. For math, students will receive 30 minutes of explicit instruction using the HMH Into Math Curriculum. Teachers will follow the I Do-We Do-You Do Together-You Do Independently model. In addition to whole group instruction, students will participate in small group mathematics instruction utilizing the Focused Mathematics Intervention program. Students will engage in building mathematical fluency, concept tasks, real-world application and problem solving, and interactive games that guide them toward independent skills. Small groups in both reading and math will be differentiated based on students' levels. For science instruction, teachers will utilize the Discovery Education Science Techbook curriculum and implement activities and tasks that engage students in hands-on, project-based learning. This curriculum is aligned with the 5E Science Lesson Model, which incorporates inquiry-based learning and includes the following elements: Engage, Explore, Explain, Elaborate, and Evaluate. The following encore/enrichment activities will be offered: (1) Discovery Education Coding Curriculum including Block Coding, HTML, Python, and Debugging Lessons. These lessons will increase student understanding of logic, algorithms, decomposition, patterns, and abstraction through real-world challenges and situations. (2) Band, chorus, and/or visual arts activities that align with the NC Essential Standards and provide students with opportunities to create and apply the elements of fine arts. (3) Exploration in the Business, Finance and/or Information Technology Program curriculum with a focus on increasing career and work readiness and project-based learning/application. (4) Exploration in STEM-based activities with a focus on Robotics and/or Synergistics.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

DCS has identified 11 host sites out of our 18 elementary schools. We will work to have a student/teacher ratio of 1:20 in grades 4-5. EC teachers will be hired to provide services as outlined on student IEPs. ESL teachers will be provided to address LIEP needs. Additional teacher assistants will be hired to support instruction in the classroom. DCS has identified 7 host sites for our 7 middle schools. We will work to have a student/teacher ratio of 1:20. EC teachers will be hired to provide services as outlined on student IEPs. ESL teachers will be provided to address LIEP needs. Health and PE instruction will be provided daily for 30 minutes with a certified PE teacher. For Health/PE instruction, students will participate in daily health and physical activities aligned with the North Carolina Essential Standards.

Q2.

290 - Davidson County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

In grades 9-12, students will be provided with the opportunity to recover up to three high school course credits through the Edgenuity Credit Recovery lab and/or in person instruction in EOC courses (Math I, Math III, English II, and Biology). Career Management will be offered as an in-person elective course. Each instructional day will run from 8:30am-3:30pm, with each block being allocated 130 minutes for in-person instruction of EOC/elective course. A learning lab facilitator will be available to provide students with individual support in the credit recovery labs. They will also communicate with families regarding student progress. Credit recovery will be offered for the following courses: English I, III, IV; Chemistry; Physical Science; Earth/Environmental Sci; Psychology; Civics & Economics; World History; American History I, II; Math II, IV; Foundations of Math; Pre-Calculus; Discrete Math; Spanish I; Health/PE; Psychology; Sociology. Success 101 and 21st C. World Geography will also be offered for Initial Credit via Edgenuity. Highly qualified teachers will provide differentiated instruction for EOC courses and Career Management. School counselors will be allocated to support student SEL needs and provide student/family assistance and support as needed.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Davidson County Schools has identified 7 host sites for our traditional high schools. We will work to have a student/teacher ratio of 1:20 for EOC courses and Career Management and a ratio of 1:30 for the Credit Recovery Learning Labs. EC teachers will be hired to provide services as outlined on student IEPs.

Q3.

290 - Davidson County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

K-5 Outreach Efforts To determine who was eligible for Summer Learning, multiple data points were used. School Instructional coaches met with grade levels during PLC meetings to determine who is at-risk and would benefit from additional academic support during the Summer Program. Instructional Coaches and teachers looked at MOY STAR Assessment data, HMH Math Screener data, attendance data, and remote learning participation data to determine the list of at-risk students for grades K-5. Parents were sent an invitation along with a registration form. If a parent requests that their child attend the program, but did not receive an invitation, those students will be registered to attend. Principals have communicated summer learning programs through social media outlets and weekly phone messages to parents. Summer learning program information is also posted on the district website and all school websites. 6-8 Based on our local board policy promotion requirements students who are currently not meeting teacher standards in ELA or math are being identified and sent an invitation to the Summer Learning Program via mail. Universal screening data, attendance data, and other formative assessment data is also being reviewed. Parents of identified students were sent an invitation along with a registration form. Other students who request to attend the program will also be registered. Principals have communicated summer learning programs through social media outlets and weekly phone messages to parents. Summer learning program information is also posted on the district website and all school websites.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

9-12 Students who failed one or more courses in the fall 2020 or will potentially fail one or more in the spring semester 2021 were identified and sent an invitation to the Summer Learning Program via mail. Students who wish to recover credit for the courses taught in person (EOCs and Career Management) must have taken the state-required assessment in order to qualify. Parents of identified students were sent an invitation along with a registration form. Other students who request to attend the program will also be registered. Principals have communicated summer learning programs through social media outlets and weekly phone messages to parents. Summer learning program information is also posted on the district website and all school websites.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Davidson County Schools has offered an Early Bird Bonus of \$100 to any employee that completes an application to work/teach in the summer learning programs. In addition to the required signing bonuses for teachers for NBCPT and received a past teaching bonus; DCS included a signing bonus of \$1200 for a Master's degree in education or Exceeded EVAAS growth in 2017-2018 and 2018-2019 and a signing bonus of \$600 for certification training in HillRAP or Orton Gillingham or Met EVAAS growth in 2017-2018 and 2018-2019. A Continuity Bonus of \$600 was added for any teacher that teaches the entire 5 week summer learning program. All teachers teaching in summer learning programs will receive their hourly rate of pay. For support staff (bus drivers, school nutrition, and teacher assistants), a Continuity Bonus of \$750 is provided to support staff that work the entire 5 week summer learning program. For support staff that cannot work the entire 5 week program, they will earn \$120 a week for working. All support staff will be paid their hourly rate of pay. Summer learning program Site Coordinators must have school administration on their current license. Site Coordinators will receive a \$1500 stipend for working the entire 5 week program. Site Coordinators will receive their hourly rate of pay.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Davidson County Schools has offered an Early Bird Bonus of \$100 to any employee that completes an application to work/teach in the summer learning programs. In addition to the required signing bonuses for teachers for NBCPT and received a past teaching bonus; DCS included a signing bonus of \$1200 for a Master's degree in education or Exceeded EVAAS growth in 2017-2018 and 2018-2019 and a signing bonus of \$600 for certification training in HillRAP or Orton Gillingham or Met EVAAS growth in 2017-2018 and 2018-2019. A Continuity Bonus of \$600 was added for any teacher that teaches the entire 5 week summer learning program. All teachers teaching in summer learning programs will receive their hourly rate of pay. For support staff (bus drivers, school nutrition, and teacher assistants), a Continuity Bonus of \$750 is provided to support staff that work the entire 5 week summer learning program. For support staff that cannot work the entire 5 week program, they will earn \$120 a week for working. All support staff will be paid their hourly rate of pay. Summer learning program Site Coordinators must have school administration on their current license. Site Coordinators will receive a \$1500 stipend for working the entire 5 week program. Site Coordinators will receive their hourly rate of pay.

Q4.

290 - Davidson County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

290 - Davidson County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Not applicable

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Not applicable

Q6.

290 - Davidson County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Stoner Thomas School, a public separate school (K-12) for students with severe cognitive disabilities, will provide a summer learning program June 14-July 22, Monday through Thursday from 8:00 a.m. until 2:00 p.m. Teachers at Stoner Thomas will utilize the UNIQUE Learning System summer curriculum that is designed to give students with complex learning needs meaningful access to the general education curriculum. This provides students a motivating interactive learning environment with engaging symbol support and a path to independence. "Welcome to Kindergarten" will be offered to all incoming Kindergarten students to support the transition from Pre-K to Kindergarten. This will be offered Monday through Thursday, August 2 - August 5 from 8:30 - 11:30 AM. The focus of this week will be to introduce students to procedures and routines in a kindergarten classroom and frontload students with some of the basic foundational skills such as book and print awareness. This program will be literacy rich with read alouds, introduction to Letterland characters, poems, rhymes and songs. AIG Summer Enrichment Camp for students in grades 4-8 will be offered from July 12-July 15 from 8:00 a.m. - 3:30 p.m. Students will have the opportunity to enrich, excite, and explore. Students attending AIG Summer Enrichment Camp will complete 3 courses daily. Some of the courses include: The Escape Classroom, Create a "Brand" New Opportunity, The Great Island Escape, STEM Challenges, Ozobot Olympics: Code, Create, and Race!, Code Breakers, and Crime Solving Detectives Forensics. Through a partnership with the Wake Forest School of Medicine's Center for Excellence for Research, Teaching, and Learning (CERTL), rising 8th graders will be provided with a summer intensive STEM Experience called iSTEM from July 26-29 from 8:00 a.m. -11:00 a.m. This experience provides the students with hands-on STEM activities to promote their understanding of STEM-related content and careers. "Welcome to Middle School" will be offered to all upcoming middle school students to support the transition from 5th grade to 6th grade or for any student who was fully remote for the 2020-2021 school year who wishes to attend. This will be offered Monday through Thursday, August 2 - August 5 from 8:30 - 11:30 AM.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

"Heading to High School Freshman Boot Camp" will be offered to all rising freshmen to support the transition from 8th grade to 9th grade or for any student who was fully remote for the 2020-2021 school year who wishes to attend. This will be offered Monday through Thursday, August 2 - August 5 from 8:30 - 11:30 AM.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

300 - Davie County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Jennifer

Last Name

Lynde

Q7_2. What is the **email address** of the primary contact?

lyndej@davie.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	336-751-5921
Phone Extension	1017

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Cherri
Last Name	White

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	336-751-5921
Phone Extension	1014

Q1.

300 - Davie County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Camp Hours Offered 7AM-5PM Each Day SAMPLE SCHEDULE 7:00 - 7:45 Academic Enrichment Offered (iReady Instructional Pathway) 7:45 - 8:00 Buses Arrive/Breakfast 8:00 - 10:00 ELA/ Science Integrated 10:00 - 12:00 Math/ Science Integrated 12:00 - 1:00 Lunch / PE 1:00 - 3:00 Academic Enrichment: STEM, Arts 3:00 - 5:00 Additional Academic Enrichment Offered (iReady Instructional Pathway) Students were selected for our elementary school camps based on academic need. Students being considered for retention were first invited to camp. Additional students were then prioritized based on academic need and invited. Invited students will attend summer camp at one of five school sites. Each site will choose a science-based theme for each week of camp. Bus transportation to and from camp will be provided each day, as well as before and after care for families that incorporate academic enrichment activities. I-Ready computer lab will open at 7AM for parent drop off. Breakfast will be served each morning to all students. SEL activities will be incorporated at the start of each day through morning meeting activities and student check-ins. Students will participate in a literacy block each morning, lasting approximately 2 hours. This will include teacher directed reading, small group reading with the use of decodable books, phonemic awareness practice as well as phonics practice. Students will also complete writing activities during this time. Science and SEL topics will be integrated into reading materials as well as writing activities. Students will receive reading interventions throughout the reading block based on need using Letterland, Heggerty, and Hill Rap. These interventions will be provided in small groups. Following reading, students will complete a math block daily. During this time teachers will review math concepts and students will have the opportunity to practice skills. Small math groups will also be utilized to allow for individualized hands-on practice using manipulatives. K-3 students will participate in fact fluency games and activities to increase their automaticity when recalling facts. Math interventions will be given in small groups also using manipulatives to help students with skill deficits. After students complete their math block they will have lunch and participate in physical activity. This will include time outside on the playground and games in the gym. In the afternoon students will receive enrichment through a variety of activities including STEM, art, and music. All enrichment activities will incorporate ELA, math, and/or science standards.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/student ratio - Average of 1:15 Adult/student ratio - Average of 1:10 Program location(s) - 5 Elementary School Sites, Cooleemee ES, Cornatzer ES, Mocksville ES, Shady Grove, ES, William R. Davie ES Physical activity - Daily integration of physical activities in core content, enrichment and recess combined with lunch

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Camp Hours Offered 7AM-5PM Each Day SAMPLE SCHEDULE 7:00 - 7:45 Academic Enrichment Offered (iReady Instructional Pathway) 7:45 - 8:00 Buses Arrive/Breakfast 8:00 - 10:00 ELA/ Science Instruction 10:00 - 12:00 Math/ Science Instruction 12:00 - 1:00 Lunch / PE 1:00 - 3:00 Academic Enrichment: STEM, Arts, and Academic Clubs 3:00 - 5:00 Additional Academic Enrichment Offered (iReady Instructional Pathway/Individualized Tutoring) Students were selected based on academic need. Students being considered for retention (at risk of failure) were first invited to camp. Additional students were then prioritized based on academic need and invited. Each summer camp site will choose a science-based theme for each week of camp. Bus transportation to and from camp will be provided each day as well as before and after care for families as needed. I-Ready computer lab will open at 7AM for parent drop off. Breakfast will be served each morning to all students. SEL activities will be incorporated into daily lessons, specifically at the start of instructional blocks. Students will participate in a literacy, math, and science block daily. This will include standards based instruction and we will be tailored specific to standards that need to be retaught based on Check-in, EOG, and iReady data. Students will also complete writing activities during this time. SEL topics will be integrated into reading materials as well as writing activities. After students complete their math block they will have lunch/time for physical activity. This will include time outside on the playground and games in the gym. In the afternoon students will receive enrichment through a variety of activities including STEM, art, music, and student-selected. All enrichment activities will incorporate ELA, math, and/or science standards.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

The following details will be requested but are not required now: Teacher/student ratio - average of 1:15 Adult/student ratio - average of 1:10 Program location(s) Grades 4-5 at 5 Elementary Sites: Cooleemee ES, Cornatzer ES, Mocksville ES, Shady Grove, ES, William R. Davie ES Grades 6-8 at 1 Middle School Site: North Davie MS Physical activity - Daily integration of physical activities in core content, enrichment, and recess combined with lunch

Q2.

300 - Davie County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades 9–12. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

High school students from Davie County High School and Davie County Early College High School will be invited to attend the Summer Program for grades 9-12. The Summer Program will be held at Davie County High School. Students will have the opportunity to recover up to 2 credits for the school year. The End-of-Course subjects offered will include Biology, English II, Math I, and Math III. Other classes offered will include Earth and Environmental Science, Math II, English I, and Civics and/or World History. Art and Physical Education will be the elective options available. EC support and ESL support will be provided for students during the instructional day as needed in their classes. Students were placed on three lists and were prioritized by the number of classes failed, the number of EOC classes failed, and the number of failed classes that count as graduation requirements. Student data, pulled at the end of first semester and again as the invitation process starts, will be used to determine if students will receive face to face instruction or if they will participate in the Program using GradPoint and APEX. The goal for class size for face to face instruction will be one teacher to fifteen students. Students using online instructional programs will be supervised and supported by a certified teacher. Use of these programs will let the Summer Program extend other course offerings as needed. The day will start with optional academic enrichment that will be offered from 7 - 7:45 AM. Buses will begin arriving and breakfast will be served from as students transition to one of three instructional blocks. Students will attend two instructional blocks before moving to lunch. During the lunch block, lunch will be provided, and enrichment opportunities will be offered. The third instructional block will begin after lunch. After the end of the instructional blocks, students who need bus transportation will leave but students will also have an opportunity for academic enrichment until the end of the day at 5:00 PM. This is a tentative schedule and may be adjusted depending on the number of students who choose to attend and the needs of the students. During the instructional blocks, teachers providing face to face instruction will deliver standards - based, targeted instruction on content, skills, and concepts that students need to recover credit for the course. Teachers will pre-assess students on priority standards and concepts to determine the instructional needs and will work with students in small groups to address those needs. SEL supports will be provided during enrichment times and will be integrated into each classroom through the incorporation of the signature SEL practices using the guidance that has been provided from NCDPI. School counselors will also be on campus to act as support if needed. Enrichments that will be possibly be offered will include art, some CTE content, physical education activities, online content specific activities, ACT Academy, and career exploration with Major Clarity.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

The 9-12 Summer Program location is at Davie High School.

Q3.

300 - Davie County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

We are using iReady data, along with report card grades, quarterly assessments, and teacher recommendations to determine students who are at-risk. Mid-year, teachers and administrators conferenced with parents/guardians to discuss concerns with students' progress and possible student retention. Teachers have continued to communicate with parents of students that did not make adequate progress the second semester to share information including test data, participation, and behavior concerns. Conversations have included the opportunity for students to attend a summer program in order to be better prepared for next school year. Priority lists were created with these students as primary candidates. Invitations are being sent by email and by paper copies based on the prioritized list. These communications are sent in both English and Spanish.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students are determined based on the number of classes failed and which classes were failed. The format of the delivery of instruction is based on a student's final grade in the class that they failed. Students who failed with a 50 - 59 as a final grade will receive instruction through the use of GradPoint or APEX modules. Students who failed with a 40 - 49 as a final grade will receive face to face instruction. If space is available, students will be pulled from the online courses to receive face to face instruction no matter what their final grade was. Invitations will be sent by email to both students and their parents/guardians based on a prioritized list. Communications will be sent in both English and Spanish. Once students receive their invitation, they will complete an electronic acceptance form by the deadline provided. School counselors will follow up with students who do not respond, especially students on the primary priority list. Student schedules will be set as they accept their spot in the Summer Program. If students decline their spot, those spots will be opened for the next students on the list. This will continue until all available spots are filled. The number of spots available will be determined by the number of staff available to provide instruction, supervision, and support.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

All certified teachers who participate in the Summer Program will be paid a minimum of \$25 an hour or their salary, whichever is greater. All certified staff who work the full Summer Program will receive a \$1200 bonus. All others will be compensated and incentivized accordingly. Summer staff will also have some flexibility with the hours and days that they are scheduled to work. On the interest survey, staff could indicate their preferences for employment. Teachers will have a scheduled planning time during the academic day in which they can plan for instruction together. They will also be paid for 3 planning days for set-up, collaboration, and professional development outside of the student days. Working during the Summer Program will also be considered on the staff's evaluation as evidence of leadership. The willingness to participate shows a dedication to both students and the school system in which they work.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

All certified teachers who participate in the Summer Program will be paid a minimum of \$25 an hour or their salary, whichever is greater. All certified staff who work the full Summer Program will receive a \$1200 bonus. All others will be compensated and incentivized accordingly. Summer staff will also have some flexibility with the hours and days that they are scheduled to work. On the interest survey, staff could indicate their preferences for employment. Teachers will have a scheduled planning time during the academic day in which they can plan for instruction together. They will also be paid for 3 planning days for set-up, collaboration, and professional development outside of the student days. Working during the Summer Program will also be considered on the staff's evaluation as evidence of leadership. The willingness to participate shows a dedication to both students and the school system in which they work.

Q4.

300 - Davie County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

300 - Davie County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Not applicable

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Not applicable

Q6.

300 - Davie County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Classified staff will also be incentivized to work during the Summer Program. They will be paid a minimum of \$15 dollars an hour or their normal hourly pay, whichever is higher, as well as a \$750 bonus for working the full Summer Program. All others will be compensated and incentivized accordingly. Students and families will be provided a contract that details expectations for attendance, behavior, and participation. As the district moves one to one with technology for grades 6-8 next year and devices available for all K-5 classrooms, students will continue to have access to technology for use during the Summer Program.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Classified staff will also be incentivized to work during the Summer Program. They will be paid a minimum of \$15 dollars an hour or their normal hourly pay, whichever is higher, as well as a \$750 bonus for working the full Summer Program. All others will be compensated and incentivized accordingly. Students and families will be provided a contract that details expectations for attendance, behavior, participation, and explains the requirements for the credit recovery process. As the district moves to one to one with technology for grades 6-12 next year, students will continue to have access to their assigned technology for use during the Summer Program.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

310 - Duplin County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Nicole

Last Name

Murray

Q7_2. What is the **email address** of the primary contact?

nmurray@duplinschools.net

Q7_3. What is the **phone number** of the primary contact?

Phone Number	9102966600
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	
Last Name	

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	
Phone Extension	

Q1.

310 - Duplin County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The student day will run from 7:50 - 3:15 each day, Monday-Thursday. Each school will submit a schedule that includes one 90-minute and two 60 minute periods of Reading/Literacy activities, at least 60 minutes of mathematics, and at least 32 minutes of science (3rd grade only) or centers/small groups (K-2). Students will participate in two 45-minute enrichment periods, such as STEAMA (Science, Technology, Engineering, Arts, Music, or Agriculture), physical education, SEL, small group intervention, etc. Schools will also schedule times for breakfast, lunch, and physical activity in addition to instructional time. Schools will utilize data results from the Competency Based Assessment (Istation) to provide literacy and math interventions to students who demonstrate skill deficits based on the data. Interventions will be matched to these skills deficits and progress monitored for student improvement. Parent communication will be maintained throughout the course of the summer learning program through weekly progress reports. Teachers will integrate a social and emotional learning (SEL) lesson into the instructional day by utilizing Harmony SEL resources, CASEL 3 Signature Practices Playbook and interventions from the universal behavior screener, Panorama. School counselors will be available to support the social-emotional needs of students by providing small group interventions and addressing individual students' needs. Schools will utilize current RtA Camp units of study as well as Tier 1 core resources available to provide instruction (Houghton Mifflin Harcourt Into Reading, IntoMath and OpenCourt Phonics). Third grade teachers will also utilize the secure Portfolio Instructional Passages as well as released Portfolio passages in their instruction.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

In grades K-3 the teacher to student ratio will be approximately 1:17. The adult to student ratio will be approximately 1:12. The program will be available at all eight K-8 school locations. Students will have at least one twenty-minute block of time each day for physical activity.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The student day will run from 7:50 - 3:15 each day, Monday-Thursday. Each school will submit a schedule that includes 90-minute blocks for ELA/Reading, mathematics, science, and enrichment. Enrichment may include STEAMA (Science, Technology, Engineering, Arts, Music, or Agriculture) areas or physical education. Schools will also schedule times for breakfast, lunch, and physical activity in addition to instructional time. Schools will utilize data results from the Competency Based Assessment (Istation) to provide literacy interventions to students who demonstrate skill deficits based on the data. The Istation Math Diagnostic will be administered to identify gaps in understanding of mathematical concepts. Interventions will be matched to these skills deficits and progress monitored for student improvement. Parent communication will be maintained throughout the course of the summer learning program through weekly progress reports. Teachers will also integrate a social and emotional learning (SEL) lesson into the instructional day by utilizing Harmony SEL resources, CASEL 3 Signature Practices Playbook and interventions from the universal behavior screener, Panorama. School counselors will be available to support the social-emotional needs of students by providing small group interventions and addressing individual students' needs. Schools will utilize current Tier 1, core resources available to provide instruction. Houghton Mifflin Harcourt Into Reading (4-5) and Into Literature (6-8). Into Math (4-5) and Illustrative Math (6-8).

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

In grades 4-5 the teacher to student ratio will be approximately 1:20. In grades 6-8 the teacher to student ratio will be approximately 1:25. The adult to student ratio will be approximately 1:12. The program will be available at all eight K-8 school locations. Students will have at least one twenty-minute block of time each day for physical activity.

Q2.

310 - Duplin County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☒ 150 hours

☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

The student instructional day will begin at 7:50 a.m. and end at 3:15 p.m. Monday through Thursday. Each high school will submit a personalized master schedule to the district by May 13, 2021. This master schedule will include times for instructional blocks as well as designated time for breakfast, lunch, and an opportunity for physical activity. Students will be scheduled into instructional blocks based upon the course(s) for which credit recovery is needed. Face-to-face instruction will be provided to students in Biology, English II, NC Math 1, and NC Math 3. Access to teacher support will also be available in other English, math, science, and social studies courses required for graduation. In addition to in-person instructional blocks, students will also be scheduled to work on credit recovery modules in either the Edgenuity program or the Canvas LMS to include the following courses: English I, English II, English III, English IV NC Math 1, NC Math 2, NC Math 3, NC Math 4, Precalculus Earth/Environmental Science, Biology, Physical Science, Chemistry World History, Civics & Economics, American History I, American History II Locally developed CTE and elective credit recovery courses One instructional block during the school day will be dedicated to an elective course. Each school will determine which elective course(s) to offer based upon available staff and student interest. Elective courses may include STEAMA (Science, Technology, Engineering, Arts, Mathematics, and Agriculture) areas, physical education, art, music, or others. Students will also have the option to enroll in an elective course for credit through NCVPS with the approval of the principal. School counselors will be available to support the social-emotional needs of students by providing small group interventions and addressing individual students' needs. Students will also have access to a school nurse and social worker to meet individual needs. Teachers will be provided with SEL Signature Practices resources and interventions from the Panorama universal behavior screener to use in the classroom with all students.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

310 - Duplin County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Data-decision rules were established as a tool to prioritize and identify at-risk students. Schools utilized attendance, classroom performance from formative and interim assessments, and diagnostic assessment data from Istation to identify students. Letters in English and Spanish (hard copy and digital) were sent to each at-risk student/parent inviting them to the Summer Learning Program opportunity. These students were given priority for attendance. Families of students not identified as "at risk" also received a letter informing them of the summer learning program opportunity and invited based on space at each location. This communication also provided the dates and times for the summer learning program, activities that would take place, and the opportunity to indicate whether or not students would attend the program.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students in grades 9-12 have been identified as at-risk if they failed to earn credit for any high school course required for graduation during the 2020-2021 school year. Parents/guardians have been contacted by the school via letter (in English and Spanish), personal phone call, Blackboard Connect call, and/or email to notify them that students have failed, or are in danger of failing, one or more courses and that credit recovery would be available. This communication also provided the dates and times for the summer learning program and the opportunity to indicate whether or not students would attend the program.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers have been offered the option of a three-week or six-week contract for the summer learning program. All staff who choose to contract for the summer learning program will receive a signing bonus as follows: Certified staff who received the past teaching bonus or hold National Board for Professional Teaching Standards certification will receive a bonus of \$2,000.00 for a six-week contract or \$1,200.00 for a three-week contract. All other certified staff will receive a \$1,800.00 bonus for a six-week contract or \$450.00 for a three-week contract. Non-Certified Staff will receive a \$500.00 bonus for a six-week contract. Bus drivers who do not also serve as teacher assistants will receive a \$250.00 bonus for a six-week contract.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers have been offered the option of a three-week or six-week contract for the summer learning program. All staff who choose to contract for the summer learning program will receive a signing bonus as follows: Certified staff who received the past teaching bonus or hold National Board for Professional Teaching Standards certification will receive a bonus of \$2,000.00 for a six-week contract or \$1,200.00 for a three-week contract. All other certified staff will receive a \$1,800.00 bonus for a six-week contract or \$450.00 for a three-week contract. Non-Certified Staff will receive a \$500.00 bonus for a six-week contract. Bus drivers who do not also serve as teacher assistants will receive a \$250.00 bonus for a six-week contract.

Q4.

310 - Duplin County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Duplin County Schools would like to use Istation.

Q5.
310 - Duplin County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction

- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Not applicable.

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Not applicable.

Q6.

310 - Duplin County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

320 - Durham Public Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Ashley

Last Name

Stephens

Q7_2. What is the **email address** of the primary contact?

Ashley_Stephens@dpsnc.net

Q7_3. What is the **phone number** of the primary contact?

Phone Number	919-560-2331
Phone Extension	21039

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Chanel
Last Name	Sidbury

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	9195602684
Phone Extension	21315

Q1.

320 - Durham Public Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Durham Public Schools Academic Services department has worked to develop a program that supports the whole child. Our daily schedule consists of 5 ½ instructional hours, 25 minutes of lunch, 20 minutes of physical activity, and 15 minutes for transition. Thematic weekly units support literacy comprehension and development across all content areas. As a 1:1 school district, we are leveraging our digital resources for students to have access to academic tutoring, virtual field trips, virtual story time with the public library. Access our Instructional Plan Here: <https://docs.google.com/document/d/15Chg2d8SGH-RNN0UgMITLy2pnDm7YWd6VeVpAq71BLw/edit?usp=sharing>

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Durham Public Schools Academic Services department has worked to develop a program that supports the whole child. Our daily schedule consists of 5 ½ instructional hours, 25 minutes of lunch, 20 minutes of physical activity, and 15 minutes for transition. As a 1:1 school district, we are leveraging our digital resources for students to have access to academic tutoring and virtual field trips. K-5 Instructional Plan : <https://docs.google.com/document/d/15Chg2d8SGH-RNN0UgMITLy2pnDm7YWd6VeVpAq71BLw/edit?usp=sharing> 6-12 Instructional Plan: https://docs.google.com/document/d/1XQOZRa2fif0HRfwU5auGTQtRQSrgtwxs_XvUnOzWkP0/edit

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

320 - Durham Public Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Durham Public Schools Academic Services department has worked to develop a program that supports the whole child. Students will have an opportunity to dig into content from this year alongside their peers as they explore topics from biology to coding through hands-on and technology-integrated activities in math, science, and English. In addition, they will get a chance to choose elective exploratory classes. 6-12 Instructional Plan: https://docs.google.com/document/d/1XQOZR2fif0HRfwU5auGTQtRQSrgtwxs_XvUnOzWkP0/edit

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

320 - Durham Public Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

1) Durham Public Schools Research and Accountability compiled data for schools by grade level. Based on set criteria, each student was prioritized based on the number of risk indicators. Indicators include attendance, grades in core content, i-ready benchmark data, and SEL panorama data. 2) Parents/guardians were sent an initial letter in late April to provide current student progress information and inform them of available programming. In May, parents/guardians were then sent an official letter of invitation. Online registration instructions were included in the letter and on the district website. The form may also be submitted by phone through base schools or the Multi-Language Resource Center. All families may apply, but there is priority enrollment for students that have the highest risk indicators. Guidance has been given to schools to also place direct phone calls to families to engage in the summer learning program and in capturing their registration information.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

1) Durham Public Schools Research and Accountability compiled data for schools by grade level. Each student was prioritized based on the number of failed courses needed for promotion. Data was pulled from semester one and quarter three. 2) Parents/guardians were sent an initial letter in late April to provide current student progress information and inform them of available programming. In May, parents/guardians were then sent an official letter of invitation. Online registration instructions were included in the letter and on the district website. The form may also be submitted by phone through base schools or the Multi-Language Resource Center. All families may apply, but there is priority enrollment for students that have the highest risk indicators. Guidance has been given to schools to also place direct phone calls to families to engage in the summer learning program and in capturing their registration information.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

All certified staff will receive \$40/hr and all classified staff will receive \$20/hr.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Beyond the required signing bonus, what additional incentives will the LEA offer? All certified staff will receive \$40/hr and all classified staff will receive \$20/hr.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5. 320 - Durham Public Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Durham Public Schools year round students will have access to a modified program afterschool during the first nine weeks. In the first session year round students will be offered a total of 82.5 hours of summer learning . Year round after school programs will provide students with the additional 67.5 hours that is required.

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

320 - Durham Public Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Durham Public Schools has worked to provide students with a rich summer learning experience. We have direct benefits from our community partners in the RTP area. Linked below you will find a list of our community partners that we are working with to support in summer learning enrichment. Community Partners: https://docs.google.com/document/d/1i5vO9Hn_9ZxkZIO7fYCVLgbMCj2gJoZnFScpFYsei_U/edit?usp=sharing

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Durham Public Schools has worked to provide students with a rich summer learning experience. We have direct benefits from our community partners in the RTP area. Linked below you will find a list of our community partners that we are working with to support in summer learning enrichment. Community Partners: https://docs.google.com/document/d/1i5vO9Hn_9ZxkZIO7fYCVLgbMCj2gJoZnFScpFYsei_U/edit?usp=sharing

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

210 - Edenton-Chowan Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Sheila

Last Name

Evans

Q7_2. What is the **email address** of the primary contact?

sevens@ecps.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number

2524824436

Phone Extension

135

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name

Jana

Last Name

Rawls

Q7_5. What is the **email address** of the secondary contact?

jrawls@ecps.k12.nc.us

Q7_6. What is the **phone number** of the secondary contact?

Phone Number

2524824436

Phone Extension

125

Q1.

210 - Edenton-Chowan Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

☒ 150 hours

☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

☒ 150 hours

☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

8:00-5:30 Mondays-Thursdays from June 14-July 23, 2021 (less the week of July 5th) Partnering with the Boys and Girls Club who will provide a variety of enrichment activities (specifics are TBA, but we have discussed field trips, swimming). SEL supports focus on Mindfulness (Calm Minds Kind Hearts). WOS Summer School Daily Schedule (PROPOSED) PROPOSED DAILY SCHEDULE GRADES K - 2 7:45 -8:00 Breakfast 8:00 - 8:45 Block 1 (READING) 8:45 - 9:30 Block 2 (READING) 9:30-10:15 Block 3 (MATH) 10:15 - 11:00 MINDFUL MOVEMENT ROTATION (SEL) -Media (Brabble) -PE (Bass) -Art (Hardison) 11:00 -12:05 (pending number of students enrolled in SS) Lunch 11:00-11:30 Bathroom (11:30 - 11:40) Recess (11:40-12:00) 12:05 - 1:00 Block 4 (MATH/LITERACY) Math 12:05-12:40 Free Choice Reading/Design Thinking Projects- 12:45-1:00 1:00-1:15 Travel to B&G Club 1:15-5:30 Enrichment Activities (partnership) Music Art Game Room (transitions include snacks and late afternoon recess) DFW Elementary 3rd Grade Proposed schedule 7:45 -8:00 Breakfast 8:00 - 8:45 Block 1 (Teachers Choice Math, ELA or Science) 8:45 - 9:30 Block 2 (Teachers Choice Math, ELA or Science) 9:30-10:15 Block 3 (Teachers Choice Math, ELA or Science) 10:15 - 11:00 Cultural Arts Rotation 11:00 -12:05 (pending number of students enrolled in SS) Lunch 11:00-11:25 SEL (11:40-12:00) 12:05 - 1:05 Recess- 12:05-12:30 Free Choice Reading - 12:30-1:12:55 1:00-1:15 Travel to B&G Club 1:15-5:30 Enrichment Activities (partnership) Music Art Game Room (transitions include snacks and late afternoon recess)

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Ratios - TBA, but will be 1:15 or less Two schools and Boys and Girls Club Outdoor Recess, Indoor Recess, GoNoodle, and the like.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

8:00-5:30 Mondays-Thursdays from June 14-July 23, 2021 (less the week of July 5th) Partnering with the Boys and Girls Club who will provide a variety of enrichment activities (specifics are TBA, but we have discussed field trips, swimming). SEL supports focus on Mindfulness (Calm Minds Kind Hearts) at grades 4-5; Moving Minds at grades 6-8. DFW Elementary 4th - 5th Grade Proposed schedule 7:45 -8:00 Breakfast 8:00 - 8:45 Block 1 (Teachers Choice Math, ELA or Science) 8:45 - 9:30 Block 2 (Teachers Choice Math, ELA or Science) 9:30-10:15 Block 3 (Teachers Choice Math, ELA or Science) 10:15 - 11:00 Cultural Arts Rotation 11:00 -12:05 (pending number of students enrolled in SS) Lunch 11:00-11:25 SEL (11:40-12:00) 12:05 - 1:05 Recess- 12:05-12:30 Free Choice Reading - 12:30-1:12:55 1:00-1:15 Travel to B&G Club 1:15-5:30 Enrichment Activities (partnership) Music Art Game Room (transitions include snacks and late afternoon recess) CMS Proposed schedule Grades 6th-8th 7:45 Breakfast Whole group motivation – pledge, video, pep talk, brain break 8:15 -9:45 – 3 groups – Reading, Math, Science 9:45-11:15 – 3 groups – Reading, Math, Science SEL Break Group A 10:00-10:20 SEL Break Group B 10:25-10:45 SEL Break Group C 10:50-11:10 11:15-11:45 Lunch 11:45-1:15 – 3 groups – Reading, Math, Science 1:15-1:40 Travel to B&G Club 1:40-5:30 Enrichment and physical activity

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Ratios - TBA, but will be 1:15 or less Two schools and Boys and Girls Club Outdoor Recess, Indoor Recess, GoNoodle, and the like.

Q2.

210 - Edenton-Chowan Schools

Section 2. **Ninth through Twelfth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☒ 150 hours

☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

8:00-4:30 PM Mondays-Thursdays from June 7-July 9, 2021 (less July 5th). All EOC (Math I, Math III, English II, Biology) credit recovery will be offered. Credit recovery in other subjects for promotion purposes will be offered as needed by students. Visual Arts and Music/Theater Arts will be offered. SEL - Brain breaks and Mindfulness moments (Calm Minds Kind Hearts).

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

One school.

Q3.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Each school has an active MTSS team who is using student data (benchmarks, attendance, behavior) to determine "at risk" status. Parents will be notified by letter and a follow up phone call/personal contact will be made to those who do not respond to the letter.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

The high school has an active MTSS team who is using student data (Seniors who need credit to graduate; retention data for underclassmen) to determine "at risk" status. Parents will be notified by letter and a follow up phone call/personal contact will be made to those who do not respond to the letter.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers will be paid daily rate of pay plus \$25 a day. Teachers will "job share" and will only have to work a 5 1/2 hour day to receive their daily rate plus \$25 a day.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers will be paid daily rate of pay plus \$25 a day. Teachers will "job share" and will only have to work a 5 1/2 hour day to receive their daily rate plus \$25 a day.

Q4.

210 - Edenton-Chowan Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
210 - Edenton-Chowan Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

210 - Edenton-Chowan Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

We need to purchase (or have purchased for us) IReady for grades K-2. We already have IReady accounts at grades 3-8.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

330 - Edgecombe County Public Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Abbey

Last Name

Askew

Q7_2. What is the **email address** of the primary contact?

aaskew@ecps.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	252-641-2600
Phone Extension	2669

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	
Last Name	

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	
Phone Extension	

Q1.

330 - Edgecombe County Public Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students will attend the school extension program from 8:00 am until 3:00 pm Monday through Friday of the initial week and Monday through Thursday subsequent weeks. The program will begin on June 9, 2021 and end on July 15, 2021. Proposed enrichment activities will include traditional enrichment options such as art and music based on teacher availability but also incorporate STEM and STEAM activities. The district will continue using our current SEL supports which include the Sanford Harmony curriculum for elementary students, Second Step for middle school students and Edgenuity SEL courses for high school students. Additional SEL supports will be provided by counselors. Proposed schedule for elementary students 7:45-8:00 - Arrival and Breakfast 3.5 Hours - ELA/Small Groups 90 minutes- Math/Small Groups 30 minutes - Science 15 minutes - SEL 45 minutes - Enrichment (Physical Activity) 30 minutes - Lunch

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students will attend the school extension program from 8:00 am until 3:00 pm Monday through Friday of the initial week and Monday through Thursday subsequent weeks. The program will begin on June 9, 2021 and end on July 15, 2021. Proposed enrichment activities will include traditional enrichment options such as art and music based on teacher availability but also incorporate STEM and STEAM activities. The district will continue using our current SEL supports which include the Sanford Harmony curriculum for elementary students, Second Step for middle school students and Edgenuity SEL courses for high school students. Additional SEL supports will be provided by counselors. Proposed schedule for elementary students 7:45-8:00 - Arrival and Breakfast 3.5 Hours - ELA/Small Groups 90 minutes- Math/Small Groups 30 minutes - Science 15 minutes - SEL 45 minutes - Enrichment (Physical Activity) 30 minutes - Lunch Proposed schedule for middle school students 7:45-8:00 Arrival and Breakfast 90 Minute Math Block 90 Minute Reading Block 15 Minute SEL Time 30 Minute Lunch 60 Minute PE/Sports 90 Minute Science 45 Minute Small Groups

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

330 - Edgecombe County Public Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

The typical day for high school students will consist of a 5 block schedule w/ 1 planning block for teachers. Each block will be 75 minutes with a 25 minute lunch period for students. Instructional support will be offered for Math 1, Math 3, Biology and English 2. Social emotional supports will be provided through SEL courses in Edgenuity. Elective courses will include the some of the same courses offered during the regular school year. Students will have an opportunity to receive remediation and credit recovery options while addressing learning loss due to the pandemic. Credit recovery will be offered through a combination of teacher-led instruction and online learning through the Edgenuity online platform. Curriculum will be delivered in a condensed manner focused on students' deficits, while emphasizing standard mastery.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

330 - Edgecombe County Public Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

All schools used a rubric to prioritize defining at risk students. Components of the rubric included attendance, academic performance, prior retention, iReady data, benchmark data and prior EOG scores. Parents will be notified from each school in written format with follow up by phone call and/or home visits.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

All schools used a rubric to prioritize defining at risk students. Components of the rubric included attendance, academic performance, prior retention, iReady data, benchmark data and prior EOG scores. Parents will be notified from each school in written format with follow up by phone call and/or home visits.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Additional incentives offered through the LEA include the following: Bonus Pay: \$1,200 bonus for working the entire summer camp (All 23 days - one absence allowed) Bonus Pay: \$350 for 11 or more non-consecutive days worked \$500 for teaching from June 7 - June 24 or \$500 for teaching from June 28 - July 15 \$750.00 stipend for site administrators \$500.00 for TAs who work the entire program with only one absence

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Additional incentives offered through the LEA include the following: Bonus Pay: \$1,200 bonus for working the entire summer camp (All 23 days - one absence allowed) Bonus Pay: \$350 for 11 or more non-consecutive days worked \$500 for teaching from June 7 - June 24 or \$500 for teaching from June 28 - July 15 \$750.00 stipend for site administrators \$500.00 for TAs who work the entire program with only one absence

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
330 - Edgecombe County Public Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

330 - Edgecombe County Public Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

700 - Elizabeth City-Pasquotank Public Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Amy Jo

Last Name

Spencer

Q7_2. What is the **email address** of the primary contact?

aspencer@ecpps.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	2523352981
Phone Extension	107

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Bert
Last Name	Lane

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	2523352981
Phone Extension	115

Q1.

700 - Elizabeth City-Pasquotank Public Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

School Day (Schedule may change based off of student needs) 8:00 - 4:00 Instructional Day 7:45 - 8:00 Breakfast 8:00 - 8:15 Morning Meeting SEL Activity 8:15 -11:45 ELA (Explicit Instruction Whole Group/Small Group) 11:50 - 12:20 Lunch 12:25 - 1:25 Science and Math 1:30 - 3:30 Enrichment Rotations with Physical Activity 3:30 - 4:00 Closing Circle SEL Activity SEL Supports will be offered in the blocks using the SEL Standards Mapping provided by NCDPI. Other resources provided: Casel SEL 3 Signature Playbook; Casel SEL Resources; NEWSELA SEL Activities; SEL Activities from Common Sense Media; Choose Love Movement; and additional resources provided by NCDPI. * In the event that there is a need to quarantine due to COVID-19, the students will have access to learning remotely.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

School Day (Schedule may change based off of student needs) 8:00 - 4:00 Instructional Day 7:45 - 8:00 Breakfast 8:00 -9:00 ELA 9:05 - 10:05 Math 10:10 - 11:10 Science 11:15 - 11:45 Lunch 12:00 - 1:30 Small Groups (30 min. rotations) 1:30 - 3:30 Enrichment Rotations with Physical Activity 3:30 - 4:00 SEL Activity SEL Supports will be offered in the blocks using the SEL Standards Mapping provided by NCDPI. Other resources provided: Casel SEL 3 Signature Playbook; Casel SEL Resources; NEWSLA SEL Activities; SEL Activities from Common Sense Media; Choose Love Movement; and additional resources provided by NCDPI * In the event that there is a need to quarantine due to COVID-19, the students will have access to learning remotely.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

700 - Elizabeth City-Pasquotank Public Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

7:45 - 8:00 Breakfast 90 minute blocks of EOC Courses with electives as a block and Credit Recovery as a block SEL Supports will be offered in the blocks using the SEL Standards Mapping provided by NCDPI. Other resources provided: Casel SEL 3 Signature Playbook; Casel SEL Resources; NEWSELA SEL Activities; SEL Activities from Common Sense Media; Choose Love Movement; and additional resources provided by NCDPI

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

700 - Elizabeth City-Pasquotank Public Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Benchmark assessment data, grades, diagnostic assessments, teacher recommendation, attendance Letters and/or phone calls and/or meetings with parents; Additionally, interim reports and report cards

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Benchmark assessment data, grades, diagnostic assessments, teacher recommendation, attendance Letters and/or phone calls and/or meetings with parents; Additionally, interim reports and report cards

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

20% above daily rate of pay and additional bonuses aligned with student growth as indicated by the competency based assessment and a matrix determined by the district

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

20% above daily rate of pay and additional bonuses aligned with student achievement as indicated by the Credit Recovery pass rate

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
700 - Elizabeth City-Pasquotank Public Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

700 - Elizabeth City-Pasquotank Public Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

861 - Elkin City Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Cynthia

Last Name

Altemueller

Q7_2. What is the **email address** of the primary contact?

altemuellerc@elkin.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	336-835-3135
Phone Extension	1224

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Myra
Last Name	Cox

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	336-835-3135
Phone Extension	1227

Q1.

861 - Elkin City Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Dates: June 2 - July 2: Grade Kindergarten - 3: Students will arrive on campus between 7:45 a.m. and 8:00 a.m. All students will report to the cafeteria to pick up breakfast. All students will report to classrooms to begin instruction at 8:00 a.m. The schedule for delivering in-person instruction is as follows: 8:00-9:05 1st Block 9:05-10:10 2nd block 10:10-10:20 Brain Break (goNoodle, Cosmic Yoga, etc.) 10:20-11:25 3rd block 11:25-11:55 Lunch 11:55- 12:25 Recess (Physical activity- structured play) 12:30-1:35 Enrichment activity (art, music, physical education, character education) 1:35-2:40 4th block 2:40-3:30 5th Block Students are dismissed at 3:30 p.m. each day. Of the five available blocks of learning in the day, three of the blocks will be for reading, one block math, one block science, and one block enrichment. (Blocks: 3 reading, 1 math, 1 science, 1 enrichment) SEL instruction will be embedded into instruction throughout the day. In addition, students will receive direct SEL instruction that centers around the CASEL five core competencies: Self-awareness Self-management Social awareness Relationship skills Responsible decision-making

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

In order to have the most significant impact on student learning, the teacher/student and the adult/student ratios will be 1:10. Research indicates when placed in smaller class sizes in lower grades, minority and low-income students showed the greatest gains. Highly qualified teachers will be secured to make this learning situation optimal. Our program location(s) will be teacher classrooms, the gym, and the playground. Physical activity will entail structured play and playground time.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Dates: June 2 - July 2: GRADES 4-6 Students will arrive on campus between 7:45 a.m. and 8:00 a.m. All students will report to the cafeteria to pick up breakfast. All students will report to classrooms to begin instruction at 8:00 a.m. The schedule for delivering in-person instruction is as follows: 8:00-9:05 1st Block 9:05-10:10 2nd block 10:10-10:20 Brain Break (goNoodle, Cosmic Yoga, etc.) 10:20-11:25 3rd block 11:25-11:55 Lunch 11:55- 12:25 Recess (Physical activity- structured play) 12:30-1:35 Enrichment activity (art, music, character ed) 1:35-2:40 5th block 2:40-3:30 6th Block Students are dismissed at 3:30 p.m. each day. Of the five available blocks of learning in the day, three of the blocks will be for reading, one block math, one block science, and one block enrichment. (Blocks: 3 reading, 1 math, 1 science, 1 enrichment) *SEL instruction will be embedded into instruction throughout the day. In addition, students will receive direct SEL instruction that centers around the CASEL five core competencies: Self-awareness Self-management Social awareness Relationship skills Responsible decision-making GRADES 7-8: Students arrive on campus between 7:45 a.m. and 8:00 a.m. and report to their classrooms to eat breakfast/*SEL activities will be incorporated during the mornings - example All students will report to classrooms to begin instruction at 8:00 a.m. The schedule for delivering in-person instruction is as follows: 8:00-9:05 1st Block (Reading) 9:05-10:10 2nd block (Math) 10:10-10:20 Brain Break 10:20-11:25 3rd block (Science) 11:25-11:55 Lunch/*SEL 11:55-12:25 Recess 12:30-1:35 4th block (Independent Practice-IXL, Study Island, Delta Math) 1:35-2:40 5th block (Small group instruction) 2:40-3:30 6th Block (Enrichment: Music, Exploring Careers, Virtual Makerspace, Character Ed, Physical Education) Students are dismissed at 3:30 p.m. each day. *SEL instruction will be embedded into instruction throughout the day. In addition, students will receive direct SEL instruction that centers around the CASEL five core competencies: Self-awareness Self-management Social awareness Relationship skills Responsible decision-making For example, SEL strategies implemented will be morning meetings everyday which is time for students to greet each other and talk. SEL topic(s) will be introduced, discussed, practiced during the day. There will be opportunities for students to reflect upon the topics or skills they have discussed and practiced each week.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

In order to have the most significant impact on student learning, the teacher/student and the adult/student ratios will be 1:10/15. Research indicates when placed in smaller class sizes in lower grades, minority and low-income students showed the greatest gains. Highly qualified teachers will be secured to make this learning situation optimal. Our program location(s) for grades 4-6 are the teacher classrooms, the gym, and the playground. Program locations for grades 7-8 are the music room, gym/track, and the media center. Physical activity will entail structured play and playground time for grade 4-6. Physical activity for grades 7-8 will encompass walking, free-play, and structured sports.

Q2.

861 - Elkin City Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☒ 150 hours

☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Dates: June 2 - July 2: End-of-Course subjects (Math I, English II, Biology, Math III) and additional core subjects in Math, Science, English and History will be offered for students who have not passed. Courses will be available for credit recovery using Apex to individualize instruction for each student. Teachers in each core subject area will be available and present in the classroom during the hours of 7:45 a.m. - 3:30 p.m. each day to support, assist, and work with students. Small group instruction will be available for EOC courses and other courses (i.e. Earth & Environmental Science) with larger student participation at certain blocks of times during the day. Students will be offered the opportunity to receive credit recovery for any core courses failed during the school year. Some students may be taking more than one course during the summer extension opportunity. The available staff and student interest will define the elective course(s) to be offered. Such courses being considered are Weightlifting, JROTC, and/or Foods and Nutrition. SEL instruction will be embedded into instruction throughout the day. In addition, students will receive direct SEL instruction that centers around the CASEL five core competencies: Self-awareness Self-management Social awareness Relationship skills Responsible decision-making SEL instruction in the high school will be better defined once students commit to the summer extension opportunity. Currently, the plan is to (1) utilize our Regional Teacher of the Year, Tonya Smith, to embed the SEL instruction into an elective course which will be available for 30- minutes two times during the day; and/or (2) utilize our guidance counselor for a breakout group to incorporate SEL lessons.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

861 - Elkin City Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

K-6: We will use EOY & progress monitoring data, STAR reports, attendance, and MTSS interventions to identify at-risk students. 7-8: We will look at students' final grades (below 60) and attendance (must be present for 90% of the year, 18 days) for the year AND in some cases EOG scores (levels 1s and 2s). The principal and guidance counselor will collaborate to contact students and their parents by sending a letter home, emailing the students/parents/guardians, sending an automated phone call, and/or calling them personally.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students who failed a course will be contacted and encouraged to attend summer school. Students who failed a class and do not attend will have to retake the failed course/courses in the regular school year. The principal and guidance counselor will collaborate to contact students and their parents by sending a letter home, emailing the students/parents/guardians, sending an automated phone call, and/or calling them personally.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

All K-8 teachers will receive a \$1200 signing bonus as well as a \$150 bonus per student for student growth in the core areas.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

All 9-12 teachers will receive a \$1200 signing bonus as well as a \$150 bonus per student for student growth in the core areas.

Q4.

861 - Elkin City Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Renaissance STAR Reading & Math
Study Island Science
American Book Company

Q5.

861 - Elkin City Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction

- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

861 - Elkin City Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

350 - Franklin County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Lela

Last Name

Nichols

Q7_2. What is the **email address** of the primary contact?

lelanichols@fcschools.net

Q7_3. What is the **phone number** of the primary contact?

Phone Number	919-496-2600
Phone Extension	316

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Geoffrey
Last Name	Hawthorne

Q7_5. What is the **email address** of the secondary contact?

geoffreyhawthorne@fcschools.net

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	919-496-2600
Phone Extension	276

Q1.

350 - Franklin County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Schedule: 8:00-9:00 Reading/Math/Science Instruction 9:00-10:00 Small Group Instruction 10:00-10:45 Enrichment/Specials 10:45-11:30 iReady Learning Pathways 11:30-11:50 Lunch 11:50-12:10 Recess 12:10-12:30 Guidance Lesson 12:30-1:30 Reading/Math/Science Instruction 1:30-2:30 Small Group Instruction Enrichment Activities: Franklin County Schools will employ special area teachers (PE, Art, Music) to provide enrichment activities to students during the summer learning opportunity SEL Supports: Franklin County Schools will employ guidance counselors to work with students who attend the summer learning opportunity. Counselors may meet in small groups with students, provide classroom guidance lessons, and/or work with families to prepare for return to school in August.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Teacher/ student ratio: 1:15 Adult/student ratio: 1:10 1 program location: Louisburg Elementary School Physical activity: Recess

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades

4–8. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Schedule: 8:00-9:00 Reading/Math/Science Instruction 9:00-10:00 Small Group Instruction 10:00-10:45 Enrichment/Specials 10:45-11:30 iReady 11:30-11:50 Lunch 11:50-12:10 Recess 12:10-12:30 Guidance Lesson 12:30-1:30 Reading/Math/Science Instruction 1:30-2:30 Small Group Instruction
Enrichment Activities: Franklin County Schools will employ special area teachers (PE, Art, Music) to provide enrichment activities to students during the summer learning opportunity SEL Supports: Franklin County Schools will employ guidance counselors to work with students who attend the summer learning opportunity. Counselors may meet in small groups with students, provide classroom guidance lessons, and/or work with families to prepare for return to school in August.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/ student ratio: 1:15 Adult/student ratio: 1:10 1 program location: Royal Elementary School (4-5); Terrell Lane Middle School (6-8) Physical activity: Recess

Q2.

350 - Franklin County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☐ 150 hours

☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

EOC subjects offered: English II, Biology, Math I, Math III Credit recovery courses offered: all core content course and any other courses available through Apex Learning Elective courses offered: Health/PE, Principles of Business and Finance SEL Supports: Franklin County Schools will employ guidance counselors to work with students who attend the summer learning opportunity. Counselors may meet in small groups with students to review graduation plans and to address scheduling needs to ensure on-time graduation and work with families to prepare for return to school in August.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

4 locations: Bunn High School, Franklin County Early College (Credit recovery only), Franklinton High School, Louisburg High School

Q3.

350 - Franklin County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students in grades K-3: Franklin County Schools will follow the guidance provided within the Read to Achieve legislation when identifying students for summer learning opportunities. An additional review of MOY data through iReady will be used for kindergarten students when determining eligibility. Parents will be contacted via email, letter, and/or phone call once those student lists are determined. Students in grades 4-8: Franklin County Schools will use iReady to determine students who are most at-risk based on mid-year and end-of-year assessments. Parents will be contacted via email, letter, and/or phone call once those student lists are determined.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students in grades 9-12 will be invited to summer learning opportunities based on their performance in EOC courses during the 2021-2022 school year. In addition, students will have an opportunity to recover credit courses in which they did not receive a passing grade during the 2021-2022 school year. Parents will be contacted via email, letter, and/or phone call once those student lists are determined.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Certified staff in grades 9-12 will receive \$40 per hour worked in the program. In addition to the legislatively-required bonuses, Franklin County Schools will offer a \$100 per week bonus for every week the certified staff member works in the summer learning program. Classified staff in grades 9-12 will receive \$30 per hour worked in the program. In addition to the legislatively-required bonuses, Franklin County Schools will offer a \$50 per week bonus for every week the classified staff members works in the summer learning program.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Certified staff in grades 9-12 will receive \$40 per hour worked in the program. In addition to the legislatively-required bonuses, Franklin County Schools will offer a \$100 per week bonus for every week the certified staff member works in the summer learning program. Classified staff in grades 9-12 will receive \$30 per hour worked in the program. In addition to the legislatively-required bonuses, Franklin County Schools will offer a \$50 per week bonus for every week the classified staff members works in the summer learning program.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
350 - Franklin County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Schedule: 8:00-9:00 Reading/Math/Science Instruction 9:00-10:00 Small Group Instruction 10:00-10:45 Enrichment/Specials 10:45-11:30 iReady 11:30-11:50 Lunch 11:50-12:10 Recess 12:10-12:30 Guidance Lesson 12:30-1:30 Reading/Math/Science Instruction 1:30-2:30 Small Group Instruction
Enrichment Activities: Franklin County Schools will employ special area teachers (PE, Art, Music) to provide enrichment activities to students during the summer learning opportunity
SEL Supports: Franklin County Schools will employ guidance counselors to work with students who attend the summer learning opportunity. Counselors may meet in small groups with students, provide classroom guidance lessons, and/or work with families to prepare for return to school in July.

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/ student ratio: 1:15 Adult/student ratio: 1:10 1 program location: Louisburg Elementary School Physical activity: Recess

Q6.

350 - Franklin County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

360 - Gaston County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Melissa

Last Name

Balknight

Q7_2. What is the **email address** of the primary contact?

mbalknight@gaston.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	704-861-2673
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Kathleen
Last Name	D'Avria

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	704-866-6174
Phone Extension	

Q1.

360 - Gaston County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

6 weeks, Monday-Thursday * Student day-7 hours and 15 minutes * Daily Instructional Time:6 hours and 30 minutes * Daily Lunch/Physical Activity: 45 minutes * Breakfast and lunch will be served to students daily * Total Instructional Time for 6 weeks is 156 hours Sample Daily Schedule * Arrival & Breakfast * SEL/Morning Meeting (Everfi SEL Curriculum) * Read Aloud * Small Group Literacy Interventions * Physical Activity * Math Instruction with a focus on Close Reading Strategies * Lunch * Content Reading/Science Inquiry * Enrichment Activity (Student choice of an enrichment club to include activities such as: sports, art, chorus, science innovation, engineering, book clubs, etc.) * Dismissal

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Teacher/student ratio is 1:15 There are 8 K-3 camp sites Students will participate in daily structured physical activity for 15-20 minutes each day.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

6 weeks, Monday-Thursday * Student day-7 hours and 15 minutes * Daily Instructional Time:6 hours and 30 minutes * Daily Lunch/Physical Activity: 45 minutes * Breakfast and lunch will be served to students daily * Total Instructional Time for 6 weeks is 156 hours Sample Daily Schedule * Arrival & Breakfast * SEL/Morning Meeting (Everfi SEL Curriculum) * Read Aloud * Small Group Literacy Interventions * Physical Activity * Math Instruction with a focus on Close Reading Strategies * Lunch * Content Reading/Science Inquiry * Enrichment Activity (Student choice of an enrichment club to include activities such as: sports, art, chorus, science innovation, engineering, book clubs, etc.) * Dismissal

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/student ratio is 1:15 There are 8 camp sites for students in grades 4th & 5th. For grades 6-8, there will be 3 camp sites. Students will participate in daily structured physical activity for 15-20 minutes each day.

Q2.

360 - Gaston County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☐ 150 hours

☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

The 9-12 summer camp sites will provide in person Math I and English 10 prep camp, in person Math I, Math III, Biology, and English 10 credit recovery, 9-12 online credit recovery, CTE in person credential camps, and in person ACT/SAT preparation. 8 weeks, Monday - Thursday (32 days) Breakfast and lunch will be served to students daily. Student Day - In person, Sample Schedule * Arrival & Breakfast * Whole Class SEL Module & Class Activity * Whole Class Content Mini-lesson * Independent Practice * Small Group Intervention * Individual Conferencing * Lunch & Dismissal

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

There will be 2 site locations for high school summer camp.

Q3.

360 - Gaston County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

We have used the i-Ready diagnostic assessment for students in grades kindergarten through eighth grade since the 2016-2017 school year. The assessment is given three times a year. After the student completes the i-Ready diagnostic assessment, students are classified using tiers for intervention (Tier 1, Tier 2, and Tier 3). Student data is disaggregated to analyze the performance of children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, as well as low-income students. Educators within the district are able to identify the areas of need through a dynamic reporting of the diagnostic data. The EOY results will help determine the most at-risk students in need of participating in camp. The district will advertise Camp Gaston in multiple ways which will include registration information via: A mailed brochure District Connect Ed message Information posted on the Gaston County Schools webpage K-12 administrators will send follow up messages through social media, Connect Ed, and post on their school website Administrators and teachers will reach out to individual at risk students to encourage camp participation The parents/guardians of students who register for summer learning programs shall make the final decision regarding student attendance at summer learning programs. Schools will communicate with retention guidelines and summer camp expectations with parents/guardians of at risk students.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

At risk students in rising 9th-12th grade will be identified based on failing final grade in a course eligible for credit recovery, a failing grade in an EOC course, in need of completing a credential in a CTE course, previous 8th grade iReady scores, and/or previous EOC/EOG scores. The district will advertise Camp Gaston in multiple ways which will include registration information via: A mailed brochure District Connect Ed message Information posted on the Gaston County Schools webpage K-12 administrators will send follow up messages through social media, Connect Ed, and post on their school website Administrators and teachers will reach out to individual at risk students to encourage camp participation The parents/guardians of students who register for summer learning programs shall make the final decision regarding student attendance at summer learning programs. Schools will communicate with retention guidelines and summer camp expectations with parents/guardians of at risk students.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers will receive an increase in the daily rate of pay from \$31 per hour to \$40 per hour.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers will receive an increase in the daily rate of pay from \$31 per hour to \$40 per hour.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

360 - Gaston County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

360 - Gaston County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

In addition to the camps already discussed, GCS is attempting to reach all learners through multiple summer learning options. For example, any K-8 student will have option to participate in a 100% virtual, self paced option in order to preview upcoming grade level content. Our Department of Exceptional Children is providing specialized camps for AIG and EC students. In grades 6-8, CTE is offering engaging hands-on experiences for their students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

In addition to the camps already mentioned, all high school students will have an opportunity to preview upcoming course content through a 100% virtual, self paced summer learning program. Our Department of Exceptional Children is providing specialized camps for AIG and EC students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

370 - Gates County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Last Name

Q7_2. What is the **email address** of the primary contact?

Q7_3. What is the **phone number** of the primary contact?

Phone Number	2523571113
Phone Extension	23

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Amanda
Last Name	Hobbs

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	2523570720
Phone Extension	

Q1.

370 - Gates County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Proposed Schedule for in-person instruction for grades K-2: 8:15-8:30 Student Arrival 8:30-9:30 Reading Block 9:30-9:35 Break 9:35-10:35 Math Block 10:35-10:40 Break 10:40-11:40 Intervention Time (iReady Online/Classroom Guidance time) 11:40-12:10 Lunch 12:10-12:40 Recess 12:40-12:45 Transition to Enrichment Activities 12:45-3:00 Enrichment Activities (Rotating Schedule) 3:05 Dismissal Proposed Schedule for in-person instruction for grades 3: 8:15-8:30 Student Arrival 8:30-9:30 Reading Block 9:30-9:35 Break 9:35-10:35 Math Block 10:35-10:40 Break 10:40-11:40 Intervention Time (iReady Online/Classroom Guidance time) 11:40-12:10 Lunch 12:10-12:40 Recess 12:40-1:25 Science 1:25-1:30 Transition to Enrichment Activities 1:30-3:00 Enrichment Activities (Rotating Schedule) 3:05 Dismissal Gates County Public Schools will partner with AlphaBest and Cooperative Extension Service to provide Enrichment Activities for during summer school. Proposed Enrichment activities will include the following: Engineering (STEM activities) Technology Art Spanish Fitness and Wellness Social-emotional Learning (SEL) Supports Gates County Schools will partner with RTI to provide Social-Emotional supports for students. Guidance Counselor will also provide pull out services, one on one services and group settings to provide social-emotional support to students.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/Student Ratio will be 1:10 Adult/Student Ratio will be 1:10 Number of Program locations: 3 K-5 Elementary Schools Physical Activity: Jump Rope, Dance, Walking/jogging, Hopscotch

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Proposed Schedule for in-person instruction for grades 4-5: 8:15-8:30 Student Arrival 8:30-9:30 Reading Block 9:30-9:35 Break 9:35-10:35 Math Block 10:35-10:40 Break 10:40-11:40 Intervention Time (iReady Online/Classroom Guidance time) 11:40-12:10 Lunch 12:10-12:40 Recess 12:40-1:25 Science 1:25-1:30 Transition to Enrichment Activities 1:30-3:00 Enrichment Activities (Rotating Schedule) 3:05 Dismissal Proposed Schedule for Delivering in-person instruction for grades 6-8: 8:15-8:30 Student Arrival (Grab and Go Breakfast) 8:30-9:30 Math Block 9:35-10:35 ELA Block 10:40-11:40 Science Block 11:45-12:45. Lunch/Physical Activity 12:50-1:50 GEAR UP Virtual Component Block 1:55-2:55 Enrichment Activity (Art/Music/PE) 3:05 Dismissal Gates County Public Schools will partner with AlphaBest and Cooperative Extension Service to provide Enrichment Activities for during summer school. Proposed Enrichment activities will include the following: Engineering (STEM activities) Technology Art World Languages (Spanish) Football Basketball Fitness and Wellness Social-emotional Learning (SEL) Supports Gates County Schools will partner with RTI to provide Social-Emotional supports for students. Guidance Counselor will also provide pull out services, one on one services and group settings to provide social-emotional support to students.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/Student Ratio is 1:10 Adult/Student Ratio is 1:10 Number of Program Locations: 3 K-5 schools and 1 middle school Physical Activity: Basketball, Football, jogging, Jump Rope

Q2.

370 - Gates County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☐ 150 hours

☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades

9–12. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Proposed Schedule for the Day: 8:00-9:34 (1st Block) Math I, Math III, Biology, English II and Apex (Credit Recovery) 9:37-11:11 (2nd Block) Math Planning, Earth/Environmental Science, English I, English IV, Apex (Credit Recovery) Sports Management (Elective) 11:11-11:59 Lunch/Physical Activity Time 11:59-1:33 (3rd Block) Science Planning, Math II, Math IV, English II, English III, Apex (Credit Recovery) 1:36-3:10 (4th Block). English Planning, Foundations of Math, Math I, Robotics/Coding Enrichment, Apex (Credit Recovery) Social-Emotional Learning Supports Gates County Schools will partner with RTI to provide Social-Emotional support to students. Additionally, the Guidance Counselor will provide social-emotional supports to students.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

One (1) high school location

Q3.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

In order to determine students identified as at-risk in grades K-8, Gates County Schools assesses 1) Student grades 2) iReady Diagnostic test data 3) Formative assessments 4) Classroom performance data 5) State Assessments 6) Grade level status 7) End of Grade Assessment data 8) Child Study Meeting data 9) Principal/Teacher meetings 10) School Counselor/Teacher meetings 11) Data Team meetings Parents/Guardians are notified of student eligibility in the following manner: 1) Letters delivered to home address 2) Phone Calls 3) Parent/Teacher Conferences 4) Open House 5) Emails

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

In order to determine students identified as at-risk in grades 9-12, Gates County Schools assesses 1) Student grades 2) iReady Diagnostic test data 3) Formative assessments 4) Classroom performance data 5) State Assessments 6) Grade level status 7) End of Grade Assessment data 8) Child Study Meeting data 9) Principal/Teacher meetings 10) School Counselor/Teacher meetings 11) Data Team meetings Parents/Guardians are notified of student eligibility in the following manner: 1) Letters delivered to home address 2) Phone Calls 3) Parent/Teacher Conferences 4) Open House 5) Emails

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

In order to incentive teacher participation in the K-8 program for summer school, all teachers and staff members will receive an additional increase in their daily rate of pay as well as an additional bonus at the end of summer school.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

In order to incentive teacher participation in the 9-12 program for summer school, all teachers and staff members will receive an additional increase in their daily rate of pay as well as an additional bonus at the end of summer school.

Q4.

370 - Gates County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

370 - Gates County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

No year round program

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

No year round program

Q6.

370 - Gates County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

No additional Information for K-8 students

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

No additional information for 9-12 students

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

380 - Graham County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Angela

Last Name

Knight

Q7_2. What is the **email address** of the primary contact?

aknight@graham.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	8284799820
Phone Extension	1005

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Robert
Last Name	Moody

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	8284799820
Phone Extension	1021

Q1.

380 - Graham County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Daily Schedule (Grades K-2): 7:30 am Instructional Staff report to work 7:40 am-8:00 am Breakfast offered 8:00 am Instructional Block-Reading 9:30 am Morning Break 9:40 am Physical Activity Period 10:10 am Instructional Block-Math 11:40 am Lunch provided 12:10 pm Reading Intervention Block 1:00 pm Math Intervention Block 1:50 pm Afternoon Break 2:00 pm Enrichment Activity Period 2:30 pm End of Day for students/Begin Teacher Planning 3:30 pm End of Day for staff Daily Schedule (Grade 3): 7:30 am Instructional Staff report to work 7:40 am-8:00 am Breakfast offered 8:00 am Instructional Block-Reading 9:00 am Instructional Block-Science 9:30 am Morning Break 9:40 am Physical Activity Period 10:10 am Instructional Block-Science 10:30 am Instructional Block-Math 11:40 am Lunch provided 12:10 pm Reading Intervention Block 1:00 pm Math Intervention Block 1:50 pm Afternoon Break 2:00 pm Enrichment Activity Period 2:30 pm End of Day for students/Begin Teacher Planning 3:30 pm End of Day for staff Proposed Enrichment Activities (K-3): art, music, large group sports, cultural awareness enrichment Social Emotional Learning Supports: Second Step program. Will hire an additional licensed mental health counselor and assistant to offer small group and individual SEL supports.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Daily Schedule (Grade 4): 7:30 am Instructional Staff report to work 7:40 am-8:00 am Breakfast offered 8:00 am Instructional Block-Reading 9:30 am Morning Break 9:40 am Physical Activity Period 10:10 am Instructional Block-Math 11:40 am Lunch provided 12:10 pm Reading Intervention Block 1:00 pm Math Intervention Block 1:50 pm Afternoon Break 2:00 pm Enrichment Activity Period 2:30 pm End of Day for students/Begin Teacher Planning 3:30 pm End of Day for staff Daily Schedule (Grade 5-8): 7:30 am Instructional Staff report to work 7:40 am-8:00 am Breakfast offered 8:00 am Instructional Block-Reading 9:00 am Instructional Block-Science 9:30 am Morning Break 9:40 am Physical Activity Period 10:10 am Instructional Block-Science 10:30 am Instructional Block-Math 11:40 am Lunch provided 12:10 pm Reading Intervention Block 1:00 pm Math Intervention Block 1:50 pm Afternoon Break 2:00 pm Enrichment Activity Period 2:30 pm End of Day for students/Begin Teacher Planning 3:30 pm End of Day for staff Proposed Enrichment Activities (4-8): art, music, large group sports, cultural awareness enrichment Social Emotional Learning Supports: Second Step program. Will hire an additional licensed mental health counselor and assistant to offer small group and individual SEL supports.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

380 - Graham County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☐ 150 hours

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Class Schedule: 8:00-9:25 1st Block 9:25-9:35 Break 9:35-11:00 2nd Block 11:00-11:30 Lunch 11:30-12:55 3rd Block 12:55-1:05 Break 1:05-2:30 4th Block EOC Classes Offered: Math I Biology English II Math III Credit Recovery Classes Offered: Microsoft Word and Powerpoint Foundations of Math I Math I Math II Math III Civics American History I & II World History Sophomore Academy English I English II English III Biology Physical Science Elective Classes Offered: Microsoft Word and Powerpoint Foundations of Math I Sophomore Academy

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Identification: K-8 will use multiple data points to determine eligibility including daily student performance, available EOG scores, data from assessments (ie- iStation, MAPS, IXL) as well as teacher/parent input. Notification: All parent/guardians will be personally contacted to discuss the criteria for the program and their child's eligibility status. Personal contacts will be followed up with written notifications, including details of the summer program. Summer program information will be available on the school website for reference. Students with IEPs, 504/ESL or other remediation plans will have their summer school plans written into their individualized educational plans, if applicable.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Identification: 9-12 will use multiple data points to determine eligibility including daily student performance-pass/fail status, available EOC scores, data from assessments/teacher -made assessments as well as teacher/parent input. Additionally, students who are in jeopardy of not advancing to the next grade due to lack of credits will be invited to attend the summer program. Notification: All parent/guardians and students will be personally contacted to discuss the criteria for the program and their child's/their eligibility status. Personal contacts will be followed up with written notifications, including details of the summer program. Summer program information will be available on the school website for reference. Students with IEPs, 504/ESL or other remediation plans will have their summer school plans written into their individualized educational plans, if applicable.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

In addition to the required signing bonus, each worker will receive 125% of their daily rate of pay or \$25 per hour (whichever is greater) for each day worked. Additionally, each worker will receive \$100 per week worked in the program. All rates will be prorated based on percentage of day worked or weeks worked and will be paid at the end of the summer program.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

In addition to the required signing bonus, each worker will receive 125% of their daily rate of pay or \$25 per hour (whichever is greater) for each day worked. Additionally, each worker will receive \$100 per week worked in the program. All rates will be prorated based on percentage of day worked or weeks worked and will be paid at the end of the summer program.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

380 - Graham County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

390 - Granville County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Michael

Last Name

Myrick

Q7_2. What is the **email address** of the primary contact?

myrickm@gcs.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	919-693-4613
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Michele
Last Name	Robinson

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	919-693-4613
Phone Extension	

Q1.

390 - Granville County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Proposed K-2 Schedule 8:00 - 11:00 Literacy Block To include small group targeted instruction 11:00 - 11:30 Lunch 11:30 - 12:00 Recess 12:00 - 2:00 Math Block To include small group targeted instruction 2:00 - 3:00 Enrichment Proposed 3rd Grade Schedule 8:00 - 11:00 Literacy Block To include small group targeted instruction 11:00 - 11:30 Recess 11:30 - 12:00 Lunch 12:00 - 1:00 Math Block To include small group targeted instruction 1:00 - 2:00 Enrichment 2:00 - 3:00 Science Block Proposed Enrichment Activities K-3: STEM Lessons/Activities Art Physical Education Music We will seek to employ School Counselors and Social Workers. We will use the GCPS SEL Signature Practices Playbook. Using the strategies from the Playbook, every staff member providing instruction will integrate the SEL three Signature Practices daily. We are also exploring a reading and math curriculum that embeds social-emotional learning. GCPS SEL Signature Practices Playbook -(<https://docs.google.com/document/d/1fXTS6yWSoOXY3BbH1HTKP0wJ-lpuxtSB0Qnryc1uyf0/edit>)

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades 4–8. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Proposed 4th - 5th Grade Schedule 8:00 - 10:30 Literacy Block To include small group targeted instruction 10:30 - 11:30 Enrichment 11:30 - 12:00 Lunch 12:00 - 1:30 Math Block To include small group targeted instruction 1:30-2:00 Recess 2:00 - 3:00 Science Block Proposed Enrichment Activities 4-5 STEM Lessons/Activities Art Physical Education Music Proposed 6th Grade Schedule 8:30-9:30 Core Block 1 9:30-10:00 Intervention Block 1 10:00-11:30 Elective Block 11:30-12:00 Lunch 12:00-1:00 Core Block 2 1:00-1:30 Intervention Block 2 1:30-2:00 Recess 2:00-3:00 Core Block 3 3:00-3:30 Intervention Block 3 Proposed 7th Grade Schedule 8:30-10:00 Elective Block 10:00-11:00 Core Block 1 11:00-11:30 Intervention Block 1 11:30-12:00 Recess 12:00-12:30 Lunch 12:30-1:30 Core Block 2 1:30-2:00 Intervention Block 2 2:00-3:00 Core Block 3 3:00-3:30 Intervention Block 3 Proposed 8th Grade Schedule 8:30-9:30 Core Block 1 9:30-10:00 Intervention Block 1 10:00-11:00 Core Block 2 11:00-11:30 Intervention Block 2 11:30-12:00 Recess 12:00-12:30 Intervention Block 3 12:30-1:00 Lunch 1:00-2:00 Core Block 3 2:00-3:30 Elective Block Proposed Enrichment Activities 6-8 STEM Lessons/Activities Art Physical Education Music We will seek to employ School Counselors and Social Workers. We will use the GCPS SEL Signature Practices Playbook. Using the strategies from the Playbook, every staff member providing instruction will integrate the SEL three Signature Practices daily. We are also exploring a reading and math curriculum that embeds social-emotional learning. GCPS SEL Signature Practices Playbook - (<https://docs.google.com/document/d/1fXTS6yWSOXY3BbH1HTKP0wJ-lpuxtSB0Qnryc1uyf0/edit>)

Q1_8.

In the space below, provide details about the following for the school extension program grades 4–8. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

390 - Granville County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☒ 150 hours

☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Proposed High School Schedule 8:30 - 11:45 - Course 1 (Face-to-Face and Lab*) 11:45 - 12:15 Lunch 12:15 - 3:30 Course 2 (Face-to-Face and Lab*)
Face-to-Face and Credit Recovery EOC Courses: Biology, English II, Math 1, Math III Elective/Core Courses: English 1, Math 2, Foundations of Math 1 (local elective), Earth and Environmental Science, World History, American History I, an Art elective, a Physical Education elective, and a CTE elective.
*Lab - Required for Credit Recovery - Students will access courses for Credit Recovery through Granville Online(GO). GO is the school district's online program which is part of the district's blended virtual school. The courses are taught virtually by certified teachers, and an educator facilitates each lab. Students taking a GO course for credit recovery will be required to come into the school computer lab to complete the course. We will seek to employ School Counselors and Social Workers. We will use the GCPS SEL Signature Practices Playbook. Using the strategies from the Playbook, every staff member providing instruction will integrate the SEL three Signature Practices daily. We are also exploring a reading and math curriculum that embeds social-emotional learning. GCPS SEL Signature Practices Playbook -(<https://docs.google.com/document/d/1fXTS6yWS0XY3BbH1HTKP0wJ-lpuxtSB0Qnryc1uyf0/edit>)

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

At-risk students are students who face circumstances that could jeopardize their ability to make yearly academic progress, or it may refer to students with learning disabilities, low test scores, and/or other learning-related factors that could adversely affect the educational performance of students. In addition, high school at-risk definition: Seniors who need a credit to graduate in August; 5th-year seniors who need summer and fall courses to graduate in January; Underclassmen who need credits to be promoted. *At-risk eligibility will be ascertained by following the approved 2020-2021 Promotion and Retention guidelines. Each student was assigned a point value using the following criteria: K-8 Kindergarten Recommended for retention At-risk of retention in one or more core content area Receives specialized services: EC, ESL, section 504 Progress on iReady based of MOY in Reading and Math Parent(s)/Guardian(s) works outside of home Attendance McKinney-Vento At-risk students' parent(s)/guardians received a letter inviting them to attend Summer Quest. The letter indicated dates of previous communication about their child's academic progress. The parents were asked to sign and return a portion of the letter indicating whether their child will attend Summer Quest.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

At-risk students are students who face circumstances that could jeopardize their ability to make yearly academic progress, or it may refer to students with learning disabilities, low test scores, and/or other learning-related factors that could adversely affect the educational performance of students. In addition, high school at-risk definition: Seniors who need a credit to graduate in August; 5th-year seniors who need summer and fall courses to graduate in January; Underclassmen who need credits to be promoted. *At-risk eligibility will be ascertained by following the approved 2020-2021 Promotion and Retention guidelines. High School Class (promotion from one grade to the next) Senior (graduation) Underclassmen (course promotion vs. course to get ahead) Receives specialized services: EC, ESL, section 504 Parent(s)/Guardian(s) works outside of home Attendance McKinney-Vento At-risk students' parent(s)/guardians received a letter inviting them to attend Summer Quest. The letter indicated dates of previous communication about their child's academic progress. The parents were asked to sign and return a portion of the letter indicating whether their child will attend Summer Quest.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

ALL staff must apply for additional summer employment. Applications will be reviewed and candidates selected based on qualifications and student enrollment. Pending FINAL Board approval: CERTIFIED STAFF: 0-10 Years of Experience - \$40.00 per hour 11 plus Years Experience - \$50.00 per hour All certified staff will receive an additional \$1,000.00 as an incentive. (NOTE: Employee Attendance Required - minimum 23 out of 25 student days) National Board Certified Teachers and teachers who have received a legislative bonus (3rd Grade Read-to-Achieve teacher bonus; 4th & 5th Reading bonus; 4th-8th Math bonus) will receive an additional state-mandated signing bonus of \$1,200.00 ASSISTANT PRINCIPALS: Regular hourly rate plus each AP will receive an additional \$1,500.00 incentive. (NOTE: Employee Attendance Required - minimum 23 out of 25 student days) CLASSIFIED STAFF: Classified staff will receive their regular rate of pay plus a \$1,000.00 bonus if they work the entire session (NOTE: Employee Attendance Required - minimum 23 out of 25 student days)

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

ALL staff must apply for additional summer employment. Applications will be reviewed and candidates selected based on qualifications and student enrollment. Pending FINAL Board approval: CERTIFIED STAFF: 0-10 Years of Experience - \$40.00 per hour 11 plus Years Experience - \$50.00 per hour All certified staff will receive an additional \$1,000.00 as an incentive. (NOTE: Employee Attendance Required - minimum 23 out of 25 student days) National Board Certified Teachers and teachers who have received a legislative bonus (3rd Grade Read-to-Achieve teacher bonus; 4th & 5th Reading bonus; 4th-8th Math bonus) will receive an additional state-mandated signing bonus of \$1,200.00 ASSISTANT PRINCIPALS: Regular hourly rate plus each AP will receive an additional \$1,500.00 incentive. (NOTE: Employee Attendance Required - minimum 23 out of 25 student days) CLASSIFIED STAFF: Classified staff will receive their regular rate of pay plus a \$1,000.00 bonus if they work the entire session (NOTE: Employee Attendance Required - minimum 23 out of 25 student days)

Q4.

390 - Granville County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

390 - Granville County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

390 - Granville County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

400 - Greene County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Frank

Last Name

Creech

Q7_2. What is the **email address** of the primary contact?

frankcreech@greene.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	2527473425
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Cathy
Last Name	Williams

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	2527473425
Phone Extension	

Q1.

400 - Greene County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The daily schedule includes 6 hours and 15 minutes of instructional time. Students will receive three hours of foundational research-based literacy instruction to boost phonological awareness, student decoding, vocabulary, fluency, written expression, and reading comprehension each day. The one and one-half hour math block and one hour science block will be blended into the day to include hands on, student centered, inquiry based learning. The enrichment programming will focus on creative thinking and movement and will include physical education, arts, and STEM. Our social-emotional learning supports will include explicit and organic instruction in self awareness, self management, responsible decision-making, social awareness, and relationship skills. We anticipate a 10 to 1 teacher/student ratio. Instructional and SEL supports will be provided by teacher assistants, Exceptional Children's teachers, counselors, and English Learner support staff.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The daily schedule includes 6 hours and 15 minutes of instructional time. Fourth through Eighth grade teachers will provide foundational research-based literacy strategies to foster growth and development of basic reading comprehension. Students will receive one and one half hours blocks of reading, math and science instruction. The enrichment programming will focus on physical activity, the Arts, Coding, and STEM. Our social-emotional learning supports will include explicit and organic instruction in self awareness, self management, responsible decision-making, social awareness, and relationship skills. We anticipate a 10 to 1 teacher/student ratio. Instructional and SEL supports will be provided by teacher assistants, Exceptional Children's teachers, counselors, and English Learner support staff.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

400 - Greene County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Each day will include 6 hours and 15 minutes of instructional time. GCS will offer all EOC course subjects. Credit Recovery courses will include English 1, 3, and 4, Earth Science, Physical Science, Chemistry, World History, Civics, American History 1 and American 2, Math 2 and 4, and Spanish 1 and Spanish 2. Elective courses will include Principles of Business, Personal Finance, and Health and PE. We will also have science labs, technology labs, and graphic design techniques as enrichment activities. Social-Emotional supports will include on-site counselors and administrators to work with students on student's targeted areas of need.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

400 - Greene County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Diagnostic assessment results for reading and math progress monitoring data and other academic progress data for 2020-2021 were used to prioritize students for the K-8 program. Parents/guardians are notified by phone calls, printed invitations, and virtual parent meetings. The program is also promoted on school social media accounts, Remind text messages, and principal phone messages.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students who are at-risk of failing EOC courses or failing courses required for graduation are prioritized for the 9-12 program. Parents/guardians are notified by phone calls, printed invitations, and virtual parent meetings. Counselors and administrators are meeting in-person and virtually with students and parents. The program is also promoted on school social media accounts, Remind text messages, and principal phone messages.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Beyond the required signing bonus, teachers will be paid \$35 per hour. This is more than the daily rate for many of the teachers who have expressed interest in teaching this summer. Bus drivers and TAs will be paid \$20 per hour which is an increase from their regular wage during the school year. We have found teachers want to teach in the summer but some can not work the entire duration of the program. So, we will allow teachers and staff to share a position 50/50. One will teach the first half of the program and another will teach the second half.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Beyond the required signing bonus, teachers will be paid \$35 per hour. This is more than the daily rate for many of the teachers who have expressed interest in teaching this summer. Bus drivers and TAs will be paid \$20 per hour which is an increase from their regular wage during the school year. We have found teachers want to teach in the summer but some can not work the entire duration of the program. So, we will allow teachers and staff to share a position 50/50. One will teach the first half of the program and another will teach the second half.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
400 - Greene County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

400 - Greene County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

The enrichment programming will focus on creative thinking and movement and will include physical education, arts, and STEM.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Inquiry learning, science labs, technology labs, and graphic design techniques as enrichment activities.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region 5 - Piedmont Triad ▼

Select your LEA 410 - Guilford County Schools ▼

Q7.

410 - Guilford County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Jamie

Last Name

King

Q7_2. What is the **email address** of the primary contact?

kingj3@gcsnc.com

Q7_3. What is the **phone number** of the primary contact?

Phone Number	3362794934
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Jamie
Last Name	King

Q7_5. What is the **email address** of the secondary contact?

kingj3@gcsnc.com

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	3362794934
Phone Extension	

Q1.

410 - Guilford County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

All elementary students will open and close the day with SEL activities provided by CASEL and additional brain breaks as needed. All students will be offered daily physical activity and enrichment 30 minutes daily. Enrichment opportunities include art, music, and physical education instruction. Each elementary school will be offering additional enrichment with community partners. Weekly themes will consist of: Astronaut Training, Paleontologist Training, School Spirit, Celebrations of Nations, Mad Scientist, and A Bug's Life. Teachers will provide students in grades kindergarten-third grades in person instruction in reading for 180 minutes and 90 minutes of math. Additionally, Teachers will provide students in grade three science 30 minutes of science instruction. All kindergarten-third grade students reading instruction will include evidence-based reading instruction that addresses the acquisition of language, phonological and phonemic awareness, phonics, spelling, fluency, vocabulary, oral language, and comprehension to be differentiated to meet the needs of individual students. The plan is for all elementary schools to offer acceleration at every school site except for five elementary schools scheduled for summer construction projects. It includes all separate public schools as well. The construction sites will be relocating to a neighboring school. Class sizes will be twenty students to one teacher.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Roughly 20:1 teacher ratio. In addition to the teachers, each site will have a site coordinator and principal. EC and ESL staff will be provided based on student needs. All of our elementary schools will host a site. Each site will embed daily physical activity into their plans.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

All upper elementary and middle school students will open and close the day with SEL activities provided by CASEL and additional brain breaks as needed. All students will be offered daily physical activity and enrichment 45 minutes daily. Enrichment opportunities include on a rotation art, music, and physical education instruction. Teachers will provide students in grades fourth-eighth grades in person instruction in reading for 90 minutes and 90 minutes of math. Additionally, Teachers will provide students in grades fourth-eight science 45 minutes of science and social studies instruction. All students will be offered interventions through small groups in the academic, social, emotional, and behavioral to support each students' individual needs. The plan is for all elementary and middle schools to offer acceleration at every school site except for five elementary schools and three middle schools scheduled for summer construction projects. Brown Summit Middle, Penn Griffin Middle, and Lincoln Academy magnet programs students will participate in their neighborhood school. It includes all separate public schools as well. The construction sites will be relocating to a neighboring school. Class sizes will be twenty students to one teacher.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Roughly 20:1 teacher ratio. In addition to the teachers, each site will have a site coordinator and principal. EC and ESL staff will be provided based on student needs. All of our elementary and middle schools will host a site. Each site will embed daily physical activity into their plans.

Q2.

410 - Guilford County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades

9–12. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

All comprehensive high schools will offer their students instructional support strategies that will improve their understanding and progression to the next level of core content areas. The content areas offered will include Math I, Math II, English II, Biology, along with other courses that individual schools desire to offer based on needs of students. High School students will have access to credit recovery courses via APEX learning and will work with a GCS teacher to complete the courses. Summer Enrichment will be offered to students then students will be re-administered EOC to improve scores, if applicable. Students also can improve class grades for any unfinished learning. Teachers will provide all high students with CASEL SEL content and additional brain breaks as needed. Electives will be offered for high school students. The day will include enrichment physical movement opportunities. All students will be offered interventions through small groups in the academic, social, emotional, and behavioral to support each students' individual needs by tutors and small group sessions.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12.** This response is optional.

- Number of program location(s)

Each comprehensive high school, 15, will host a site. Two of our academies, will host a site for all of our students enrolled in Early and Middle Colleges.

Q3.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

GCS has established diagnostic and formative assessment data that is used regularly to inform instruction. Parents have access to the parent grading portal available to all parents in Grades 3-12. Parents have access to student progress at any time. GCS Data and Accountability Department conduct data analysis using established protocols and cross-reference findings in multiple in need of summer learning gaps in grad levels. At the school level, the NWEA in reading and math fall and winter data was analyzed and cross-referenced with assessment data to determine students' risk level. All K-5 data was cross-referenced with I Station data. Third-grade students' data points were I station, BOG Scores, and Fall NWEA in reading and math. Students in grades 3-8 are interim administration assessments twice this year, reading and math teacher inventories. Students in the 20% to 40% levels were identified as the most at risk. Parents are also contacted by phone, email, text, face-to-face, and virtual meetings.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

GCS has established diagnostic and formative assessment data that is used regularly to inform instruction. Parents have access to the parent grading portal available to all parents in Grades 3-12. Parents have access to student progress at any time. GCS Data and Accountability Department conduct data analysis using established protocols and cross-reference findings in multiple in need of summer learning gaps in grad levels. At the school level, the NWEA in reading and math fall and winter data was analyzed and cross-referenced with assessment data to determine students' risk level in grades 9 and 10. Students in grades 9-12 are identified by grades, observation, diagnostics, and formative assessments.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

GCS divided each session and allowed teachers to split sessions. Planning teams selected calendar dates session planning strategically to offer teachers a small break between the first session, second session, and the start of the school year 2021-2022. Teacher training and preparation days are provided. Curriculum design and materials were developed by C, and I staff to support the at-risk student data. The pay incentives for certified summer staff include: Teachers' pay will be \$43.21 per hour. They will pay elementary and middle teachers \$43.21 per hour. Teachers will receive a \$500 bonus if they teach in both sessions. The bonus of \$750 if a teacher in this grade span has received compensation for reading or math, high value-added, or national board certified. All RTA students that become proficient will receive a \$200 bonus per student.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

GCS divided each session and allowed teachers to split sessions. The planning team strategically selected calendar dates to allow a chosen calendar dates session planning strategically to offer teachers a small break between the first session, second session, and the start of the school year 2021-2022. Teacher training and preparation days are provided. Curriculum design and materials were developed by C, and I staff to support the at-risk student data. The pay incentives for certified summer staff include: High school teachers will be paid \$43.21 per hour. Teachers will receive a \$500 bonus if they teach in both sessions. The bonus of \$750 if a teacher in this grade span has high value-added or national board certification.

Q4.

410 - Guilford County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBE) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBE tool. (Please list the CBE tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

- Guilford County Schools would like to use the NWEA MAP assessment for the summer learning program. MAP Growth is an approved Formative and Diagnostic Reading Assessment in North Carolina and is used by local education agencies as a local alternative assessment for determination of third-grade proficiency and promotion requirements under the Read to Achieve Act.

- MAP Growth tests, which are vertically scaled across grades K-12, measure student achievement using items aligned to NC Learning Standards. Each item is assigned a score on our RIT (for Rasch Unit) scale. Because the scales are equal-interval across grades, educators can compare academic growth across students and time – within an academic year and over multiple years.

- MAP Growth measures achievement/performance against a unidimensional scale by sampling 40-50 questions across the full range of standards in reading and mathematics. The assessments adapt above and below grade level to accurately identify every student’s true achievement level.

- MAP Growth assessments are developed from a common pool of 50,000 items, including technology-enhanced items, across all grades and content areas. Our high-quality item pools play a critical role in measurement precision. The item pools cover all instructional areas and difficulty levels across the full range of the RIT scale.

- MAP Growth reports transform data into timely insights. The ability to adapt above and below grade level provides educators the ability to identify learning opportunities for students to further develop their knowledge and skills. Teachers use the information to differentiate instruction and pinpoint needs of individual students or groups of students

Q5.
410 - Guilford County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction

- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

410 - Guilford County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Students in grades K-5 will be fun weekly themes which community partners' extended day enrichment will also expand in their extended day enrichment partners. In grades, K-8 extension programs include Rising EL Kindergarten Camp, AG Explore Camp, Firsts LEGO League Discover, First LEGO Explore, Elementary LEGO Robotics, Middle School Robotics, Summer Bridge to Math I, Summer "Ready" for Math, Academic All-Stars, 6 Strings, and 88 Keys, Elementary Arts Exploration, Arts Immersion, Band/Orchestra Jump Ahead, Community Theatre of Greensboro, Drum Line, Honors Jazz, and Modern Music Production.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Students in grades 9-12 extension programs include AP Ready, IB Ready, Advanced Placement Boot Camp, Summer Ready for Math I, Math II, and Math III. 6 Strings and 88 Keys, Drum Line, Modern (Rock) Band, Honors Jazz, and Modern Music Production.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

420 - Halifax County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Last Name

Q7_2. What is the **email address** of the primary contact?

Q7_3. What is the **phone number** of the primary contact?

Phone Number

2525835111

Phone Extension

230

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name

LaVonne

Last Name

McClain

Q7_5. What is the **email address** of the secondary contact?

mcclainl@halifax.k12.nc.us

Q7_6. What is the **phone number** of the secondary contact?

Phone Number

2525835111

Phone Extension

229

Q1.

420 - Halifax County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

☒ 150 hours

☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

☒ 150 hours

☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Read to Achieve K-3 Early Literacy and Enrichment Camp Proposed Daily Schedule Hours of Operation: June 1 through June 30, 2021; 7:30 AM – 3:00 PM (Monday - Friday) Total: 330 Instructional Minutes (5½ hours per day) 7:30 – 8:15 AM Arrival, Breakfast, & Transition 8:15 – 8:45 AM Social-Emotional Learning/Transition 8:45 – 9:45 AM Session 1: Reading 9:45 – 10:30 AM Session 2: Integrated Reading & Science 10:30 – 11:30 AM Lunch, Exploratory Play, & Transition 11:30 – 12:30 PM Session 3: Integrated Reading & Math 12:30 – 2:45 PM Breakout Enrichment Sessions (Small Group and/or 1:1 Reading Instruction, Project-Based Literary Arts, etc.) 2:45 – 3:00 PM Transition, Pack-Up, & Dismissal

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

K-3 students' summer enrichment will include project-based learning, wherein students will express their knowledge of literary elements (character, setting, plot, theme, point-of-view, motivation, etc.), foundational numeracy skills, and science with the use of arts & crafts. We will maintain a teacher to student ratio of 1:12. The program will be housed on the campuses of Inborden Elementary STEAM Academy and Everetts Elementary STEM Academy. Students will have daily physical activities embedded in the learning schedule, as well as, opportunities for kinesthetic activities as a method of classroom engagement. As a base for Social-Emotional Learning, Halifax County Schools will utilize Sanford SEL. The Harmony Online Learning Portal provides PreK-6th grade teachers with everything they need to successfully integrate Harmonys' social-emotional learning program into the classroom, including training, lessons, activities, videos, stories, games, and songs.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Upper Elementary 7:30 – 8:15 AM Arrival, Breakfast, & Transition 8:15 – 8:45 AM Social-Emotional Learning/Transition 8:45 – 9:45 AM Session 1: Reading 9:45 – 10:30 AM Session 2: Integrated Reading & Science 10:30 – 11:30 AM Lunch, Exploratory Play, & Transition 11:30 – 12:30 PM Session 3: Integrated Reading & Math 12:30 – 2:45 PM Breakout Enrichment Sessions (Small Group and/or 1:1 Reading Instruction, Project-Based Literary Arts, etc.) 2:45 – 3:00 PM Transition, Pack-Up, & Dismissal Middle School 7:30am-7:45am Arrival, Breakfast, & SEL activity 7:45am- 9:07am Session 1: Core 9:10am- 10:32am Session 2: Core 10:35am- 11:57am Session 3: Core 12:00pm -12:25pm Lunch & Transition 12:30pm-1:17pm Session 4: Elective 1 1:20pm – 2:07pm Session 5: Elective 2 2:10pm – 2:57pm Session 6: Elective 3 2:57 – 3:00 PM Dismissal

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Upper Elementary Grades 4-5 summer enrichment will include project-based learning, wherein students will express their knowledge of literary elements (character, setting, plot, theme, point-of-view, motivation, etc.), foundational numeracy skills, and science with the use of arts & crafts. We will maintain a teacher to student ratio of 1:12. The program will be housed on the campuses of Inborden Elementary STEAM Academy and Everetts Elementary STEM Academy. Students will have daily physical activities embedded in the learning schedule, as well as, opportunities for kinesthetic activities as a method of classroom engagement. As a base for Social-Emotional Learning, Halifax County Schools will utilize Sanford SEL. The Harmony Online Learning Portal provides 4th-6th grade teachers with everything they need to successfully integrate Harmonys' social-emotional learning program into the classroom, including training, lessons, activities, videos, stories, games, and songs. Middle School Grades 6-8 enrichment activities will include in-person opportunities for small groups, one-to-one and arts enrichment project-based learning with digital supports. The program will be housed on the campuses of Enfield Middle STEAM Academy and William R. Davie Middle STEM Academy. We will maintain a teacher to student ratio of 1:12. Students activities will include exposure to the cultural arts, STEM, and Health/ Physical Education. While Harmony SEL will be utilized for Grade 6, students in grades 7-8 will focus on mindfulness, abstinence, goal setting, and college and career exploration.

Q2.

420 - Halifax County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

HCS plans to offer summer learning opportunities for 9th-12th grade students who have not met proficiency in reading and math. This is a face-to-face opportunity for students to have 82-minute intervals of science, reading, and math instruction by a certified teacher and working independently using a digital platform such as Edmentum, MyPerspectives, and STEMScope. The program will provide an intensive focus on academics, foundational reading and math skills with content critical to success within the next course while infusing hands-on, engaging activities. Summer Learning and Extension Camps will also offer students the opportunity to take one or two courses that they have previously failed. We will maintain a teacher to student ratio of 1:12. Proposed Courses Bridge to English I Bridge to English II Bridge to NC Math 1 Bridge to NC Math 2 Bridge to NC Math 3 Bridge to Biology Credit Recovery Visual Arts CTE Credentialing Cultural Arts Band Camp Health/ PE Summer Conditioning Community College Courses

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

The program will be housed on the campuses of Northwest Collegiate and Technical Academy and Southeast Collegiate Prep Academy.

Q3.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Halifax County Schools' uses its Board Policy for Identification of and Assistance to Students at Risk which is in alignment with GS 115C-105.41a. It is the goal of the HCS' board that all students will make adequate academic progress each year and thereby acquire the skills necessary for secondary education and career success. To realize this goal, students who are at risk of academic failure and who are not successfully progressing toward grade promotion and graduation are identified and provided additional assistance by way of school extension summer programs. The process for identification of at-risk students is as follows: Each elementary and middle school tracks all students' academic, attendance, and social-emotional performance through a MTSS/ECATS. The quarterly progress monitoring and BOY, MOY, and EOY benchmark data are collected and reported throughout the school year. School personnel must identify students at risk of academic failure as early as reasonably may be done, beginning in kindergarten. The school's documentation about the student's response to instruction, interventions, transitions, and other student performance data is reviewed by the principal, teacher, parent, and student assistance team to evaluate and determine students' academic and/or behavioral progression and intervention plan. Use of a multi-tiered system of support (MTSS) that uses data-driven problem-solving and research-based instructional practices for all students is used to guide the student assistance process. Students are identified as tier 1, tier 2, and tier 3. Tier 3 students are targeted and identified as at-risk students that are in need of intensive supplemental supports. In response to tier 3 students' at-risk status, the district addresses students' academic and social-emotional needs by way of a school extension program to create successful transitions for at-risk students. A comprehensive and coordinated transition plan is designed and implemented for K-8 students who are at risk of academic failure in order to facilitate their educational transitions within and between elementary school and middle school. The transition plans are designed to encourage successful transitions that foster respect for individual differences, encourage understanding of the whole child, create a sense of trust and belonging, and reduce child and family anxiety about school. The plans include an on-going evaluation process to verify that the outcomes established for the different transition levels are being accomplished and that these goals are updated as student data and environmental changes occur. Each K-12 principal is responsible for informing staff and students about the purpose and layout of the HCS' School Extension Summer Program. The school and district join together in communicating the program purpose, design, location and hours. Parents and guardians are informed by way of student conferences, BlackBoard Connect calls (ParentLink), parent-letters, student surveys, email, and district/school advertisements on social media.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Halifax County Schools' uses its Board Policy for Identification of and Assistance to Students at Risk which is in alignment with GS 115C-105.41a. It is the goal of the HCS' board that all students will make adequate academic progress each year and thereby acquire the skills necessary for secondary education and career success. To realize this goal, students who are at risk of academic failure and who are not successfully progressing toward grade promotion and graduation are identified and provided additional assistance by way of school extension summer programs. The process for identification of at-risk students is as follows: Each high school tracks all students' academic, attendance, and social-emotional performance through a MTSS/ECATS. The quarterly progress monitoring and BOY, MOY, and EOY benchmark data are collected and reported throughout the school year. Principals must identify students at risk of academic failure as early as reasonably may be done to ensure students' timely progression towards graduation and college/career readiness. The school's documentation about the student's response to instruction, interventions, transitions, and other student performance data is reviewed by the principal, teacher, parent, and student assistance team to evaluate and determine students' academic and/or behavioral progression and intervention plan. Use of a multi-tiered system of support (MTSS) that uses data-driven problem-solving and research-based instructional practices for all students is used to guide the student assistance process. Students are identified as tier 1, tier 2, and tier 3. Tier 3 students are targeted and identified as at-risk students that are in need of intensive supplemental supports. In response to tier 3 students' at-risk status, the district addresses students' academic and social-emotional needs by way of a school extension program to create successful transitions for all at-risk students. A comprehensive and coordinated transition plan is designed and implemented for 9-12 students who are at risk of academic failure in order to facilitate their educational transitions within and between high school and college/career readiness. The transition plans are designed to encourage successful transitions that foster respect for individual differences, encourage understanding of the whole child, create a sense of trust and belonging, and reduce child and family anxiety about school. The plans include an on-going evaluation process to verify that the outcomes established for the different transition levels are being accomplished and that these goals are updated as student data and environmental changes occur. Each high school principal is responsible for informing staff and students about the purpose and layout of the HCS' School Extension Summer Program. The school and district join together in communicating the program purpose, design, location and hours. Parents and guardians are informed by way of student conferences, BlackBoard Connect calls (ParentLink), parent-letters, student surveys, email, and district/school advertisements on social media,

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Halifax County Schools prides itself in growing the potential leadership, teaching and learning capacity within the district to ensure the staffing of consistent instructional leadership across the district for addressing the needs of the whole child. Therefore, veteran teachers, new teachers, and teacher assistants are offered opportunities for developing their interest in: school administration (ex. site coordinator, departmental heads) clinical practice for adding on to professional license (example: reading specialist, EC licensure, instructional coach, National Board Certification) embedded job-shadowing (teacher assistance preparing to become a teacher) instructional technology team (job-embedded troubleshooting and collaboration) professional license renewal credits in reading and math

Q3_4.
In the space provided, please describe the efforts taken to incentivize teacher participation in the 9–12 program, please include the following:
- Beyond the required signing bonus, what additional incentives will the LEA offer?

Halifax County Schools prides itself in growing the potential leadership, teaching and learning capacity within the district high schools to ensure the staffing of consistent instructional leadership across the district for addressing the needs of the whole child. Therefore, veteran high school teachers, new teachers, and support staff are offered opportunities for developing their interest in: school administration (ex. site coordinator, departmental heads) clinical practice for adding on to professional license (example: reading specialist, EC licensure, instructional coach) embedded job-shadowing (teacher assistance preparing to become a teacher) instructional technology team (embedded troubleshooting and collaboration) professional license renewal credits in reading and math

Q4.

420 - Halifax County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

K-3 Istation Reading and Math

4 - 8 Edmentum Exact Path Reading and Math

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

420 - Halifax County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Secondary point of contact: Carolyn Roberts robertsc@halifax.k12.nc.us 252-583-5111 ext. 225

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

430 - Harnett County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Brookie

Last Name

Ferguson

Q7_2. What is the **email address** of the primary contact?

bferguson1@harnett.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number

910-814-3408

Phone Extension

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name

Lesley

Last Name

Tyson

Q7_5. What is the **email address** of the secondary contact?

ltyson@harnett.k12.nc.us

Q7_6. What is the **phone number** of the secondary contact?

Phone Number

910-814-3407

Phone Extension

Q1.

430 - Harnett County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

☒ 150 hours

☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

☒ 150 hours

☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Our K-5 program will be 150 hours and will run from June 14th through August 5, 2021, Monday-Thursday from 8:00 a.m. to 3:00 p.m. for students. Our Reading Camp will be integrated into our summer program. Our sites include Lillington Shawtown Elementary, Harnett Primary, Overhills Elementary, and Highland Elementary. Additional sites will be added if needed. Our instructional day will include ELA, Math, and enrichment for K-2 and ELA, Math, Science, and enrichment for 3-5. Our ELA will include The Science of Reading practices as well as other best reading practices. Our teachers will be provided a daily schedule and pacing guide to follow as well as curricular resources. The daily schedule will also include small group instruction with specialists such as our instructional coaches and reading specialists. Enrichment classes will include music, art, and physical education. Breakfast, lunch, and transportation will be provided for all students. Daily physical activity will be provided each day. We will utilize hands-on activities and guest performances as part of our enrichment activities. We will employ guidance counselors and social workers to provide SEL lessons and support to our students and their families. We will use iReady EOY scores for our summer baseline assessment and will retest using iReady at the end of summer school and/or BOY. While participation is voluntary, our LEA will develop an attendance policy to encourage participation.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Our teacher/student ratio is 1:10 to 1:12 for K-5 and plan to keep our adult/student ratio 1:10. Our four (4) sites include Lillington Shawtown Elementary, Harnett Primary, Overhills Elementary, and Highland Elementary. Additional sites will be added if needed. Students will have access to a physical education class as part of enhancements but will have a daily physical activity with the classroom teacher. The physical activities include recess, use of playground equipment, organized games, and use of physical education equipment for group and/or individual activities and games.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Our 4-5 program will be 150 hours and will run from June 14th through August 5, 2021, Monday-Thursday from 8:00 a.m. to 3:00 p.m. for students. Our sites include Lillington Shawtown Elementary, Harnett Primary, Overhills Elementary, and Highland Elementary. Additional sites will be added if needed. Our instructional day will include ELA, Math, and enrichment for K-2 and ELA, Math, Science, and enrichment for 4-5. Our ELA will include The Science of Reading practices as well as other best reading practices. Our teachers will be provided a daily schedule and pacing guide to follow as well as curricular resources. The daily schedule will also include small group instruction with specialists such as our instructional coaches and reading specialists. Enrichment classes will include music, art, and physical education. Breakfast, lunch, and transportation will be provided for all students. Daily physical activity will be provided each day. We will utilize hands-on activities and guest performances as part of our enrichment activities. We will employ guidance counselors and social workers to provide SEL lessons and support to our students and their families. We will use iReady EOY scores for our summer baseline assessment and will retest using iReady at the end of summer school and/or BOY. While participation is voluntary, our LEA will develop an attendance policy to encourage participation. Our 6-8 program will follow the same schedule as our K-5 program. Our four (4) sites include Dunn Middle School, Harnett Central Middle School, Overhills Middle School, and Western Harnett Middle School. Additional sites will be added if needed. Our instructional day will include ELA, Math, Science, and elective classes including fine arts and CTE courses. Our teachers will be provided a daily schedule and pacing guide to follow as well as curricular resources. The daily schedule will also include small group instruction with specialists such as our instructional coaches and reading specialists. Enrichment classes will include music, art, and physical education. Breakfast, lunch, and transportation will be provided for all students. Daily physical activity will be provided each day. We will utilize hands-on activities and guest performances as part of our enrichment activities. We will employ guidance counselors and social workers to provide SEL lessons and support to our students and their families. We will use iReady EOY scores for our summer baseline assessment and will retest using iReady at the end of summer school and/or BOY. While participation is voluntary, our LEA will develop an attendance policy to encourage participation.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Our teacher/student ratio is 1:10 to 1:12 for 4-5 and plan to keep our adult/student ratio 1:10. Our teacher/student ratio is 1:12 to 1:15 for grades 6-8 and plan to keep our adult/student ratio 1:12 in grades 6-8. Our four (4) sites for grades 4-5 include Lillington Shawtown Elementary, Harnett Primary, Overhills Elementary, and Highland Elementary. Additional sites will be added if needed. Our four (4) sites for grades 6-8 include Dunn Middle School, Harnett Central Middle School, Overhills Middle School, and Western Harnett Middle School. Additional sites will be added if needed. Students will have access to a physical education class as part of enhancements but will have a daily physical activity with the classroom teacher. The physical activities include recess, use of playground equipment, organized games, and use of physical education equipment for group and/or individual activities and games. We will also seek out community opportunities/support such as dance, yoga, etc.

Q2.

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☐ 150 hours

☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Our 9-12 program will offer EOC subjects face to face. Certified math, English, and science teachers will be face to face with students to offer support and instruction as students use credit recovery modules to recover EOC credits. Additional credit recovery subjects will be offered with teachers on-site for support. We plan to offer CTE courses as electives as well as a Health/Physical Education class. Counselors and social workers will be employed to offer SEL lessons and supports for students. Individual high schools may offer "camps" in high-interest areas as enrichment for students who want to participate.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

We will offer our 9-12 program at 4 sites: Harnett Central High School, Overhills High School, Triton High School, and Western Harnett High School. Our high school will operate daily from 7:30 a.m. to 12:00 p.m. for thirty days from June 7th to August 5th.

Q3.

430 - Harnett County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

We are using iReady data for grades K-8, EOG data for grades 3-8, EOC data for grades 9-12, teacher data, and failure rates for all grades. We are targeting our "at-risk" students but will offer our summer school to all students. All parents were first notified by letter from our Superintendent. We will then send a letter and reach out specifically to our at-risk students. Information is also distributed via our Facebook page and District web page.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

We are using teacher data, EOC data and class failure rosters from PowerSchool to identify our at-risk students in grades 9-12. We are targeting our "at-risk" students but will offer our summer school to all students. All parents were first notified by letter from our Superintendent. We will then send a letter and reach out specifically to our at-risk students. Information is also distributed via our Facebook page and District web page.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

• Minimum \$1,200 signing bonus for NPBTs teachers or those who got reading performance bonus earlier (2018-19) in grades 3,4,5 and math performance bonus in grades 4-8 (2018-19). • HCS will offer \$600 signing bonus for all other certified staff. • HCS will offer a \$300 signing bonus for all classified staff. • If unable to commit to entire time, bonuses will be prorated. • HCS will pay certified and classified staff their hourly rate plus 20% stipend at the end of summer school. • Minimum \$150 bonus to teachers for each 3rd grade student who becomes proficient in reading during summer program.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

• HCS will offer \$600 signing bonus for all other certified staff. • HCS will offer a \$300 signing bonus for all classified staff. • If unable to commit to entire time, bonuses will be prorated. • HCS will pay certified and classified staff their hourly rate plus 20% stipend at the end of summer school.

Q4.

430 - Harnett County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

430 - Harnett County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction

- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

430 - Harnett County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

440 - Haywood County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Jill

Last Name

Barker

Q7_2. What is the **email address** of the primary contact?

jbarker@haywood.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	8284562400
Phone Extension	2107

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Bill
Last Name	Nolte

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	8284562400
Phone Extension	2113

Q1.

440 - Haywood County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Haywood County Schools will host school extension programs beginning on June 9 and ending on August 5. The hours of operation will be Monday-Thursday from 8:00-12:30. The first and last day of camp will also be extended by one hour for planned enrichment activities. Math, Reading and Science will be provided every day as well as other elective courses per teacher availability. This will be a total of 150 hours. Enrichment activities will include Art, Music, Physical Education, Media and Social Emotional lessons. Counselors will also be available. The first and last day enrichment opportunities are intended to be special academic programs to incentivize and celebrate students. However, on a daily basis, enrichment opportunities will be built into the schedule based on teacher availability and subjects.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

We have 8 elementary schools in our District. We will combine and host the camps at two of our elementary schools (for grades K-5), North Canton and Clyde Elementary. Additional sites may be opened if needed. Ratios and program details will be available when final planning is complete. Physical education will be provided on a daily rotational basis (Grades K-5). Enrichment activities will include Art, Music, Media and Social Emotional lessons. Counselors will also be available.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Haywood County Schools will host school extension programs beginning on June 9 and ending on August 5. The hours of operation will be Monday-Thursday from 8:00-12:30. The first and last day of camp will also be extended by one hour for planned enrichment activities. This will be a total of 150 hours. Enrichment activities will include a variety of classes including but not limited to; Band, Chorus, Agriculture, STEM, Physical Education and Foreign Language (Grades 6-8). Social Emotional supports will be provided through Guidance department and specific programs used at each school. The first and last day enrichment opportunities are intended to be special academic programs to incentivize and celebrate students. However, on a daily basis, enrichment opportunities will be built into the schedule based on teacher availability and subjects.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Haywood County Schools is currently collecting potential at-risk student numbers for the summer program. The district is also surveying our teachers to determine interest in summer employment. In grades 6-8, Haywood County Schools is planning to operate 2 locations for our middle school students. Our largest middle school, Waynesville Middle, will host a site and our two smaller schools will combine and Canton Middle will be the host site. Ratios and physical activity information can be provided when final planning is complete.

Q2.

440 - Haywood County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Our District is composed of 2 traditional high schools, one Early College and an Alternative School. Programs will be offered at both of our 2 traditional high schools, Pisgah and Tuscola with the Early College students and Central Haywood students having access. End of Course subjects offered will include: Math I & III Biology English II. Credit Recovery will be offered in all subjects available to meet individual student needs. Elective course offered will be dependent on final course failures and based on student need and teacher availability. Social learning supports will be provided by our guidance department and Clinical Social workers.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Our District is composed of 2 traditional high schools, one Early College (Haywood Early), and an Alternative School (Central Haywood). Programs will be offered at both of our 2 traditional high schools, Pisgah and Tuscola with the Early College students and Central Haywood students having access to these campuses.

Q3.

440 - Haywood County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

K-2 program: At -risk students in Reading are identified by using MCLASS levels that are deemed non-proficient . In math we will be using K-2 EOY math assessment and other formative assessments provided by their teachers such as Investigations (math curriculum) tasks and Unit tests. 3rd grade: At risk students in Reading are identified by MCLASS levels that are deemed non-proficient. EOG data will also be used as available. In math, 27-week CASE 21 data and EOG scores will be gathered after testing. 4-5- Case 21 assessments were given at 27 weeks in reading and math. NC Check-ins will also provide data of students who were not meeting required benchmarks. These scores will be used along with the EOG scores and final grades at the end of the year. 6-8 Program: Case 21 assessments were given at 27 weeks in reading and math. NC Check-ins will also provide data of students who were not meeting required benchmarks. These scores will be used along with the EOG scores and final grades at the end of the year.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

9-12 program At risk students are determined by course failures. Students will have initial consultation with their guidance counselors and parents will be contacted by School Administration. Outreach to students who are hesitant to attend will be provided by Social Workers, Guidance Counselors, School Administration and Summer Program Directors.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Certified teachers will be paid \$40.00 per hour. Teachers who are Nationally Board Certified or have received past performance bonuses will receive \$ 50.00 per hour. Teachers have been offered flexibility in the number of days they work to ensure they have opportunities for leave in the summer. Daily instructional hours are 8:00-12:30. Additional planning time can occur after these this instructional time as needed (not to exceed 3 hours per week).

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Certified teachers will be paid \$40.00 per hour. Teachers who are Nationally Board Certified or have received past performance bonuses will receive \$ 50.00 per hour. Teachers have been offered flexibility in the number of days they work to ensure they have opportunities for leave in the summer. Daily instructional hours are 8:00-12:30. Additional planning time can occur after these this instructional time as needed (not to exceed 3 hours per week).

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
440 - Haywood County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

440 - Haywood County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Teacher interest surveys in regards to summer employment are due May 5th. We currently have 220 (K-12) teachers who have expressed a desire to work. Likewise, Principals are collecting at-risk student data for potential attendees. All student registration information is due no later than May 28th. Directors are currently being hired at each of our host sites to manage summer programs. Daily schedules will be built on teacher availability, HB 82 requirements and student interest/need.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Same as above.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

450 - Henderson County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Wendy

Last Name

Frye

Q7_2. What is the **email address** of the primary contact?

wlfrye@hcpsnc.org

Q7_3. What is the **phone number** of the primary contact?

Phone Number	828.697.4733
Phone Extension	2223

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Caroline
Last Name	Patterson

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	828.697.4733
Phone Extension	2243

Q1.

450 - Henderson County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

8:00 -11:30 ELA 11:30-12:00 Lunch 12:00-12:30 Recess 12:30 - 1:30 Math 1:30 - 4pm- Science experiences, as well as math, and other enrichment activities We are working with community partners to develop daily enrichment activities that address STEM and fine arts. Examples of our community partners include the YMCA, our local Boys and Girls Club, and a variety of art, science and technology oriented organizations such as Zaniac, our local Arts Council, and Team ECCO which is a hands-on learning space for marine biology. Supports for students, teachers, and families who would benefit from social, emotional learning assistance will continue in Summer Extended Learning. In addition to a district-wide focus on the use of CASEL's three Signature Practices, HCPS elementary schools have a variety of Tier I SEL strategies and structures in place, including Second Step, PBIS, Leader in Me, and Morning Meeting. While leading practice suggests integration of SEL supports into core instruction, HCPS students will receive mental health and wellness support throughout the extended learning school day, but especially in the afternoons, during supplemental instruction and enrichment. Students and teachers will benefit from a wide range of SEL and Mental Health resources, as contained in the following documents: HCPS SEL and Mental Health Resources, SY 2020-2021 HCPS Community Mental Health and Crisis Resources, (English, Spanish) Mental Health Information for Staff, Students and Families (English) (Spanish) HCPS Suicide Awareness and Mitigation Toolkit Summer school staff include teachers and other individuals who have completed Youth Mental Health First Aid, Trauma Sensitive Schools, and other SEL-oriented programs meant to improve school-wide mental health literacy, identification of signs and symptoms of student distress, and early, effective referral for additional services, including Tier II school social worker and school counselor intervention and Tier III referrals to school-based crisis, outpatient and other mental health providers.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

- Teacher/student ratio 1:15 is our target goal - Adult/student ratio May vary depending on applications received - Program location(s) Our goal is to have a Summer Learning site at all 22 locations - Physical activity At least 30 minutes daily, with opportunities for additional physical activity embedded into enrichment activities as appropriate

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

8:00 - 11:00 ELA 11:00 - 12:00 Math 12:00 - 12:30 Lunch 12:30 - 1:00 Recess 1:00 - 2:00 Science 2:00 - 4:00 Project based learning experiences and other enrichment activities We are working with community partners to develop daily enrichment activities that address STEM and fine arts. Examples of our community partners include the YMCA, our local Boys and Girls Club, and a variety of art, science and technology oriented organizations, such as Zaniac, our local Arts Council, and Team ECCO. Supports for students, teachers, and families who would benefit from social, emotional learning assistance will continue in Summer Extended Learning. In addition to a district-wide focus on the use of CASEL's three Signature Practices, HCPS elementary and middle school schools have a variety of Tier I SEL strategies and structures in place, including Second Step, PBIS, Leader in Me, and Morning Meeting. While leading practice suggests integration of SEL supports into core instruction, HCPS students will receive mental health and wellness support throughout the extended learning school day, but especially in the afternoons, during supplemental instruction and enrichment. Students and teachers will benefit from a wide range of SEL and Mental Health resources, as contained in the following documents: HCPS SEL and Mental Health Resources, SY 2020-2021 HCPS Community Mental Health and Crisis Resources, (English, Spanish) Mental Health Information for Staff, Students and Families (English) (Spanish) HCPS Suicide Awareness and Mitigation Toolkit Summer school staff include teachers and other individuals who have completed Youth Mental Health First Aid, Trauma Sensitive Schools, and other SEL-oriented programs meant to improve school-wide mental health literacy, identification of signs and symptoms of student distress, and early, effective referral for additional services, including Tier II school social worker and school counselor intervention and Tier III referrals to school-based crisis, outpatient and other mental health providers.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

- Teacher/student ratio 1:15 is our target goal - Adult/student ratio May vary depending on applications received - Program location(s) Our goal is to have a Summer Learning site at all 22 locations - Physical activity At least 30 minutes daily, with opportunities for additional physical activity embedded into enrichment activities as appropriate

Q2.

450 - Henderson County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☒ 150 hours

☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

- End-of-Course subjects offered - All EOC subjects will be offered - Credit Recovery subjects offered - Core academic courses and others as determined by student need - Elective Course offered - At time of submission of this plan, our district plans to offer a Physical Education elective and a World Language elective. - Social-Emotional Learning (SEL) supports Supports for students, teachers, and families who would benefit from social, emotional learning assistance will continue in Summer Extended Learning. While leading practice suggests integration of SEL supports into core instruction, HCPS students will receive mental health and wellness support throughout the extended learning school day, including a district-wide focus on the use of CASEL's three Signature Practices. Students and teachers will benefit from a wide range of SEL and Mental Health resources, as contained in the following documents: HCPS SEL and Mental Health Resources, SY 2020-2021 HCPS Community Mental Health and Crisis Resources, (English, Spanish) Mental Health Information for Staff, Students and Families (English) (Spanish) HCPS Suicide Awareness and Mitigation Toolkit Summer school staff include teachers and other individuals who have completed Youth Mental Health First Aid, Trauma Sensitive Schools, and other SEL-oriented programs meant to improve school-wide mental health literacy, identification of signs and symptoms of student distress, and early, effective referral for additional services, including Tier II school social worker and school counselor intervention and Tier III referrals to school-based crisis, outpatient and other mental health providers

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

We plan to operate school extension programs on all five high school campuses.

Q3.

450 - Henderson County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

HCPS currently defines/measures learning loss in the following ways: # students behind in grade-level proficiency # students with low/no school engagement # students in need of extra supports to maintain positive classroom momentum and avoid regression # students who have failed a core content class Each school will contact the parent/guardians in writing, using a district template, and will also follow up with phone calls to parents.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

HCPS currently defines/measures learning loss in the following ways: # students behind in grade-level proficiency # students with low/no school engagement # students in need of extra supports to maintain positive classroom momentum and avoid regression # students who have failed a core content class Each school will contact the parent/guardians in writing, using a district template, and will also follow up with phone calls to parents.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

We are offering teachers scheduling flexibility as well as job sharing opportunities throughout the program. Certified and non-certified employees will receive a local supplemental bonus.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

We are offering teachers scheduling flexibility as well as job sharing opportunities throughout the program. Certified and non-certified employees will receive a local supplemental bonus.

Q4.

450 - Henderson County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

450 - Henderson County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction

- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

June Days for K-3: 8:00 -11:30 ELA 11:30 - 12:00 Lunch 12:00-12:30 Recess 12:30 - 1:30 Math 1:30 - 4:00 - Science experiences, as well as math, and other enrichment activities June Days for grades 4-5 8:00 - 11:00 ELA 11:00 - 12:00 Math 12:00 - 12:30 Lunch 12:30 - 1:00 Recess 1:00 - 2:00 Science 2:00 - 4:00 Project based learning experiences and other enrichment activities July, August and September tutoring hours before/after school: Emphasis on ELA to meet RtA requirements September Early Dismissal Day- 2 hours September Intersession Days for K-3: 8:00 -11:30 ELA 11:30 - 12:00 Lunch 12:00 - 12:30 Recess 12:30 - 1:30 Math 1:30 - 4:00 - Science experiences, as well as math, and other enrichment activities September Days for grades 4-5 8:00 - 11:00 ELA 11:00 - 12:00 Math 12:00 - 12:30 Lunch 12:30 - 1:00 Recess 1:00 - 2:00 Science 2:00 - 4:00 Project based learning experiences and other enrichment activities We are working with community partners to develop daily enrichment activities that address STEM and fine arts. Examples of our community partners include the YMCA, our local Boys and Girls Club, and a variety of art, science and technology oriented organizations, such as Zaniac, our local Arts Council, and Team ECCO. Supports for students, teachers, and families who would benefit from social, emotional learning assistance will continue in Summer Extended Learning. While leading practice suggests integration of SEL supports into core instruction, HCPS students will receive mental health and wellness support throughout the extended learning school day, including a district-wide focus on the use of CASEL's three Signature Practices. Students and teachers will benefit from a wide range of SEL and Mental Health resources, as contained in the following documents: HCPS SEL and Mental Health Resources, SY 2020-2021 HCPS Community Mental Health and Crisis Resources, (English, Spanish) Mental Health Information for Staff, Students and Families (English) (Spanish) HCPS Suicide Awareness and Mitigation Toolkit Summer school staff include teachers and other individuals who have completed Youth Mental Health First Aid, Trauma Sensitive Schools, and other SEL-oriented programs meant to improve school-wide mental health literacy, identification of signs and symptoms of student distress, and early, effective referral for additional services, including Tier II school social worker and school counselor intervention and Tier III referrals to school-based crisis, outpatient and other mental health providers

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

- Teacher/student ratio 1:15 is our target goal - Adult/student ratio Will vary depending on applications received - Program location(s) Our goal is to have a Summer Learning site at all 22 locations - Physical activity At least 30 minutes daily, with opportunities for additional physical activity embedded into enrichment activities as appropriate

Q6.

450 - Henderson County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

We have been overwhelmed with the response of our community partners who wish to support our Summer Learning program. Their various methods of support, provided with engaging hand-on activities designed by our teachers, will create a camp-like environment for our students that will energize and reignite their enthusiasm for learning.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

460 - Hertford County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Last Name

Q7_2. What is the **email address** of the primary contact?

Q7_3. What is the **phone number** of the primary contact?

Phone Number	252-358-8422
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	William
Last Name	Wright

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	252-358-1761
Phone Extension	

Q1.

460 - Hertford County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students arrive and will receive breakfast and SEL check in using Sanford Harmony, SEL Signature Practices and Miss Kendra curriculum. The day is divided into 3 whole group 90 minute instructional blocks to address core content areas and conduct Summer Reading Camp requirements. Throughout the day there will be three 30 minute small instruction and pull out groups. Lunch and a daily physical activity will be provided. The final 30 minutes of the day will provide enrichment activities that include but are not limited to art, music and community guest speakers and technology activities. Students will arrive at 7:45 a.m. and be dismissed at 3:15 p.m.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Teacher/Student Ratio: 1/10-15 Adult/Student ration: 2/10-15 Program locations: 2 Physical activity: recess

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students arrive, receive breakfast and report to a homeroom for an SEL check in using SEL 360 curriculum and SEL signature practices. The day is divided into 5 whole group 50 minute instructional blocks to address 5 core content areas. During the whole group instructional periods, small group interventions and pullouts will be provided. The third whole group instructional period will include lunch and a daily physical activity. A math and science 30 minute enrichment period will be offered daily. Students will arrive at 7:45 a.m. and be dismissed at 3:15 p.m.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/Student Ratio: 1/10-15 Adult/Student ration: 2/10-15 Program locations: 1 Physical activity: after lunch activity time (walking, gym activities)

Q2.

460 - Hertford County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Students will arrive and receive breakfast. The day is divided into whole group instruction for the four EOC courses (Math I, III; English II, Biology). These courses will be provided in whole group instructional blocks lasting 90 minutes. Small group sessions are scheduled immediately after the content block to provide additional support and tutoring. Credit recovery will be offered both during the day as well as virtually utilizing APEX. Elective courses provided include CCP courses through Roanoke Chowan Community College and health and PE. We are currently working on a CTE elective credit but do not have this finalized. SEL supports will be provided throughout the day by each teacher using SEL 360 curriculum implemented during the current school year and based on the needs of the universal screener provided during the school year. Enrichment activities offered will be 4 weekly STEM camps and seminar support for student success.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

3 program locations

Q3.

460 - Hertford County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Leadership met and identified at risk factors in alignment with general statute and school data. Lists of students were reviewed and faculty were consulted at each site to determine the current status of students based on data available from formative assessments, grades, attendance and SEL needs. The district will kick off the registration period with a video for parents and community. Each school has identified a theme and prepared registration and informational flyers and announcements that will be provided directly to student/parents, promoted on social media, discussed in virtual parent meetings and through other forms of parent contact used during the school year.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Leadership met and identified at risk factors in alignment with general statute and school data. Lists of students were reviewed and faculty were consulted at each site to determine the current status of students based on data available from formative assessments, grades, attendance and SEL needs. Students who are in need of recovery credit based on first semester data and any student who is not currently meeting grade level credits to graduate on time will be contacted. Sites will also provide sessions for upcoming 9th graders who have been placed or upon recommendation of the 8th grade principal in need of additional support for high school success. The district will kick off the registration period with a video for parents and community. Each school has identified a theme and prepared registration and informational flyers and announcements that will be provided directly to student/parents, promoted on social media, discussed in virtual parent meetings and through other forms of parent contact used during the school year.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

LEA provided a survey to teachers to get input into summer school options for hours/weeks and dates for summer school. This data was used and we are providing flexibility for work schedules to accommodate teachers needs. The district is currently working to determine a monetary incentive so that all teachers participating in summer school receive an additional bonus based on students' growth.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

LEA provided a survey to teachers to get input into summer school options for hours/weeks and dates for summer school. This data was used and we are providing flexibility for work schedules to accommodate teachers needs. The district is currently working to determine a monetary incentive so that all teachers participating in summer school receive an additional bonus based on students' growth.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Our LEA is currently implementing a pilot project which was targeted to begin during our summer program before House Bill 82. This pilot is funded through PRC 165 and provided resources for Edmentum Exact Path for grades K-12.

We would like to utilize Exact Path as our CBE tool.

Q5.
460 - Hertford County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

460 - Hertford County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

181 - Hickory City Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Shawn

Last Name

Clemons

Q7_2. What is the **email address** of the primary contact?

clemonssha@hickoryschools.net

Q7_3. What is the **phone number** of the primary contact?

Phone Number	8283222855
Phone Extension	243

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Tim
Last Name	Sims

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	8283222855
Phone Extension	234

Q1.

181 - Hickory City Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Hickory Public Schools will be offering Summer Learning from June 14 through July 1st and July 12 through July 29th. The program will be Monday through Thursday. The week of July 4th will be closed. Students will be offered bus transportation and will be served breakfast upon arrival. The instructional day will be from 8:15 to 3:30. The schedule will be as follows. 8:15-9:15 Whole Group Reading 9:15-10:45 Small Group Reading 10:45-11:15 Physical Activity 11:15-11:40 Lunch 11:40-12:40 Whole Group Math 12:40-1:20 Enrichment 1:20-3:00 Small Group Math 3:00 - 3:30 Shared Reading The 3rd grade schedule will vary by ending small group math instruction at 2:20. Science activities will be incorporated from 2:20 to 3:00 as well as being integrated through whole and shared reading. Site coordinator will have the flexibility to adjust the times to meet site needs. However, the amount of time in each area will remain the same. One focus of enrichment activities will be the STEM activities available through Modern Teacher. All teachers will have access to these activities. Additionally, we will be reaching out to community partners such as the Catawba Science Center to incorporate additional activities. Social Emotional Learning will be incorporated through the integration of the 3 signature practices. Teachers also have access to Second Steps digital curriculum to integrate social emotional learning into physical activity, lunch and enrichment times.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Elementary students will be served at Longview (181332) and Viewmont Elementary (181344) Schools. We will strive for a teacher/student ratio of 1:20 with additional adults to reduce the overall adult to student ratio of approximately 1:15. Physical activities will be planned daily group activities such as walking the track or non-contact sports. We will reach out to community partners to expand options such as Yoga, tumbling, or other activities.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The schedule and activities for grades 4 and 5 will be similar to that for K-3 students. Small group math will end at 2:20 and the remainder of the day will focus on Science. Science will also be integrated into reading instruction. The instructional day for students in grades 6-8 will begin at 8:15 am and end at 3:30 pm. Each day, students will have three 90-minute blocks - one each for ELA, Math and Science. Each block will include whole and small group instruction, tutoring for individual students as needed and technology integration. An enrichment period (70 min) and Physical Activity period (65 min) will also be part of the daily schedule. The enrichment period will offer SEL and STEM activities. Grade 8 students will also work on their four-year high school plan. Breakfast and lunch will be provided.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Middle school students will be combined into one location - Northview Middle School (181312). The optimal teacher-student ratio is 1:20, with the adult-student ratio of 1:15. Physical activities will be planned for each day. We hope to provide activities such as Yoga, Zumba, etc.

Q2.

181 - Hickory City Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

The instructional day for students in grades 9-12 will begin at 8:15 am and end at 3:30 pm. (Transportation and breakfast will be provided.) Each day, students will focus on the course(s) for which they need to recover credit. EOC (English 2, Biology, NC Math 1, NC Math 3) instruction will include whole and small group instruction, tutoring and technology integration. An elective period (70 min) and Physical Activity period (70 min) will also be part of the daily schedule. The elective period will be determined. Counselors will be available and we are also partnering with community organizations to offer SEL activities/supports and STEM activities for students. Counselors and other support staff will be available to work with students on their schedule and plan for graduating high school on time. Breakfast and lunch will be provided. Credit Recovery will be available for EOC subjects as well as English 1, English 3, English 4, Earth Science, Physical Science, Chemistry, World History, Civics, American History I & 2, NC Math 2, Math 4, CTE courses as available, and other courses as needed.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

High school students in the district will be combined at one location - Hickory High School (181322).

Q3.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Schools identified at-risk students through reviewing student data including benchmark assessments, Read to Achieve Data, iReady assessments, grades and attendance. End of year assessment data will be reviewed as well. Parents/Guardians will receive a letter notifying of their child's eligibility for summer learning. Schools will follow up with a phone call as well. Information will also be posted on our website.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Principals and school staff have reviewed those students who have failed one or more courses and have not yet recovered credit for the course(s). Students who may have a passing grade in an EOC course, but not proficient on the accompanying EOC test are invited to attend. Principals and counselors have, and continue to, speak with students about the opportunity to recover credit. The school district has provided a parent letter to inform them about the extended summer learning program opportunity. Schools have also reached out to parents directly. Information about the summer learning program is available on our website and each school's website.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Certified Employees: Fixed hourly rate (\$40) plus a \$600 bonus Classified Employees: Fixed hourly rate (\$20) plus a \$300 bonus

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Certified Employees: Fixed hourly rate (\$40) plus a \$600 bonus Classified Employees: Fixed hourly rate (\$20) plus a \$300 bonus

Q4.

181 - Hickory City Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

181 - Hickory City Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

NA

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

NA

Q6.

181 - Hickory City Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

The district has reached out to community organizations such as the Catawba Science Center to provide curriculum based activities for students. The Inspired Learning program, a 21st Century grant recipient, will provide tutors for students. As grade 8 students will enter high school in August 2021, we will work to complete their four-year high school plan during the summer program, and provide in-depth information on the many programs - CTE, AP, etc. - available to them within the district.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

The district is working closely with the Inspired Learning program, a 21st Century grant recipient, to provide tutors for students who may struggle with content, providing an additional layer of support. We will have staff on hand to meet with students to chart a plan for the remainder of their high school career and life after high school. We want students to know their goals are attainable and have a concrete path for reaching them.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

470 - Hoke County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Dawn

Last Name

Ramseur

Q7_2. What is the **email address** of the primary contact?

dramseur@hcs.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number

9196013822

Phone Extension

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name

Shannon

Last Name

Register

Q7_5. What is the **email address** of the secondary contact?

sregister@hcs.k12.nc.us

Q7_6. What is the **phone number** of the secondary contact?

Phone Number

910-875-2416

Phone Extension

Q1.

470 - Hoke County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

☒ 150 hours

☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

☒ 150 hours

☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

7:30-7:45 Breakfast (in the classroom) 7:45-10:45 ELA 10:50-11:20 Resource/Enrichment (Music, Art, Coding, etc) 11:25-11:45 Lunch 11:50-12:10 Recess 12:15-12:45 Science 12:45-2:25 Math 2:25-2:55 Afternoon Meeting (SEL Curriculum) 3:00 Dismissal

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

We have capped classrooms at 1 teacher for every 15 students Kindergarten classrooms have at least 50% teacher assistants 2:15 All other classrooms to have an adult/student ratio consistently of 1:15. This does not account for EL, EC, or behavior support personnel that may be in classrooms. The number of program locations will be dependent on the number of students who sign up to attend. Teachers will be trained in providing daily structured recess/physical activities.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

4th grade 7:30-7:45 Breakfast (in the classroom) 7:45-8:15 Morning Meeting (SEL Curriculum) 8:20-10:00 Block 1 (Math) 10:05-10:35 Resource/Enrichment 10:40-11:00 Recess 11:05-11:25 Lunch (in the classroom) 11:30-1:10 Block 2 (Science) 1:15-2:55 Block 3 (ELA) 3:00 Dismissal
6th Grade 8:45-10:05 HR/1st Period - ELA 10:10-11:20 2nd Period - SEL / Advisory Support 11:25-12:35 3rd Period - Enrichment 12:40 - 2:45 4th Period - Math (12:40-1:20 Lunch / Physical Activity) 2:50-4:00 5th Period - Science Note: Each middle school student will have the following courses: ELA, Science, Math, Enrichment and SEL.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

We have capped classrooms at 1 teacher for every 15 students All classrooms will have an adult/student ratio consistently of 1:15. This does not account for EL, EC, or behavior support personnel that may be in classrooms. The number of program locations will be dependent on the number of students who sign up to attend. Teachers will be trained in providing daily structured recess/physical activities.

Q2.

470 - Hoke County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades

9–12. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

10th Grade 8:45-10:50 1st Period - English II / SEL Support 11:00-1:45 2nd Period - American History / SEL Support (11:00-11:40 Lunch/Physical Activity) 1:55-4:00 3rd Period - Credit Recovery / SEL Support Note: High school students will be provided a schedule based on the courses they need due to learning loss and/or credit recovery. End-of-Course subjects, electives and credit recovery courses will be offered. Teachers will embed SEL lessons during each class period.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

There will be 2 program locations.

Q3.

470 - Hoke County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

K-3rd grades students were identified as at risk if they scored a level 1 or 2 on the istation MOY reading assessment. Students in grades 4-8 were identified as at risk if they were failing 2 or more core courses. Each eligible student will receive a letter to take home notifying their parents that they are eligible for the K-8 learning program. Notices will be immediately followed up with an automated phone call and 2 subsequent personal phone calls from teachers if their commitment letter has not been returned.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students in grades 9-12 were identified as at risk if they failed 2 or more courses first semester and/or are currently failing 2 or more courses in the second semester. Furthermore, students who are not on track to graduate on time with their cohort were identified as well. A commitment letter was mailed home and 2 automated phone messages were sent to each identified student, notifying parents that their child was eligible for the summer learning program. Notices were immediately followed up with personal phone calls from their child's school counselor or administrator if commitment letters were not returned.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

All summer employees will receive their hourly rate +\$10 for the duration of the summer program. For example, a teacher who typically earns \$32/hour will receive \$32+\$10/hour or \$42/hour for the summer program.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

All summer employees will receive their hourly rate +\$10 for the duration of the summer program. For example, a teacher who typically earns \$32/hour will receive \$32+\$10/hour or \$42/hour for the summer program.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
470 - Hoke County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

470 - Hoke County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

N/A

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

N/A

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

480 - Hyde County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Steven

Last Name

Blackstock

Q7_2. What is the **email address** of the primary contact?

sblackstock@hyde.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	2522021160
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Steve
Last Name	Basnight

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	252-473-7316
Phone Extension	

Q1.

480 - Hyde County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

8:00 - 8:10 Welcoming Inclusion Activity (SEL) 8:10 - 9:20 Reading Instruction 9:20 - 9:50 Math Instruction 9:50-10:00 Physical Activity 10:00-10:30 Small Group Math Instruction (K-2) /Science (3rd) 10:30 -11:50 Small Group Reading Instruction 11:50 - 12:00 Physical Activity 12:00-12:20 Lunch 12:20-12:30 Physical Activity 12:30 -1:00 Enrichment activity to be chosen by the teacher and will use available staff In addition to daily SEL Welcoming Inclusion Activity, counselors will be available for referral.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

We are planning for no greater than 10:1 student:teacher ratio. The program will be offered at all of our schools. The physical activity will include walkabouts, playground time, and structured activities administered by the teacher using existing staff.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

8:00 - 8:10 Welcoming Inclusion Activity (SEL) 8:10 - 9:00 Reading Instruction 9:00 - 9:50 Math Instruction 9:50-10:00 Physical Activity 10:00-10:30 Small Group Math Instruction 10:30 - 11:00 Science Instruction 11:00 - 11:50 Small Group Reading Instruction 11:50 - 12:00 Physical Activity 12:00-12:20 Lunch 12:20-12:30 Physical Activity 12:30 -1:00 Enrichment activity to be chosen by the teacher and will use available staff In addition to daily SEL Welcoming Inclusion Activity, counselors will be available for referral.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

We are planning for no greater than 10:1 student:teacher ratio. The program will be offered at all of our schools. The physical activity will include walkabouts, playground time, and structured activities administered by the teacher using existing staff.

Q2.

480 - Hyde County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☐ 150 hours
- ☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

End-of-Course subjects offered - as many courses indicated by non-proficient EOC score as possible with available staff Credit Recovery subjects offered - as many courses indicated by non-proficient EOC score or failing grade as possible with available staff Elective Course offered - courses needed by student to graduate on time as staffing or online platforms permit Social-Emotional Learning (SEL) supports - Daily Welcoming Inclusion Activity, referral to counselors as available Because of our small numbers, each 9-12 student will have a personalized instructional program for the summer to address any needs the student has that place them at risk. We will employ a combination of face to face instruction and support, NCVPS, APEX, and other platforms as required by each student's personalized instructional program. The day will run from 8:00 - 1:00 and will begin with an Welcoming Inclusion Activity and will include two 2-hour work sessions separated by physical activity.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

2

Q3.

480 - Hyde County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

What process, consistent with G.S. 115C-105.41(a), is used to determine students identified as at-risk? We will use our MOY and/or EOY district wide curriculum based assessment in reading and math (iReady) to determine at risk status for K-8 students. How are parents/guardian(s) contacted to notify them of student eligibility? Parents will be notified by mail and followed up with individual phone calls inviting students to our program. We will also advertise the program on our websites and social media.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

What process, consistent with G.S. 115C-105.41(a), is used to determine students identified as at-risk? We will use on time graduation and/or non proficient EOCs to determine at risk status for our 9-12 students. How are parents/guardian(s) contacted to notify them of student eligibility? Parents will be notified by mail and followed up with individual phone calls inviting students to our program. We will also advertise the program on our websites and social media.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

In addition to legislative requirements, all staff will earn incentivized hourly rates above their typical hourly rate. We have also structured the program to allow staff flexibility to preserve some time off during the summer.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

In addition to legislative requirements, all staff will earn incentivized hourly rates above their typical hourly rate. We have also structured the program to allow staff flexibility to preserve some time off during the summer.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
480 - Hyde County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

480 - Hyde County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

We are a very small district with limited human resources. We will rely upon available staff to implement this program to maximize benefit for every student we serve. Our elementary building at Ocracoke School will not be available due to scheduled repairs from Hurricane Dorian, so the program will have to share the temporary middle and high school buildings for the SELREP. Additionally, Ocracoke School is not part of the school lunch program, however we will use existing funds to provide shelf stable snacks.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

We are a very small district with limited human resources. We will rely upon available staff to implement this program to maximize benefit for every student we serve. Our elementary building at Ocracoke School will not be available due to scheduled repairs from Hurricane Dorian, so the program will have to share the middle and high school buildings for the SELREP. Additionally, Ocracoke School is not part of the school lunch program, however we will use existing funds to provide shelf stable snacks.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

490 - Iredell-Statesville Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Jonathan

Last Name

Ribbeck

Q7_2. What is the **email address** of the primary contact?

ribbeck@iss.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	704-832-2534
Phone Extension	NA

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Kelly
Last Name	Cooper

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	704-832-2502
Phone Extension	NA

Q1.

490 - Iredell-Statesville Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

*Student Day is 7:30 - 2:30 *K-3 Schedule for the Day will be as follows: -Math 2 hours -Phonics / Fluency 1 Hour -Guided Reading / Comprehension, Writing 1 Hour -Lunch 30 min -Science 30 min (3rd Grade), K-2 will continue with Literacy Activities for Reach to Achieve Focus -SEL Activities led by counselor and / or teacher 30 min -Online Programming 40 min (iReady, Raz Kids, etc.) -Recess 20 min -Enrichment 30 min *Students will be provided with Art, Music, SEL, and STEM for enrichment activities *Social Emotional Learning will be provided by School Counselors utilizing the 2nd Step Program. Teachers will also supplement.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

*Teacher / student ratio will be approx. 14:1 *Adult / student ratio will be approx. 12:1 *There will be 5 Program Locations for students in grades K-3
 *Students will be provided with 20 min. of Physical activity daily

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

*For Grades 4-5: *Student Day is 7:30 - 2:30 *4-5 Schedule for the Day will be as follows: -Math 2 hours -Phonics / Fluency 1 Hour -Guided Reading / Comprehension 1 Hour -Lunch 30 min -Science 30 min -SEL Activities led by counselor and / or teacher 30 min -Online Programming 40 min -Recess 20 min -Enrichment 30 min *Students will be provided with Art, Music, SEL, and STEM for enrichment activities *Social Emotional Learning will be provided by School Counselors utilizing the 2nd Step Program. Teachers will also supplement. For Grades 6-8: *Student Day is 7:30 - 2:30 *6-8 Schedule for the day will be as follows: -Student Kick off / SEL Activities 45 min -4 80 minute sessions for: -Social Studies, Science, Math, and Math -Lunch and Physical Activities will be included within the sessions *Visual Arts will be provided as an enrichment activity *SEL Supports will come from the Step Up MS Curriculum

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

For Grades 4-5: *The Teacher / student ratio will be approx. 14:1 *Adult / student ratio will be approx. 12:1 *There will be 5 Program Locations for students in grades 4-5 *Students will be provided with 20 min. of Physical activity daily For Grades 6-8: *The Teacher / student ratio will be approx. 20:1 *Adult / student ratio will be 20:1 *There will be 3 Program Locations for students in grades 6-8 *Physical Activity will be provided by Team Challenges embedded in Avid Summer Bridge Mission Possible Program

Q2.

490 - Iredell-Statesville Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

*The Typical day for students in grades 9-12 will depend on what EOC classes are being taken. Courses will be offered throughout the day along with lunch. Student Day will take place from 8:30 - 3:30. *End-of-Course Subjects offered will include: English 2, Math 1, Math 3, and Biology *Credit Recovery Subjects offered: All subjects in the Edmentum Credit Recovery Program will be offered *Elective Courses offered will be Career Management, Health and PE *Social-Emotional Learning Supports will be provided through Restorative Justice Circles

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

There will be 3 Program Locations for grades 9-12

Q3.

490 - Iredell-Statesville Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

*In grades K-8, the most at risk students will be identified with the following criteria: -Is student EC -Is student ESL -Does student have a 504 -Student Assessment Data (iReady, NC Check-ins, teacher created assessments, etc.) - Classroom Grades -Attendance -Number of Face to Face Days -Social Emotional Needs -Parents / Guardians will be notified with a letter of invitation along with a phone call (if no response from letter) -Parents / Guardians also have the opportunity to reach out to the school if they feel their child will benefit from attending the Summer Program.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

*In grades 9-12 students will be identified using the following criteria: -Student Transcripts -Pass / Fail Status -Total Credits Needed -Overall Need for In Person Instruction based on Covid Learning Loss -Parents / Guardians will be notified with a letter of invitation along with a phone call (if no response from letter) -Parents / Guardians also have the opportunity to reach out to the school if they feel their child will benefit from attending the Summer Program.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

K-8 teachers are receiving person invites to participate in the Summer Learning Program. Other incentives include the following: -Daily rate of pay - Opportunity to work 3 or 6 weeks -Professional Development Opportunities -\$1,200 for all teachers based on number of weeks worked -\$600 bonus for any full time staff who works the entire program

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

9-12 teachers are receiving person invites to participate in the Summer Learning Program. Other incentives include the following: -Daily rate of pay - Opportunity to work 3 or 6 weeks -Professional Development Opportunities -\$1,200 for all teachers based on number of weeks worked -\$600 bonus for any full time staff who works the entire program

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
490 - Iredell-Statesville Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

NA

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

NA

Q6.

490 - Iredell-Statesville Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

*The dates of the Summer Learning Program will be June 14-17, June 21-24, June 28-July 1, July 12-15, July 19-22, July 26-30 (5 day week to complete all End of Program Testing). *Transportation will be provided for any student as needed *Assigned Assistant Principals will be the administrators at the locations *Outside of Classroom Teachers we will be utilizing: Counselors, Nurses, Fine Arts Teachers, EC Teachers, ESL Teachers, Bus Drivers, Child Nutrition, and Office Staff *EC and ESL will continue to work with students who attend the Summer Program *K- 5 Programs Utilized include the following: iReady Reading and Math, Phonics for Fluency, Six Minute Solutions, Leveled Literacy Intervention Kits, Hagerty Bridge the Gap Intervention, The Writing Revolution Routine, Bridges Math Intervention, Number Talks, etc. *6-8 Programs Utilized include the following: iReady Reading and Math, AVID Summer Bridge, Moon / Mars Maps: Aldren Group, District Content Coach Created Units, etc.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

*The dates of the Summer Learning Program will be June 14-17, June 21-24, June 28-July 1, July 12-15, July 19-22, July 26-30 (5 day week to complete all End of Program Testing). *Transportation will be provided for any student as needed *Assigned Assistant Principals will be the administrators at the locations *9-12 Programs Utilized include the following: Edmentum

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

500 - Jackson County Public Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Angela

Last Name

Dills

Q7_2. What is the **email address** of the primary contact?

adills@jcpsmail.org

Q7_3. What is the **phone number** of the primary contact?

Phone Number	8285862311
Phone Extension	1954

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Laura
Last Name	Dills

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	8285862311
Phone Extension	1950

Q1.

500 - Jackson County Public Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Academic Improvement Activities- Students who attend the Summer Learning Program will participate in at least 150 minutes of high-quality evidence-based instruction daily in reading and at least 75 minutes of high-quality instruction in math. Reading instruction will be based on the North Carolina reading standards and will include strategies to improve Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary using research-based programs including Wilson Foundations, Jan Richardson's Guided Reading models, Leveled Literacy Intervention (LLI) system, Imagine Learning Language and Literacy, and Comprehension Toolkits. Students will receive at least 30 minutes of whole group direct instruction covering identified priority standards for the grade they just completed and 30 minutes of direct phonics and phonemic awareness instruction. For students in kindergarten through third grade the remaining 90 minutes of reading instruction time will include small group instruction facilitated by the teacher practicing phonemic awareness and phonics word work strategies and reading a shared text to increase fluency, vocabulary, and comprehension using decodable and/or leveled texts and independent time for practicing strategies. For third graders science instruction will be taught using cross-curricular instructional strategies focused around informational text and hands-on science projects and activities. Math instruction will also be based on the North Carolina math standards and will include strategies to improve conceptual understanding, math fact and skill fluency, and problem-solving using programs including Into Math, Zearn, Number Worlds and IXL. Teachers will provide direct instruction for at least 30 minutes covering identified priority standards from the grade just completed while scaffolding specific knowledge and math skills necessary for the foundation from previous grade levels for the same math domain. The remaining 45 minutes will include individualized practice for students based on areas of need; specifically independent practice for skill fluency and small group or individualized instruction for conceptual understanding of math concepts where students exhibit gaps in previous math learning related to COVID-19 or other factors. Proposed enrichment activity or activities - Students who attend the Summer Learning Program will also participate in a variety of fun and engaging enrichment activities which will also have embedded math and reading support. Enrichment activities will include STEM, visual and musical arts, physical activity, virtual field trips and guest speakers, and project based activities. These activities will be led by a variety of certified staff and non-certified staff. Particular focus to social/emotional learning, community involvement, and early level career exploration will be the focus of these activities. Students will participate in at least 2 enrichment activities daily, one being physical activity. Group size for enrichment activities will be larger than during academic improvement activities, but will remain small enough to encourage social distancing when possible and follow COVID-19 safety measures. Social-emotional learning (SEL) supports - Student support services staff (school counselors, school social workers, behavior specialist, and other support roles) will support individual and small group needs throughout the day and collaborate with teachers to embed SEL instruction into lesson plans weekly. Additionally, some student support services staff will provide specific enrichment activities to build social skills for students in need.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

The teacher to student ratio for grades K-3 will be approximately 1:18. Adult to student ratio will be approximately 1:10. The K-3 summer program will be housed at two locations: Fairview Elementary School (for Smoky Mountain district feeder schools) and Blue Ridge School (for Blue Ridge district). Students will have multiple enrichment activities each day which will include active and creative play. Physical activity will be offered for each child each day.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Academic Improvement Activities- Students who attend the Summer Learning Program will participate in at least 75 minutes each of high-quality evidence-based instruction daily in reading, math and science. Reading instruction will be based on the North Carolina reading standards and will include strategies to improve Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary using research-based programs including Wilson Foundations, Jan Richardson's Guided Reading models, Leveled Literacy Intervention (LLI) system, Imagine Learning Language and Literacy, and Comprehension Toolkits. Students will receive at least 20 minutes of whole group direct instruction covering identified priority standards for the grade they just completed. The remaining 55 minutes of instruction will include small group instruction facilitated by a teacher practicing understanding word meaning (including multiple meaning words, and use of prefixes and suffix to alter root words), summarizing, expanding background knowledge and vocabulary, and repeated practice to increase fluency using differentiated texts that are high interest but appropriately leveled by Lexile to promote growth in reading proficiency. Math instruction will also be based on the North Carolina math standards and will include strategies to improve conceptual understanding, math fact and skill fluency, and problem-solving using programs including Into Math, Zearn, Number Worlds and IXL. Teachers will provide direct instruction for at least 20 minutes covering identified priority standards from the grade just completed being sure to scaffold with specific knowledge and math skills that are a necessary foundation from previous grade levels for the same math domain. The remaining 55 minutes will include individualized practice for students based on areas of need; specifically independent practice for skill fluency and small group or individualized instruction for conceptual understanding of math concepts where students exhibit gaps in previous math learning related to COVID-19 or other factors. Science instruction will also be based on the North Carolina science standards and will include strategies to promote science vocabulary, conceptual understanding, and problem solving using the scientific method. Proposed enrichment activity or activities - Students who attend the Summer Learning Program will also participate in a variety of fun and engaging enrichment activities which will also have embedded math and reading support. Enrichment activities will include STEM, visual and musical arts, physical activity, virtual field trips and guest speakers, and project based activities. These activities will be led by a variety of certified staff and non-certified staff. Particular focus to social/emotional learning, community involvement, and early level career exploration will be the focus of these activities. Students will participate in at least 2 enrichment activities daily, one being physical activity. Group size for enrichment activities will be larger than during academic improvement activities, but will remain small enough to encourage social distancing when possible and follow COVID-19 safety measures. Social-emotional learning (SEL) supports - Student support services staff (school counselors, school social workers, behavior specialist, and other support roles) will support individual and small group needs throughout the day and collaborate with teachers to embed SEL instruction into lesson plans weekly. Additionally, some student support services staff will provide specific enrichment activities to build social skills for students in need.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

The teacher to student ratio for grades 4-8 will be approximately 1:18. Adult to student ratio will be approximately 1:10. The 4-8 summer program will be housed at two locations: Fairview Elementary School (for Smoky Mountain district feeder schools) and Blue Ridge School (for Blue Ridge district). Physical activity will be offered for each child each day.

Q2.

500 - Jackson County Public Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☐ 150 hours
- ☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery

- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.
Indicate, by checking the box below, that LEA will maintain and, upon request, deliver the following:

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.
In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Jackson County Public Schools will offer a summer school extension program for grades 9-12 in June and July 2021. This program will be a combination of face to face instruction, credit recovery support in-person, and credit recovery virtual support. The district will host one central high school program at Smoky Mountain High School and will invite all high school students in the district to participate. In-person instruction will be provided for all EOC courses including Math I, Math III, Biology, and English II. Incorporated into the daily schedule will be an opportunity to recover core graduation requirement courses as well as attain credit for an elective course. JCPS will use the Edgenuity platform in order to provide online credit recovery for non-EOC core graduation requirements. The JCPS Student Success Coach will monitor student's progress and guide them through successful completion of course recovery. Additionally, a full-time instructional lab facilitator will be available for technical support for students who are utilizing the credit recovery option online. In-person options for obtaining an elective credit will be local courses such as Robotics in STEM, Physical Education, and Culinary Life Skills. Students will also have an option to obtain a CTE Internship credit for those students interested in working this summer. Students participating in the CTE Internship will be guided through a Canvas course that complements the career development aspects of their individual jobs. Social and emotional learning supports will be provided to students in both individual and/or group settings as needed. Guidance around goal setting, four-year course planning, and career planning will be the focus of many of these sessions. Emotional, behavioral, and mental health support will be provided for those students who need these services by a school counselor, behavioral specialist, and/or a mental health providers.

Q2_5.
In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Jackson County Public Schools will house one 9-12 summer program on the campus of Smoky Mountain High School for the entire district.

Q3.

500 - Jackson County Public Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Invitation to Attend - Students who will be invited to attend will be identified using one or more of the following criteria: (1) students in grades 1 through 8 who are considered 2 or more years behind in reading and/or math based on mid-year iReady screening scores (which are nationally normed to determine level); (2) students in kindergarten who are considered 1 year behind in reading and/or math based on midyear iReady screening scores; (3) students in grades 3 through 8 who score less than 50% correct on a NC Check-In. Of the students invited, priority will be given to students who are currently identified as part of our Exceptional Children's program; (4) students who are currently identified as part of our English Learners program; (5) children who experienced homelessness or foster care placement during the 2020-2021 school year; and (6) students who lack screening data due to limited participation/engagement due to COVID-19 and who are referred by their school's principal based on communication with teachers and parents. Parent Notification of Student Eligibility - JCPS curriculum department established a list of eligible students and shared that list with each classroom teacher. Each homeroom classroom teacher was asked to reach out by phone or schedule a parent/teacher conference to share information about the program with the family of the student. A script and overview of the program was provided to each teacher. Parents were asked to complete an online google form if they were interested in their child attending the program. The form was available in both English and Spanish and Student Support Specialists were utilized to assist with contacts with families who were unresponsive or had limited internet access to complete the form.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students Identified as At-Risk - Transcripts and final grades of all students in grades 9-12 will be evaluated to determine students who have failed one or more courses during the 2020-2021 school year. Any student failing a course or who has an incomplete grade for any course will be invited to attend. Additionally, students who are not on track to graduate based on his/her grade level will be identified for individual advising sessions on how they can use summer programming to recover credits to get back on track to graduate with his/her four-year cohort. Parent Notification of Student Eligibility - Eligible students will be provided a letter describing the summer program to communicate how they can receive in-person instruction and/or credit recovery online modules to recover credits needed for graduation. Additionally, counselors will reach out to students to encourage them to attend. A Blackboard Connect call will include a message to parents informing them of this opportunity for their student. Parents will complete a Google form to inform the school of his/her participation.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

The LEA will offer a signing bonus to all certified staff who are hired for a position within the summer academic program. The LEA conducted a salary study of the current teacher pay scale and settled on an hourly wage of \$35 per hour for all staff (\$10 more per hour than offered in previous summer academic program options hosted by JCPS). Through flexible scheduling job duties were split throughout the day so that Core classroom teachers worked different shifts than enrichment teachers to allow teachers to have time in their daily schedule outside of work to experience a more traditional summer break and be revitalized for the fall 2021 semester. As an additional incentive to recruit staff, we are prepared to provide substitutes to allow staff to take pre-scheduled family vacations during the program.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

The LEA will offer a signing bonus to all certified staff who are hired for a position within the summer academic program. The LEA conducted a salary study of the current teacher pay scale and settled on an hourly wage of \$35 per hour for all staff (\$10 more per hour than offered in previous summer academic program options hosted by JCPS). Through flexible scheduling job duties were split throughout the day so that Core classroom teachers worked different shifts than enrichment teachers to allow teachers to have time in their daily schedule outside of work to experience a more traditional summer break and be revitalized for the fall 2021 semester. As an additional incentive to recruit staff we are prepared to provide substitutes to allow staff to take pre-scheduled family vacations during the program.

Q4.

500 - Jackson County Public Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

500 - Jackson County Public Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Not applicable

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Not applicable

Q6.

500 - Jackson County Public Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Summer Programming Public Relations Statement: Jackson County Public Schools will host a rigorous and engaging summer learning program during the summer of 2021 for students completing kindergarten through twelfth grade to provide academic and social/emotional enrichment and intervention. The program will last 7 weeks, 35 hours per week, and will be staffed by both certified and non-certified instructional JCPS employees. The goal of our program is to reduce learning loss for our students who have experienced the largest discrepancies in their performance compared to their peers and national norms. By reducing the amount of learning loss we will create more equity for these students in preparation for their return to the classroom during the fall of 2021. We believe that providing an opportunity for academic growth, social and emotional learning, and engaging arts and STEM related projects provides for the needs of the whole child. We believe that the learning loss is not a reflection of the child and that it is our responsibility as an LEA to offer opportunities such as this summer program to reduce the impacts that COVID-19 has had on student academic learning and social-emotional well being. We plan to prioritize enrollment in the JCPS Summer Learning Program to students who are identified as needing the most academic support based on current nationally normed screening data and students who have failed a high school EOC course or are not making adequate progress toward graduation. We will also focus on students who are identified as part of our exceptional children's program, identified as part of our English Learners program, and/or identified as a student who has experienced homelessness or foster care placement during the 2020-2021 school year. Through additional instruction from highly qualified instructional staff providing academic content for the grade level the student just completed and scaffolding techniques to boost necessary skills from previous grades, students will make progress to close the gap of their learning loss related to COVID-19 and other factors. Additionally, specialized staff will support students identified in our Exceptional Children's program and English Learner's program to make progress to their specific academic goals through push-in support and additional enrichment support as needed. In addition to direct support for reading, math, and science by highly qualified staff, students will also experience daily physical education and highly engaging enrichment opportunities focused on STEM, visual and musical arts and virtual field trips or guest speakers with reading and math activities embedded. JCPS Student Support Services employees (school counselors and/or social workers) will also work with classroom teachers to support healthy growth in social/emotional development and to support individual students as needed. Overall, the designed JCPS Summer Learning Program will support the needs of the whole child by providing consistent and engaging opportunities for additional instruction and application in math and reading and supporting social/emotional well-being. Funding Sources: PRC 016- State Reading Camp Funds, Initial Allotment \$56,000, will be used for 1st-3rd grade staff and materials, and a portion of transportation PRC 169- GEER Student Health- \$15,000- Nurse and CNA to support summer learning program PRC 170- GEER Supplemental Instructional Services- \$50,343 Extended Year Staff and Supplies PRC 171- ESSERS II CRRSA- \$460,000- extended year staff, supplies, transportation

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Summer Programming Public Relations Statement (same as above): Jackson County Public Schools will host a rigorous and engaging summer learning program during the summer of 2021 for students completing kindergarten through twelfth grade to provide academic and social/emotional enrichment and intervention. The program will last 7 weeks, 35 hours per week, and will be staffed by both certified and non-certified instructional JCPS employees. The goal of our program is to reduce learning loss for our students who have experienced the largest discrepancies in their performance compared to their peers and national norms. By reducing the amount of learning loss we will create more equity for these students in preparation for their return to the classroom during the fall of 2021. We believe that providing an opportunity for academic growth, social and emotional learning, and engaging arts and STEM related projects provides for the needs of the whole child. We believe that the learning loss is not a reflection of the child and that it is our responsibility as an LEA to offer opportunities such as this summer program to reduce the impacts that COVID-19 has had on student academic learning and social-emotional well being. We plan to prioritize enrollment in the JCPS Summer Learning Program to students who are identified as needing the most academic support based on current nationally normed screening data and students who have failed a high school EOC course or are not making adequate progress toward graduation. We will also focus on students who are identified as part of our exceptional children's program, identified as part of our English Learners program, and/or identified as a student who has experienced homelessness or foster care placement during the 2020-2021 school year. Through additional instruction from highly qualified instructional staff providing academic content for the grade level the student just completed and scaffolding techniques to boost necessary skills from previous grades, students will make progress to close the gap of their learning loss related to COVID-19 and other factors. Additionally, specialized staff will support students identified in our Exceptional Children's program and English Learner's program to make progress to their specific academic goals through push-in support and additional enrichment support as needed. In addition to direct support for reading, math, and science by highly qualified staff, students will also experience daily physical education and highly engaging enrichment opportunities focused on STEM, visual and musical arts and virtual field trips or guest speakers with reading and math activities embedded. JCPS Student Support Services employees (school counselors and/or social workers) will also work with classroom teachers to support healthy growth in social/emotional development and to support individual students as needed. Overall, the designed JCPS Summer Learning Program will support the needs of the whole child by providing consistent and engaging opportunities for additional instruction and application in math and reading and supporting social/emotional well-being. Funding Sources: PRC 016- State Reading Camp Funds, Initial Allotment \$56,000, will be used for 1st-3rd grade staff and materials, and a portion of transportation PRC 169- GEER Student Health- \$15,000- Nurse and CNA to support summer learning program PRC 170- GEER Supplemental Instructional Services- \$50,343 Extended Year Staff and Supplies PRC 171- ESSERS II CRRSA- \$460,000- extended year staff, supplies, transportation

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

510 - Johnston County Public Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Nicholas

Last Name

King

Q7_2. What is the **email address** of the primary contact?

NicholasKing@Johnstonk12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	919-934-4361
Phone Extension	4001

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Kristy
Last Name	Stephenson

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	9199344361
Phone Extension	4053

Q1.

510 - Johnston County Public Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

In K-3 Social Emotion Learning will be addressed through a daily morning meeting. Our Social Emotion leaning department has developed a calendar of activities that . The three signature SEL practices will be the primary focus of those activities. The school day is 8:30 to 3:45 with whole group literacy and mathematics activity built into the day unless the student is attending due to Read to Achieve. In those instances the students small group interventions will be literally based. Proposed enhancements will include but not be limited to Art, Music, PE and in some schools STEAM and STEM based activities.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Our teacher/student ratio goal at K-3 has been established at 1-10. The adult/student ratio will be driven by the number of classified staff members we are able to recruit to work in the program. We have set a goal of having summer learning at all school locations, however it might be necessary to adjust those plans based on enrollment.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

For grades 4-8, the schedule will include 150 hours of in-person instruction which will include Reading, Math, and Science and an enrichment activity (such as sports, music or arts), individual and small group instruction to at-risk students, and SEL learning supports and physical activity. The focus of the morning meeting each day will be lessons/activities outlined by our Director of SEL integrating the three signature SEL practices of welcoming, engaging strategy, and optimistic closures.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Our teacher/student ratio goal has been established at 1:10 for grades 4 and 5 and 1:20 for grades 6, 7 and 8. The adult/student ratio will be driven by the number of classified staff members we are able to recruit to work in the program. We have set a goal of having summer learning at all school locations, however it might be necessary to adjust those plans based on enrollment.

Q2.

510 - Johnston County Public Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Face-to-face instruction will be offered in all End-of-Course subjects (Biology, Math 1, Math 3, and English 2). Additionally, face-to-face instruction in electives will be offered at each high school site. Elective course options will be based on staff availability and student need. This includes, but is not limited to, Principles of Business, Animal Science, Automotive, Agriculture, and Physical Education. Credit recovery opportunities will be available for all core classes and select electives as needed. Physical activity and SEL supports will be built into the instructional day. SEL will include lessons/activities outlined by our Director of SEL integrating the three signature SEL practices of welcoming, engaging strategy, and optimistic closures.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

We currently plan to offer summer learning at all traditional high schools (8 sites), however those plans may require adjustment based on student enrollment and availability of staff.

Q3.

510 - Johnston County Public Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Families of identified students were contacted on April 19, 2021. Staff at each school will call, email, and/or conduct home visits of identified students. All sources of communication are being utilized to contact families and promote participation of the program. Families have the opportunity to contact individual schools to register their students into the summer learning program. Communication will continue until the last day of the regular academic school year.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students identified as at-risk for the 9-12 summer learning program were based on the number of graduation required courses failed and the need for EOC instruction and re-testing. Families of identified students were contacted on April 19, 2021. Staff at each school will call, email, and/or conduct home visits of identified students, as well. Families also have the opportunity to contact individual schools to opt their students into the summer learning program.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

We are offering teachers a rate of \$40 per hour. Teachers have also been offered the opportunity to work flexible hours including job sharing.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

We are offering teachers a rate of \$40 per hour. Teachers have also been offered the opportunity to work flexible hours including job sharing.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

We will be using NWEA MAP.

Q5.
510 - Johnston County Public Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

510 - Johnston County Public Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

520 - Jones County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Bryce

Last Name

Marquis

Q7_2. What is the **email address** of the primary contact?

bryce.marquis@jonesnc.net

Q7_3. What is the **phone number** of the primary contact?

Phone Number	2529042989
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Ben
Last Name	Thigpen

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	910-271-4727
Phone Extension	

Q1.

520 - Jones County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The daily instructional schedule will be from 8:00-4:00. Students will be provided Physical Education and SEL support daily. This will include hiring personnel and scheduling specific enrichment times for each class. Summer Learning and Extension Schedule TIME Instructional Block 7:15-7:30 Students Arrive 7:30 Breakfast is Served in Classrooms 7:40 Morning Meeting/Homeroom 7:40-9:10 ELA Instruction 9:10-9:45 ELA Small Groups 9:45-11:00 Math Instruction 11:00-11:30 Lunch Block 1 11:30-12:00 Lunch Block 2 12:00-12:30 Math Small Groups 12:30-1:30 Science Instruction 1:30-2:30 Writing Workshop 2:30-3:15 Independent Reading and Intervention 3:15-3:25 Daily Review and Prepare for Dismissal Enrichment classes include P.E., Music and Art. Enrichment will be provided daily.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

The location of the program will be Trenton Elementary School. The Teacher to student ration will be 1:13. Fourteen classroom teachers will be hired, two EC teachers and three Enrichment teachers. This includes daily P.E.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The daily instructional schedule will be from 8:00-4:00. Students will be provided Physical Education and SEL support daily. This will include hiring personnel and scheduling specific enrichment times for each class. Summer Learning and Extension Schedule TIME Instructional Block 7:15-7:30 Students Arrive 7:30 Breakfast is Served in Classrooms 7:40 Morning Meeting/Homeroom 7:40-9:10 ELA Instruction 9:10-9:45 ELA Small Groups 9:45-11:00 Math Instruction 11:00-11:30 Lunch Block 1 11:30-12:00 Lunch Block 2 12:00-12:30 Math Small Groups 12:30-1:30 Science Instruction 1:30-2:30 Writing Workshop 2:30-3:30 Independent Reading and Intervention 3:30-3:45 Daily Review and Prepare for Dismissal

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

The location of the program will be Trenton Elementary School and Jones Senior High School. The Teacher to student ration will be 1:10. Eight classroom teachers will be hired, two EC teachers and three Enrichment teachers. This includes daily P.E.

Q2.

520 - Jones County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Math, Science and English will be provided daily. CTE courses, Physical Education and ELA and Math credit recovery courses will be provided. A social worker and guidance counselor will be providing SEL supports daily during the final block of the day. 7:15-7:30 Students Arrive 7:30 Breakfast is Served in Classrooms 7:40 Morning Meeting/Homeroom 7:40-9:20 Block 1 9:20-11:00 Block 2 11:00-11:30 Lunch Block 1 11:30-12:00 Lunch Block 2 12:00-1:30 Block 3 1:30-2:30 Block 4 2:30-3:15 Homeroom:Independent Reading, SEL Support and Intervention 3:15-3:25 Daily Review and Prepare for Dismissal

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Jones Senior High School

Q3.

520 - Jones County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

JCPS Identifying At-Risk Measures ELA: K-3 Istation: Not proficient on the MOY Assessment. ELA: K-12 HMH: 65% or lower on four or more Module/Unit Assessments ELA: K-12 Received a final grade of 65% or lower in any quarter MATH: K-8 HMH: Scored a 70% or lower on the EOY Interactive Assessment MATH: K-8 HMH: 65% or lower on four or more Module/Unit Assessments MATH: K-8 Received a final grade of 65% or lower in any quarter SCIENCE: 5-12 CASE 21: Scored a 65% or lower on two or more benchmarks ATTENDANCE: K-12 PowerSchool: Student absences have significantly impacted academic performance Parents have been contacted by phone and conferences for their child to attend. The following letter was sent to parents: Summer Learning Recovery and Extension Jones County Public Schools (JCPS) is excited to provide summer learning for students! Our fully-certified teachers will provide students with instruction in Reading, Math, Science, and Enrichment at Trenton Elementary School and Jones Senior High School. JCPS will also provide transportation. JCPS Summer Learning Program takes place June 2 - July 12, Monday - Thursday from 8:00 a.m. to 4:00 p.m. Each day, the school will provide students with breakfast, lunch, and physical activity. Teachers will take attendance daily at 8:00 a.m.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

JCPS Identifying At-Risk Measures ELA: K-3 Istation: Not proficient on the MOY Assessment. ELA: K-12 HMH: 65% or lower on four or more Module/Unit Assessments ELA: K-12 Received a final grade of 65% or lower in any quarter MATH: K-8 HMH: Scored a 70% or lower on the EOY Interactive Assessment MATH: K-8 HMH: 65% or lower on four or more Module/Unit Assessments MATH: K-8 Received a final grade of 65% or lower in any quarter SCIENCE: 5-12 CASE 21: Scored a 65% or lower on two or more benchmarks ATTENDANCE: K-12 PowerSchool: Student absences have significantly impacted academic performance Parents have been contacted by phone and conferences for their child to attend. The following letter was sent to parents: Summer Learning Recovery and Extension Jones County Public Schools (JCPS) is excited to provide summer learning for students! Our fully-certified teachers will provide students with instruction in Reading, Math, Science, and Enrichment at Trenton Elementary School and Jones Senior High School. JCPS will also provide transportation. JCPS Summer Learning Program takes place June 2 - July 12, Monday - Thursday from 8:00 a.m. to 4:00 p.m. Each day, the school will provide students with breakfast, lunch, and physical activity. Teachers will take attendance daily at 7:30 a.m.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers had input in regard to the daily schedule and calendar. The hourly rate of pay was increased (\$45 per hour) in order to be higher than any surrounding county. We have had more teachers apply than we have positions.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers had input in regard to the daily schedule and calendar. The hourly rate of pay was increased (\$45 per hour) in order to be higher than any surrounding county. We have had more teachers apply than we have positions.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

520 - Jones County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

We are a traditional calendar school district.

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

We are a traditional calendar school district.

Q6.

520 - Jones County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Students will be provided breakfast, lunch and afternoon snack daily. Students will also have enrichment classes daily (P.E., Art and Music).

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Students will be provided breakfast, lunch and afternoon snack daily.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

132 - Kannapolis City Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Kevin

Last Name

Garay

Q7_2. What is the **email address** of the primary contact?

kevin.garay@kcs.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	7049381131
Phone Extension	11914

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Annie
Last Name	Parker

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	7049391334
Phone Extension	

Q1.

132 - Kannapolis City Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Sample Schedule: 8:00 - Student arrival and breakfast 8:30 - Whole group reading lesson 9:00 - Small group reading rotations (technology integration, small group with teacher assistant, independent reading, small group with teacher) 10:30 - Enrichment 11:15 - Writing 12:00 - Lunch 12:30 - Recess 1:00 - Whole group reading lesson with follow up activity 2:00 - Grades K-2: Phonics and phonological awareness lessons, reading foundations practice Grade 3: Science whole group lesson with follow up activities 3:00 - Student dismissal Students will rotate through a selection of enrichment activities each day. They will participate in PE, art, STEM, media, guidance and math. Students will receive SEL support through their weekly guidance enrichment class. The guidance counselor will also be available to meet with individual and small groups of students during the periods when she is not teaching a whole group lesson.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

No more than 1:12 teacher/student ratio; Average 1:12 No more than 1:11 adult/student ratio; Average 1:11 One - GW Carver Elementary Students will have a daily 30 minute recess as well as one 45 minute PE class per week with a certified physical education teacher.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Grades 4-5 Sample Schedule: 8:00 - Student arrival and breakfast 8:30 - Whole group reading lesson 9:00 - Small group reading rotations (technology integration, small group with teacher assistant, independent reading, small group with teacher) 10:15 - Enrichment (rotation of PE, art, STEM) 11:00 - Writing 11:30 - SEL mindfulness and resilience lesson 12:00 - Lunch 12:30 - Recess 1:00 - Whole group math lesson with follow up activity and small groups 2:00 - Whole group science lesson with follow up activity and small groups 3:00 - Student dismissal Students will rotate through a selection of enrichment activities each day. They will participate in PE, art and STEM. Students will receive SEL support through daily SEL lessons implemented by the classroom teacher. Grades 6-8 will run a normal school schedule. Students will arrive at 7:00 and leave at 2:00. Students will have all four core subjects, PE, and SEL support from our current 8th grade counselor. Core blocks will be 65 minutes. The 8th grade counselor will use the Second Step program to meet students SEL needs. Students will also have an intervention block using the iReady program to help strengthen math and reading skills. Silent sustained reading will also be integrated throughout the day to build reading interest and stamina.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

No more than 1:12 teacher/student ratio (4-5); Average 1:12 No more than 1:11 adults/student ration (4-5); Average 1:11 One - GW Carver Elementary Students will have a daily 30 minute recess as well as one 45 minute PE class per week with a certified physical education teacher. (4-5) No more than 1:15 teacher/student ratio (6-8); average 1:13 No more than 1:14 adult/student ratio (6-8); average 1:12 One location-Kannapolis Middle School (6-8) Students will have PE for one hour daily. These activities may include structured whole group organized games or PE stations that promote physical activity. (6-8)

Q2.

132 - Kannapolis City Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

All End-of-Course tested content areas and non-EOC core subject areas will be offered. Additional courses offered include world languages, as well as CTE and elective courses with a number of students aligned with the selection criteria and with an available instructor. Credit recovery subjects will include elective courses. A typical day for students enrolled in this program will begin with a period of teacher-supported social/emotional learning, goal setting, and progress monitoring. Students will then begin a 2-period day, with each period focusing on a different content area. A lunch period will take place between these two periods, with lunch being provided on campus.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Avg 1:12 teacher/student ratio; no more than 1:15 (9-12) Avg 1:11 adult/student ratio; no more than 1:15 (9-12) 1 program location- ALB High School, with classes taking place in the main building, music building, and gymnasium building - Physical activity Brain-break periods of structured and unstructured physical activity as a component of the instructional program and tied to every curriculum, as well as to the social-emotional component of learning and growth.

Q3.

132 - Kannapolis City Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Grades K-5 KCS will utilize our local assessment platforms (K-3 iStation and 4-5 iReady) to identify the students who have not met grade level expectations by the EOY assessment window. We will also utilize our district MTSS processes to identify students, specifically Tier 2 and Tier 3 students who are not making adequate progress. Parents have been receiving communication throughout the year from the school if their child has not been meeting appropriate grade level benchmarks, including MTSS change in tier documentation and information regarding retention as necessary. Families will receive an invitation to summer programming if their child does not meet the end of the year grade level score on the district reading assessment AND is at risk for retention or has not made adequate progress toward their grade level expectations. Invitations will be sent on May 7th. Grades 6-8 To determine at risks students the following will be considered: Student attendance Students academic performance based on grades Universal diagnostic results Students who are at-risk of not being promoted based on any/all of these indicators are being invited. Parents will receive an invitation if students have not met grade level and attendance expectations or are at risk of retention. Parents will confirm participation through a google form or through a phone call. Invitations will go out on May 7th.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Student services team and administration compiled students' academic data to determine a number of students in each course content area in danger of retention and/or failure to graduate on time due to course failure. Students are to be invited using school media, announcements about the program over automated telephone and email, and by direct letter home. Invitations will go out on May 7th.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

First, we have created maximum flexibility in scheduling to ensure that all needs of students attending are met, but also that we have consistent and ample coverage for all courses by allowing teachers to have some rotation in the weeks that they will be teaching. While we have many teachers who will be instructing the entire 150 hours, we also were open and supportive of strong teachers who may not be able to do all 150 hours still being able to participate for part of the program. Secondly, certified staff will receive their hourly rate plus an additional \$50 per day and non-certified staff will receive their hourly rate plus \$25 per day.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

First, we have created maximum flexibility in scheduling to ensure that all needs of students attending are met, but also that we have consistent and ample coverage for all courses by allowing teachers to have some rotation in the weeks that they will be teaching. While we have many teachers who will be instructing the entire 150 hours, we also were open and supportive of strong teachers who may not be able to do all 150 hours still being able to participate for part of the program. Secondly, certified staff will receive their hourly rate plus an additional \$50 per day and non-certified staff will receive their hourly rate plus \$25 per day.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

132 - Kannapolis City Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

We are not serving year-round students in our summer program.

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

We are not serving year-round schools in our program.

Q6.

132 - Kannapolis City Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

We are extending invitations to approximately 22% of our total students: about 400 for K-5, 400 for 6-8 and 400 for 9-12 (total of 1,200) and we are fortunate that we have adequate staffing secured to cover the needs if all students receiving an invitation were to attend.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

We are extending invitations to approximately 22% of our total students: about 400 for K-5, 400 for 6-8 and 400 for 9-12 (total of 1,200) and we are fortunate that we have adequate staffing secured to cover the needs if all students receiving an invitation were to attend.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

530 - Lee County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Chris

Last Name

Dossenbach

Q7_2. What is the **email address** of the primary contact?

cdossenbach@lee.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	919-356-5597
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Carol
Last Name	Chappell

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	919-774-6226
Phone Extension	7256

Q1.

530 - Lee County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students in grades K-3 will receive instruction in reading and math. Students in 3rd grade will also receive instruction in science. A typical day would involve phonics instruction, reading groups, small group interventions, math instruction, writing/handwriting, science (3rd grade) and physical activity. Times spent in these areas will vary from 30 minutes (physical activity) to 90 minutes (reading). Reading time will be extended for 1st, 2nd and 3rd grade students who need to attend Read to Achieve Reading Camps. Counselors will be available and will provide whole group instruction/support, small group sessions and individual sessions regarding social-emotional learning. Enrichment activities in the areas of music, art and sports will be offered to students. Enrichment activities will vary by school, depending on available personnel.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students in grades 4-8 will receive instruction in reading, math and science. A typical day would involve reading instruction, math instruction, science instruction, small group interventions and physical activity. Times spent in these areas will vary from 30 minutes (physical activity) to 90 minutes (reading). Counselors will be available and will provide whole group instruction/support, small group sessions and individual sessions regarding social-emotional learning. Enrichment activities in the areas of music, art and sports will be offered to students. Enrichment activities will vary by school, depending on available personnel.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

530 - Lee County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☐ 150 hours
- ☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

The school day for students in grades 9-12 will differ based on the courses needed. Students at-risk of failure in EOC courses will be offered remediation in the form of whole group, small group and individualized instruction, as needed. Students will spend the entire day with their specific EOC content area, with breaks, lunch and physical activity built into the schedule. Students in credit recovery will be placed in online recovery courses through APEX and supported by a credit recovery facilitator. Certified teachers in the areas of English and Math will be available on a rotating basis to assist students recovering credits online. Students will spend their entire day in credit recover courses with breaks, lunch and physical activity built into the schedule. Schools will offer 2-3 elective courses, based upon availability of personnel. Courses offered include Weight Training, Foreign Language and Art. Students who meet local attendance requirements will be able to earn an elective credit after successfully completing the course. Students will be able to earn one new elective credit over the course of 30 days. Students will spend their entire day in this elective course with breaks, lunch and physical activity built into the schedule. Students at-risk of not graduating with their cohort will be offered the elective credit first and as space allows, other students will have an opportunity to sign up for a new elective credit. Counselors will be available and will provide whole group instruction/support, small group sessions and individual sessions regarding social-emotional learning. Additionally, schools will offer flexible hours for students who have jobs or other commitments that prevent them from attending school during traditional hours.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

K-5: at-risk students were identified based on teacher recommendations/observations, i-Ready score reports and ongoing retention lists 6-8: at-risk students were identified based on grades, attendance, teacher recommendations/observations and ongoing retention lists Parents were notified by schools via individual phone calls, email and automated messages sent through the school and individual teachers.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

9-12: at-risk students were identified based on credits earned, grades, attendance, teacher recommendations/observations and ongoing retention lists Parents/guardians/students were notified by schools via individual phone calls, email and automated messages sent through the school and individual teachers.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

All employees within the district who assist with summer school in any capacity will receive a \$1,200 bonus at the conclusion of summer school. This amount will be adjusted as needed for those who do not work the full summer school schedule.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

All employees within the district who assist with summer school in any capacity will receive a \$1,200 bonus at the conclusion of summer school. This amount will be adjusted as needed for those who do not work the full summer school schedule.

Q4.

530 - Lee County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
530 - Lee County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Year-round students in grades K-2 will receive instruction in reading and math. Students in grades 3-5 will also receive instruction in science. A typical day for K-3 students would involve phonics instruction, reading groups, small group interventions, math instruction, writing/handwriting, science (3rd grade) and physical activity. Times spent in these areas will vary from 30 minutes (physical activity) to 90 minutes (reading). A typical day for 4-5 grade students would involve reading instruction, math instruction, science instruction, small group interventions and physical activity. Times spent in these areas will vary from 30 minutes (physical activity) to 90 minutes (reading). Reading time will be extended for 1st, 2nd and 3rd grade students who need to attend Read to Achieve Reading Camps. Counselors will be available and will provide whole group instruction/support, small group sessions and individual sessions regarding social-emotional learning. Enrichment activities in the areas of music, art and sports will be offered to students. Enrichment activities will vary by school, depending on available personnel.

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

530 - Lee County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Dates for K-8 are: June 7-24 and July 12-29 Times for K-5 are 8am-2:45pm, Monday-Thursday. Times for 6-8 are 8am-3pm, Monday-Thursday Dates for our year-round elementary school are: June 7-28 and during intersession, September 20-October 1 Times for our year-round elementary are 8am-3pm, Monday-Thursday from June 7-28 and 8am-3pm, Monday-Friday from September 20-October 1

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Dates for 9-12 are: June 7-25 and July 12-30 Times are 9am-2pm, Monday-Thursday and 9am-12pm on Fridays

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

540 - Lenoir County Public Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Frances

Last Name

Herring

Q7_2. What is the **email address** of the primary contact?

fherring@lenoir.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	252-527-1109
Phone Extension	1027

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Amy
Last Name	Jones

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	252-527-1109
Phone Extension	1071

Q1.

540 - Lenoir County Public Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students enrolled in grades K-3 during the school extension program will have the following instructional opportunities daily: Daily Morning Meeting (30 min.) ELA Instruction (180 min.) Math Instruction (75 min.) Science Instruction (45 min.) Enrichment Class (45 min.) Recess (30 min.) Lunch (25 min.) Sample Student Schedule: 7:30 - 7:50 - Drop off and breakfast 7:50 - 8:20 - Morning Meeting 8:20 - 8:50 - Phonics Instruction/Word Work/Vocabulary 8:50 - 9:10 - Whole Group Mini-Lesson 9:10 - 10:20 - Guided Reading/LLI 10:20 - 10:50 - Recess 10:50 - 11:25 - IRA 11:25 - 11:50 - Writing 11:50 - 12:15 - Lunch 12:15 - 1:30 - Math 1:30 - 2:15 - Resource Class 2:15 - 3:00 - Science 3:00 - 3:05 - Prepare for Dismissal 3:05 - Dismissal Students in grades K-3 will have an opportunity to explore various enrichment activities during the 6 week learning period. Elementary specialists will deliver instruction in Art, Music, Coding, Digital Creation, Social-Emotional Learning and Physical Education. Social-emotional learning (SEL) supports - Onsite School Counselor, School Nurse, School Social Worker. Access to daily Morning Meetings or Student Seminars addressing Social Emotional learning, Career Exploration, and Writing activities

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students enrolled in grades 4-5 during the school extension program will have the following instructional opportunities daily: Daily Morning Meeting (30 min.) ELA Instruction (180 min.) Math Instruction (75 min.) Science Instruction (45 min.) Enrichment Class (45 min.) Recess (30 min.) Lunch (25 min.) Sample Student Schedule: 7:30 - 7:50 - Drop off and breakfast 7:50 - 8:20 - Morning Meeting 8:20 - 8:50 - Phonics Instruction/Word Work/Vocabulary 8:50 - 9:10 - Whole Group Mini-Lesson 9:10 - 10:20 - Guided Reading/LLI 10:20 - 10:50 - Recess 10:50 - 11:25 - IRA 11:25 - 11:50 - Writing 11:50 - 12:15 - Lunch 12:15 - 1:30 - Math 1:30 - 2:15 - Resource Class 2:15 - 3:00 - Science 3:00 - 3:05 - Prepare for Dismissal 3:05 - Dismissal Students in grades 4-5 will have an opportunity to explore various enrichment activities during the 6 week learning period. Elementary specialists will deliver instruction in Art, Music, Coding, Digital Creation, Social-Emotional Learning and Physical Education. 6th - 8th: Scheduling: Drop off and breakfast - (7:30 - 7:50) Student Seminar - 25 minutes (Held each morning to cover Social Emotional Learning, Career Exploration, and Writing practice) Period 1 - 90 minutes (ELA) Period 2 - 90 minutes (Math) Lunch - 25 minutes (5 minute transition time before and after lunch) Period 3 - 90 minutes (Enrichment - ½ period for Physical Education/Health - 20 minute student physical activity will take place within this 45 minute time period. Other enrichment opportunities include but are not limited to- Art, Agriculture, Music, STEM Programming, Computer Coding, Academic Teams Competition practice - Science Olympiad, Battle of the Books, CTSO, etc) Period 4 - 90 minutes (Science) Sample Student Schedule: 7:30 - 7:50 - Drop off and breakfast 7:50 - 8:15 - Student Seminar (SEL, Career Exploration & Writing) 8:15 - 9:45 - Period 1 (ELA) 9:50 - 11:20 - Period 2 (Math) 25 minute lunch period (5 minute transition time before and after lunch) 11:55 - 1:25 - Period 3 (Enrichment - ½ to be Physical Education/Health - 20 minutes included for daily physical activity requirement) 1:30 - 3:00 - Period 4 (Science) 3:00 - 3:05 - Prepare for dismissal 3:05 - Dismissal Grades 4- 8: Social-emotional learning (SEL) supports - Onsite School Counselor, School Nurse, School Social Worker. Access to daily Morning Meetings or Student Seminars addressing Social Emotional learning, Career Exploration, and Writing activities

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

540 - Lenoir County Public Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

The following items must be addressed for plan approval: - End-of-Course subjects offered - English II, NC Math I, NC Math II, Biology - Credit Recovery subjects offered - All core Academic courses (English I, English III, English IV, NC Math II, 4th level mathematics, Social Studies courses - six week course options will be offered as space allows) Elective courses as necessary (some electives will be offered in the six week model as space permits) Scheduling for 9-12: Drop off and breakfast - (7:30 - 7:50) Student Seminar - 25 minutes (Held each morning to cover Social Emotional Learning, Career Exploration, and Writing practice) Period 1 - 90 minutes (EOC courses, Credit Recovery Blocks, Enrichment rotation) Period 2 - 90 minutes (EOC courses, Credit Recovery Blocks, Enrichment rotation) Lunch - 25 minutes (5 minute transition time before and after lunch) Period 3 - 90 minutes (EOC courses, Credit Recovery Blocks, Enrichment rotation) Period 4 - 90 minutes (EOC courses, Credit Recovery Blocks, Enrichment rotation) Enrichment Opportunities include but are not limited to- Art, Agriculture, Music, STEM Programming, Computer Coding, CTE, Academic Teams Competition practice - Science Olympiad, Battle of the Books, CTSO, etc) Sample Student Schedule: 7:30 - 7:50 - Drop off and breakfast 7:50 - 8:15 - Student Seminar (SEL, Career Exploration & Writing) 8:15 - 9:45 - Period 1 (90 minutes) - English II 9:50 - 11:20 - Period 2 (90 minutes) - Credit Recovery 25 minute lunch period (5 minute transition time before and after lunch) 11:55 - 1:25 - Period 3 - Biology 1:30 - 3:00 - Period 4 - Enrichment Classes (Art, PE, CTE rotation) 3:00 - 3:05 - Prepare for dismissal 3:05 - Dismissal - Elective Course offered - ACT/SAT prep, Art, Music, CTE courses, CTE credentialing opportunities - Social-Emotional Learning (SEL) supports - Onsite counselor, school nurse, and social worker Access to daily Seminars addressing Social Emotional learning, Career Exploration, and Writing activities

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

540 - Lenoir County Public Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Lenoir County Public Schools defines at-risk students as individuals who are identified as Exceptional Children, English as Secondary Language, and level two and level three participants in MTSS. Additionally students who are at risk of class/grade failures, not successfully progressing toward grade promotion and graduation, not meeting grade level standards as indicated on diagnostic and formative assessments, and not reading on grade level are eligible for participation in summer programming. Lenoir County Public Schools will personally notify parents of student eligibility and encourage student participation. Notification methods will include, but are not limited to parent/guardian letter, phone contact, and home visits.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Lenoir County Public Schools defines at-risk students as individuals who are identified as Exceptional Children, English as Secondary Language, and level two and level three participants in MTSS. Additionally students who are at risk of class/grade failures, not successfully progressing toward grade promotion and graduation, and not meeting grade level standards as indicated on diagnostic and formative assessments are eligible for participation in summer programming. Lenoir County Public Schools will personally notify parents of student eligibility and encourage student participation. Notification methods will include, but are not limited to parent/guardian letter, phone contact, and home visits.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Lenoir County Public Schools will implement a variety of incentives to encourage teacher participation. All Certified Staff will be eligible for an additional \$300 bonus, bringing the total bonus to \$1,500. Certified Staff who hold National Boards for Professional Teaching Standards or who received a past teaching bonus for reading in grades 3-5 or mathematics in grades 4-8 are eligible for a \$2,000 bonus.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Lenoir County Public Schools will implement a variety of incentives to encourage teacher participation. All Certified Staff will be eligible for an additional \$300 bonus, bringing the total bonus to \$1,500. Certified Staff who hold National Boards for Professional Teaching Standards or who received a past teaching bonus for reading in grades 3-5 or mathematics in grades 4-8 are eligible for a \$2,000 bonus.

Q4.

540 - Lenoir County Public Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

NWEA - MAPS

Q5.

540 - Lenoir County Public Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction

- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

540 - Lenoir County Public Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

291 - Lexington City Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Emy

Last Name

Garrett

Q7_2. What is the **email address** of the primary contact?

egarrett@lexcs.org

Q7_3. What is the **phone number** of the primary contact?

Phone Number	3362421527
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	David
Last Name	Miller

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	3362421527
Phone Extension	

Q1.

291 - Lexington City Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

K-3 Schedule Lexington City Schools Summer Splash Dates: June 14th-July 22nd Monday-Thursday (Weekly) 8:00am-4:00PM (7:45 arrival - Grab and go Breakfast - in classrooms by 8:00) 8:00-12:00 Academic Instruction (Reading - 90 mins - Math 90 Mins - Science 60 mins) -8:00-8:10 (Current events, Daily oral language, daily idiom, weather report) -8:10-8:35 (Large Group reading Instruction<focus on standard> -8:35-9:30 (small group reading instruction <skills specific> -9:30-9:50 (Phonics Instruction and/or word work - vocabulary building) -9:50-10:00(Read aloud) -10:00-10:15 (Daily Math skill building - math facts (addition, multiplication etc...)) -10:15-10:45 (large Group math instruction (standard review) -10:45-11:15 (small math groups - skill specific remediation) -11:15-11:35 (large group science instruction/Review - standard based) -11:35 - 12:00 (hands-on science, video, experiment, interactive game etc...)) -12:12:25 (recess) -12:30 - 1:00 (Lunch) - 1:00-3:45 (Extension activities - students will be split into small groups and take part in at least 4 extension activities daily (1 activity will always be a 30 minute computer rotation for moby max or IXL. One Rotation will always be a Steam rotation<coding, Robotics etc>- (other rotations include - World Sports, Dance, Music, Art, Life Skills, SEL(Second Step), Field trips, outdoorsmanship, theatre, book club etc...)) *Community Partnerships fostered to assist with Enrichment Activities - J. Smith young YMCA (Swimming, Fencing and bowling) - Cross Movement Dance Academy (Ballet and Tap) - Lexington Live Community Theatre (Theatre activities) Boy Scouts of America (Survival skills, outdoorsmanship) *The Second Step Program will be used for Social and Emotion learning time *Field Trips (aquarium, college campus visits,etc...))

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/student ratio = 20:1 Adult/Student ratio = 10:1 3 program locations

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

4th-5th Grade Daly Schedule Lexington City Schools Summer Splash Dates: June 14th-July 22nd Monday-Thursday (Weekly) 8:00am-4:00PM (7:45 arrival - Grab and go Breakfast - in classrooms by 8:00) 8:00-12:00 Academic Instruction (Reading - 90 mins - Math 90 Mins - Science 60 mins) -8:00-8:10 (Current events, Daily oral language, daily idiom, weather report) -8:10-8:35 (Large Group reading Instruction<focus on standard> -8:35-9:30 (small group reading instruction <skills specific> -9:30-9:50 (Phonics Instruction and/or word work - vocabulary building) -9:50-10:00(Read aloud) -10:00-10:15 (Daily Math skill building - math facts (addition, multiplication etc...) -10:15-10:45 (large Group math instruction (standard review) -10:45-11:15 (small math groups - skill specific remediation) -11:15-11:35 (large group science instruction/Review - standard based) -11:35 - 12:00 (hands-on science, video, experiment, interactive game etc...) -12:12:25 (recess) -12:30 - 1:00 (Lunch) - 1:00-3:45 (Extension activities - students will be split into small groups and take part in at least 4 extension activities daily (1 activity will always be a 30 minute computer rotation for Moby Max or IXL. One Rotation will always be a Steam rotation<coding, Robotics etc>- (other rotations include - World Sports, Dance, Music, Art, Life Skills, SEL(Second Step), Field trips, outdoorsmanship, theatre, book club etc...) *Community Partnerships fostered to assist with Enrichment Activities - J. Smith young YMCA (Swimming, Fencing and bowling) - Cross Movement Dance Academy (Ballet and Tap) - Lexington Live Community Theatre (Theatre activities) Boy Scouts of America (Survival skills, outdoorsmanship) *The Second Step Program will be used for Social and Emotion learning time *Field Trips (aquarium, college campus visits,etc...) 6th-8th Grade Daily Schedule July 14 - June 22 8am - 3pm 8am Grab and go breakfast 8:30 - 10:45 Period 1 ELA and Math 10:45 - 11:15 Enrichment Activities 11:15 - 12pm Lunch and Physical Activities 12:05 - 2:45 Period 2 ELA and Math 2:45 - 3pm Enrichment and Daily Wrap up 4pm - 6pm Skills Development and Healthy Living

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/student ratio = 20:1 Adult/Student ratio = 10:1 4 program locations (South Lexington, southwest, Charles England and Lexington Middle School)

Q2.

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.
Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.
Indicate, by checking the box below, that LEA will maintain and, upon request, deliver the following:

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.
In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

English 9 English 12 Math II Math III Biology American History II English 10 English 11 Math I Math II Earth Science American History I PE/Health SEL -- Skills Development/Healthy Living and Counseling Sessions as needed

Q2_5.
In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

291 - Lexington City Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Risk of failure Economically Disadvantage Status Truancy ESL EC/504 Parents will be notified through mail, email, website posting, phone calls and personal visits by staff

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Risk of failure Economically Disadvantage Truancy ESL EC/504 Parents will be notified through mail, email, website posting, phone calls and personal visits by staff

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Premium Hourly rate 3 day weekends (Friday, Saturday and Sunday) Built in planning time Access to new technology

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Premium Hourly rate 3 day weekends Built in planning time Access to new technology

Q4.

291 - Lexington City Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

291 - Lexington City Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction

- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

NA

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

NA

Q6.

291 - Lexington City Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

550 - Lincoln County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Heath

Last Name

Belcher

Q7_2. What is the **email address** of the primary contact?

hbelcher@lincoln.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	704-736-2261
Phone Extension	30176

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Melanie
Last Name	Huss

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	704-736-2261
Phone Extension	30174

Q1.

550 - Lincoln County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The Lincoln County Schools (LCS) summer program will provide in-person instruction to students in grades K-3 five days per week for a total of 31 days. The first day of the program will be June 3 and the last day of the program will be July 16. The instructional day will start at 8:30 AM and will end at 1:30 PM. Compensatory Educational Services will be available for EC students from 1:30-3:30 PM daily. All sites will be closed on July 5. Student academic progress will be assessed within the first day and last day of the program. Students in grades K-3 will receive a total of 136 hours of instruction in reading, math, and science. An additional total of 15 hours of program enrichment and physical activity will be provided. Students in grades K-3 will receive 150-180 minutes of reading instruction each day. This will provide a minimum of 72 hours of literacy instruction meeting the requirements of Read to Achieve. Students will also be provided 60-90 minutes of math instruction each day, and 45-60 minutes of science instruction each day. Additional enrichment and physical activities (45 minutes total) will be provided each day. Social-Emotional Learning will be integrated throughout all subject areas and addressed daily through class meetings.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

LCS will offer summer programming at 4 consolidated sites across the district serving grades K-5. These sites will serve approximately 400 total students (100 at each site) with a teacher to student ratio of 1:10 and an overall adult to student ratio of 1:7. Summer programs will be offered at Battleground Elementary, Norris Childers Elementary, Pumpkin Center, and St. James Elementary. These sites will serve all 13 elementary schools in grades K-3. Additional 30-45 minutes of enrichment and physical activities (recess and/or brain breaks) will be provided each day. Social-Emotional Learning will be integrated throughout all subject areas and addressed daily through class meetings.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The LCS summer program will provide in-person instruction to students in grades 4-8 five days per week for a total of 31 days. The first day of the program will be June 3 and the last day of the program will be July 16. The instructional day will start at 8:30 AM and will end at 1:30 PM. Compensatory Educational Services will be available for EC students from 1:30-3:30 PM daily. All sites will be closed on July 5. Student academic progress will be assessed within the first day and last day of the program. Students in grades 4-8 will receive a minimum of 120 hours of instruction in reading, math, and science. An additional total of 15 hours of program enrichment and physical activity will be provided. Students in grades 4-5 will receive 90-120 minutes of reading instruction each day, 90-120 minutes of math instruction each day, and 60 minutes of science instruction each day. An additional 30-45 minutes of enrichment and physical activities will be provided each day. Social-Emotional Learning will be integrated throughout all subject areas and addressed daily through class meetings. In grades 6-8 LCS will offer summer programming at all 4 of the middle schools that serve students across the district. Student academic progress will be assessed on the first day and last day of the program. Students in grades 6-8 will receive a total of 150 hours of instruction in reading, math, and science. An additional 30 hours of enrichment, electives, and/or physical activity will be provided. Students will receive 90 minutes of reading instruction each day, 90 minutes of math instruction each day, and 45 minutes of science instruction each day. An additional 30-45 minutes of enrichment, electives, or physical activity will be provided each day. Social-Emotional Learning will be integrated through enrichment, elective, or physical activity each day.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

LCS will offer summer programming at 4 consolidated sites across the district serving grades 4-5. These sites will serve approximately 400 total students (100 at each site) with a teacher to student ratio of 1:10 and an overall adult to student ratio of 1:7. Summer programs will be offered at Battleground Elementary, Norris Childers Elementary, Pumpkin Center, and St. James Elementary. These sites will serve all 13 elementary schools in grades 4-5. An additional 30-45 minutes of enrichment and physical activities will be provided each day. In grades 6-8 LCS will offer summer programming at all 4 of the middle schools that serve students across the district. These sites will serve a total of approximately 400 students (100 at each site) with a teacher to student ratio of 1:15 and an overall adult to student ratio of 1:12. An additional 30-45 minutes of enrichment, electives, or physical activity will be provided each day. Social-Emotional Learning will be integrated through enrichment, elective, or physical activity each day. Summer programming will be offered at East Lincoln Middle, Lincolnton Middle, North Lincoln Middle, West Lincoln Middle, and Asbury Academy.

Q2.

550 - Lincoln County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☐ 150 hours

☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

The LCS summer program will provide in-person instruction to students in grades 9-12 five days per week for a total of 31 days. The first day of the program will be June 3 and the last day of the program will be July 16. The instructional day will start at 9:00 AM and will end at 12:00 PM. Compensatory Educational Services will be available for EC students from 1:30-3:30 PM daily. Summer programming in grades 9-12 will be divided into 2, 3-week sessions to maximize the number of credits that can be recovered. All sites will be closed on July 5. Students in grades 9-12 will receive instruction in end-of-course subjects using Apex Tutorials, APEX Courses, and in-person teacher support at each of the 4 high schools that serve students across the district. In-person instruction and support will also be provided for elective courses based upon the specific needs and availability of teachers at each school site. Students in grades 9-12 will receive 180 minutes of in-person support daily based upon the course needing credit recovery. Students that need multiple courses for credit recovery may complete up to 3 courses during the 6 weeks period. The number of courses completed at one time will depend upon the availability of in-person support for these courses. Students may attend a course at another location if that course is not offered at the school site that the student attends. The summer program will provide credit recovery opportunities in-person to students from June 3-July 16. The window for completion of credit recovery may extend beyond July 16 for special circumstances approved by the site administrator. However, no in-person support will be provided beyond July 16.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

550 - Lincoln County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

School administrators with input from the teacher of record for each student will identify and prioritize at-risk students. An at-risk student is defined as a student who is at risk of academic failure and who is not successfully progressing toward grade promotion and graduation. Identification of an at-risk student shall have already occurred during the regular school year based upon grades, observations, diagnostic and formative assessments, and/or state assessments. Identification of an at-risk student is not contingent upon results of an end-of-grade or end-of-course test. Other students not identified as at-risk may also participate in the summer program within the space available. Parents will be notified in writing if they are invited to attend summer school due to learning loss. Parents will be notified of other opportunities if they become available based upon available capacity space. The purpose of the program is to respond to the impacts of COVID-19 by providing in-person instruction and additional academic enrichment to address the learning loss experienced by students during the 2020-2021 school year.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

School administrators with input from the teacher of record for each student will identify and prioritize at-risk students. An at-risk student is defined as a student who is at risk of academic failure and who is not successfully progressing toward grade promotion and graduation. Identification of an at-risk student shall have already occurred during the regular school year based upon grades, observations, diagnostic and formative assessments, and/or state assessments. Identification of an at-risk student is not contingent upon results of an end-of-grade or end-of-course test. The high school transcript, along with input from teachers and/or guidance counselors, shall be reviewed to determine the best sequence of course recovery offered to students during the summer program. Other students not identified as at-risk may also participate in the summer program within the space available. Parents will be notified in writing if they are invited to attend summer school due to learning loss. Parents will be notified of other opportunities if they become available based upon available capacity space. The purpose of the program is to respond to the impacts of COVID-19 by providing in-person instruction and additional academic enrichment to address the learning loss experienced by students during the 2020-2021 school year.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Employees and other personnel hired to staff the summer program will be hired on a contract basis for the period of the program. Employment status shall be Board approved as an employee or teacher for the local school district and not a State employee. Employees are not eligible to accrue paid leave and benefits as compensation outside the pay structure established by LCS. Priority employment will be given to 1) current LCS employees and 2) qualifications that best meet the needs of the program. Any performance bonus associated with the summer program shall be at least \$150.00 based upon the provisions of SL 2021-7 and the NCDPI procedures for assessing student proficiency. Employees will be compensated at his or her daily rate of pay, plus any associated signing bonuses for employees that enter a contract to work the summer program (\$200/week for licensed staff and \$100/week for classified staff). Opportunities for retirees and/or external employees may be provided if available. Employment of such employees will be subject to the provisions of SL 2021-7, NCDPI, and LCS procedures.

Q3_4.
In the space provided, please describe the efforts taken to incentivize teacher participation in the 9–12 program, please include the following:
- Beyond the required signing bonus, what additional incentives will the LEA offer?

Employees and other personnel hired to staff the summer program will be hired on a contract basis for the period of the program. Employment status shall be Board approved as an employee or teacher for the local school district and not a State employee. Employees are not eligible to accrue paid leave and benefits as compensation outside the pay structure established by LCS. Priority employment will be given to 1) current LCS employees and 2) qualifications that best meet the needs of the program. Employees will be compensated at his or her daily rate of pay, plus any associated signing bonuses for employees that enter a contract to work the summer program (\$200/week for licensed staff and \$100/week for classified staff). Opportunities for retirees and/or external employees may be provided if available. Employment of such employees will be subject to the provisions of SL 2021-7, NCDPI, and LCS procedures.

Q4.

550 - Lincoln County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

550 - Lincoln County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

550 - Lincoln County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Attendance. Attendance will be recorded using a locally developed template. Participants are expected to attend the summer program as scheduled each day. Absences from the program should be recorded using the appropriate data monitoring tool for the district. Absences in excess of 20% of the program will result in removal from the program. Integration of Content and Enrichment. Summer school participants may receive specialized instruction and/or integration of skills in reading, math, and science using specially designed programs or curriculum. Lead teachers, instructional facilitators, or curriculum specialists may provide opportunities for content integration at each school site throughout the summer program or at other specifically designated sites if needed. Transportation to and from any off-site programming will not count toward the total hours of instruction. However, the integrated instructional services provided will count toward the total hours of instruction.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Attendance. Attendance will be recorded using a locally developed template. Participants are expected to attend the summer program as scheduled each day. Absences from the program should be recorded using the appropriate data monitoring tool for the district. Absences in excess of 20% of the program will result in removal from the program. Integration of Content and Enrichment. Summer school participants may receive specialized instruction and/or integration of skills in reading, math, and science using specially designed programs or curriculum. Lead teachers, instructional facilitators, or curriculum specialists may provide opportunities for content integration at each school site throughout the summer program or at other specifically designated sites if needed. Transportation to and from any off-site programming will not count toward the total hours of instruction. However, the integrated instructional services provided will count toward the total hours of instruction.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

560 - Macon County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Josh

Last Name

Lynch

Q7_2. What is the **email address** of the primary contact?

josh.lynch@macon.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	8285244414
Phone Extension	1042

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	
Last Name	

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	
Phone Extension	

Q1.

560 - Macon County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

ELA Block- Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension Math Block- Standards based- Number sense, fluency and comprehension Science Block- hands-on, ELA/Science standard's based program Enrichment Block- Music, dance, karate, visual art- partnership with PE instructor, music instructor and community partners SEL Block- 3 Signatures Practices provided by classroom teachers and licensed school counselor These blocks are scheduled in the example below: Schedule: 7:30-8:15 Breakfast/Oral Language Development- SEL Morning Meeting 8:15-9:30 ELA- Comp Toolkit- ELA 9:30-9:45 Brain break with SEL movement 9:45-11:00 Math 11:00-11:30 Lunch/Recess 11:30-12:45 Science 12:45-1:30 Seeing Stars (RIC)- ELA 1:30-2:00 Bathroom/Transition/Recreational period (sports enrichment) 2:00-2:45 Music/Dance period 2:45-3:30 STEM/STEAM Activities 3:30-4:30 Art 4:30-5:30 Buses/Car Riders/Oral Language Development activities

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

We are currently recruiting teachers. Currently we have a 1:13 teacher and a 1:8 adult ratio. As recruitment continues we hope to have smaller groupings for more intensive support. K-3 we will have 3 locations Certified PE instructor will coordinate daily physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades

4–8. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

ELA Block- Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension Math Block- Standards based- Number sense, fluency and comprehension Science Block- hands-on, ELA/Science standard's based program Enrichment Block- Music, dance, karate, visual art- partnership with PE instructor, music instructor and community partners SEL Block- 3 Signatures Practices provided by classroom teachers and licensed school counselor These blocks are scheduled in the example below: Schedule: 7:30-8:00 Breakfast/Oral Language Development- SEL Morning Meeting 8:00-9:15 ELA- Comp Toolkit- ELA 9:15-10:00 Art, Music, Foreign Language rotation 10:00-11:15 Math 11:15-12:00 Lunch/Recess 12:00-1:15 Science 1:15-1:30 SEL 1:30-2:00 Bathroom/Transition/Recreational period (sports enrichment) 2:00-2:45 Music/Dance period 2:45-3:30 STEM/STEAM Activities 3:30-4:30 Art 4:30-5:30 Buses/Car Riders/Oral Language Development activities

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8.** This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

1:10 teacher/student 1:10 adult 3 sites Certified PE instructor will coordinate daily physical activity and sports and recreation

Q2.

560 - Macon County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Students will arrive on campuses beginning at 7:30- transportation and breakfast will be provided. Lunch and physical activity will be provided mid-day. Transportation at the end of the day will be provided for dismissal at 4:00. Students will receive face-to-face core instruction with HQ certified teachers. Teachers will also engage students in the following credit recovery subject areas and elective support. SEL will be embedded throughout the learning process using CASEL's 3 Signature Practices. EOC- Math I, Math III, English II and Biology Credit Recovery subjects: English I, II, III, IV; Earth Science, Biology, Chemistry and Physical Science, World History, American History II & Civics, Math Foundations I & II, Math I, II, III & IV, Health & PE- (graduation requirements) Electives: CCRG Math remediation and support SEL- 3 Signature Practices

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

4 locations

Q3.

560 - Macon County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Teacher recommendation based on student data: classroom, benchmark and formative; attendance and academic status Summer Learning invitations were sent to parents of at risk students. Follow-up letters and phone calls were issued.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Teacher recommendation based on student data: classroom, EOC results and formative; attendance and academic/credit recovery status Summer Learning invitations were sent to parents of at risk students. Follow-up letters and phone calls were issued.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Each teacher will receive 1.25 their hourly rate (time sheets will include planning and teaching to track hours and pay) along with the \$1,200 NBPTS bonus and \$150 3rd grade performance bonus. The LEA will also issue one full CEU in each teacher's area of licensure for embedded PD during summer learning.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Each teacher will receive 1.25 their hourly rate (time sheets will include planning and teaching to track hours and pay) along with the \$1,200 NBPTS bonus. The LEA will also issue one full CEU in their area of licensure for embedded PD during summer learning.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
560 - Macon County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

560 - Macon County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

N/A

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

N/A

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

570 - Madison County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Lisa

Last Name

Gahagan

Q7_2. What is the **email address** of the primary contact?

lgahagan@madisonk12.net

Q7_3. What is the **phone number** of the primary contact?

Phone Number	828-206-1530
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Monica
Last Name	Ponder

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	828-206-3061
Phone Extension	

Q1.

570 - Madison County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Madison County Schools Kindergarten - 2nd Grade Summer Program Schedule Breakfast/Spiral Math and Reading Review Reading Block -Whole Group Reading -Small Group Reading-Decodable Text -Heggerty (Phonemic Awareness) -Foundations (Phonics) -Word Work (Heart Words) -Spelling -Handwriting -Writer's Workshop Lunch/Sustained Silent Reading Enrichment - 1 activity per day from the following: -Physical Education -Music -Art -Media Social-Emotional Learning Supports -Second Step & Mindfulness Instruction -Opportunities for small group or individual counseling sessions -School-Based Therapy for identified students Math Block -Math Fact Strategies -Math Fact Fluency -Math Investigations Instruction -Math Investigations Games -Small Group Instruction on specific skills from CBM Assessments Madison County Schools Third Grade Summer Program Schedule Breakfast/Spiral Math and Reading Review Reading Block -Whole Group Reading -Small Group Reading-Decodable Text -Foundations (Phonics) -Spelling -Cursive Handwriting -Writer's Workshop Science Block -vocabulary -Picture Perfect Science Lessons Lunch/Sustained Silent Reading Enrichment - 1 activity per day from the following: -Physical Education -Music -Art -Media Social-Emotional Learning Supports -Second Step & Mindfulness Instruction -Opportunities for small group or individual counseling sessions -School-Based Therapy for identified students Math Block -Math Fact Strategies -Math Fact Fluency -Math Investigations Instruction -Math Investigations Games -Small Group Instruction on specific skills from CBM Assessments

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Madison County Schools Grades 4 - 5 Summer Program Schedule Breakfast/Spiral Math, Reading, Science Skill Review Reading Block -Whole Group Reading -Small Group Reading-Decodable Text -Spelling -Cursive Handwriting -Writer's Workshop Science Block -Vocabulary -Picture Perfect Science Lessons Lunch/Sustained Silent Reading Enrichment - 1 activity per day from the following: -Physical Education -Music -Art -Media Social-Emotional Learning Supports -Second Step & Mindfulness Instruction -Opportunities for small group or individual counseling sessions -School-Based Therapy for identified students Math Block -Math Fact Strategies -Math Fact Fluency -Math Investigations Instruction -Math Investigations Games -Small Group Instruction on specific skills from CBM Assessments Madison County Schools Grades 6 - 8 Summer Program Schedule Breakfast/Math, Reading, Science Skill Review Reading Block -Whole Group Reading -Small Group Reading -Vocabulary -Written Responses -Book Clubs Science Block -Vocabulary -Science Lessons -Science Labs Lunch/Sustained Silent Reading Enrichment - 1 activity per day from the following: -Physical Education -Art -Dance/Drama -Agriculture Explorations/ School Farm -Related Field Trip Excursion -Technology/Programming Social-Emotional Learning Supports -Opportunities for small group or individual counseling sessions -School-Based Therapy for identified students Math Block -Math Talks -Math Fact Fluency -Math Open-Up Instruction -Math Open-Up Games -Small Group Instruction on specific skills from CBM Assessments -Delta Math Online

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

570 - Madison County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☒ 150 hours

☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Madison County Schools Grades 9 - 12 Summer Program Components Our High School and Early College High School will offer: -Face to face instruction in EOC tested subjects: English 2, Math 1, Math 3, and Biology. -Course recovery options (based on what participating students need) through the Edmentum program with a certified teacher serving as facilitator. -A-B Tech course offerings to support students in college courses or subjects not offered by Early College High School. -At least one elective course and possibly multiple electives if requested/needed by participating students, TBD from the following options: PE, Band, Art, Drama, Foreign Language, and CTE course offerings. Students will also have access to a school counselor (for SEL supports) during the summer program. School Based therapists will also be available to continue services for identified students.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

570 - Madison County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Schools used the following information to determine students identified as at-risk: grades, observations, diagnostic and formative assessments, State assessments, and other factors, including reading on grade level, that impact student performance. Schools used a digital survey to identify initial interest in the summer program. Schools made individual contact with families to notify them of student eligibility using the following methods: Letters, Phone Calls, and Parent/Teacher Conferences.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Schools used the following information to determine students identified as at-risk: grades, observations, diagnostic and formative assessments, State assessments, and other factors, including reading on grade level, that impact student performance. Schools used a digital survey to identify initial interest in the summer program. Schools made individual contact with families to notify them of student eligibility using the following methods: Letters, Phone Calls, and Parent/Teacher Conferences.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Beyond the required signing bonus, Madison County Schools offered the following additional incentives: Flexible schedules to teachers (not having to commit to the entire 150 hours summer program). Increased hourly pay rate of \$40 per hour.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Beyond the required signing bonus, Madison County Schools offered the following additional incentives: Flexible schedules to teachers (not having to commit to the entire 150 hours summer program). Increased hourly pay rate of \$40 per hour.

Q4.

570 - Madison County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
570 - Madison County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
 - Adult/student ratio
 - Number of program location(s)
 - Physical activity
-

Q6.

570 - Madison County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Documentation will be kept on the following: pre/post assessment data, student attendance records, teacher/student ratio, adult/student ratio, program locations, detailed daily schedule, and physical activity for our K-8 student program.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Documentation will be kept on the following: pre/post assessment data, student attendance records, teacher/student ratio, adult/student ratio, program locations, detailed daily schedule, and physical activity for our 9-12 student program.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

580 - Martin County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Jan

Last Name

Wagner

Q7_2. What is the **email address** of the primary contact?

jwagner@martin.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	2527921575
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Lisa
Last Name	Bowen

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	2527921575
Phone Extension	

Q1.

580 - Martin County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

K-3 Student Day: 8am - 2pm Reading 75 mins in the AM, 75 mins in the PM Math 60 mins in the AM, 30 mins in the PM STEAM or Science 40 mins Enrichment (Art, Music, PE, SEL) 40 mins Lunch and Recess 40 mins We will continue to utilize Second Step for our SEL program support.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

4-5 Student Day: 8am - 2pm Reading 75 mins in the AM, 35 mins in the PM Math 75 mins in the AM, 35 mins in the PM STEM/Science 50 Enrichment (Art, Music, PE, SEL) 50 mins Lunch and Recess 40 mins We will continue to utilize Second Step for our SEL program support. 6-8 Student Day: 8am - 2pm Reading 90 mins, Writing 20 mins Math 90 mins, STEM/Science 70 mins Enrichment (Art, Music, PE, SEL) 40 mins Lunch and transitions 40 mins We will continue to utilize Second Step for our SEL program support.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

580 - Martin County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☐ 150 hours

☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades

9–12. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

EOCs - Math I, Math 3, Biology, Eng II Credit Recovery - Eng I, III, World History, Civics, American History I, American History II, Chemistry, Physical Science, Math 2 Elective Courses - Theater, Weight Training, Band, Variety of CTE courses, Spanish SEL Supports - Counselors on site

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

There will be two high school program locations.

Q3.

580 - Martin County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

All K-8 schools identify students who are performing one or more years below grade level. iReady, CheckIns, and classroom assessment data is used to make these identifications. Parents are notified in writing and then a follow up phone call/email will be sent if there is no response to the written communication.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

All 9-12 schools identify students who have failed a course. Parents are notified in writing and then a follow up phone call/email will be sent if there is no response to the written communication.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers will be paid an additional \$50 a day above their daily rate of pay if they teach two out of 6 weeks, an additional \$100 a day above their daily rate of pay if they teach four out of 6 weeks, and an additional \$150 a day above their daily rate of pay if they teach all six weeks. Highly qualified teachers who have met or exceeded growth in two of the last three years of EVAAS data will receive an additional \$100 per week.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers will be paid an additional \$50 a day above their daily rate of pay if they teach two out of 6 weeks, an additional \$100 a day above their daily rate of pay if they teach four out of 6 weeks, and an additional \$150 a day above their daily rate of pay if they teach all six weeks. Highly qualified teachers who have met or exceeded growth in two of the last three years of EVAAS data will receive an additional \$100 per week.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
580 - Martin County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

580 - Martin County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

We plan to partner with our local Boys and Girls Clubs to assist with the enrichment programming.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

This question was not displayed to the respondent.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

590 - McDowell County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Laura

Last Name

Davis

Q7_2. What is the **email address** of the primary contact?

Q7_3. What is the **phone number** of the primary contact?

Phone Number	8286524535
Phone Extension	103

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Mark
Last Name	Garrett

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	8286524535
Phone Extension	0

Q1.

590 - McDowell County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

1. In person instruction will be delivered daily, Monday through Friday, beginning June 14 and concluding July 26. Times will be 8:30-4:00 with primary academic, physical activity, and social emotional instruction occurring from 8:30-12:30. Read to Achieve obligations will be met via 2.5 hours daily of whole group, small group, and individual instruction. Lunch will be provided, then enrichment and elective activities will be provided from 1:00-4:00. 2. McDowell County Schools will offer additional physical education, music, art, and STEAM elective enrichment courses for students and families to choose from in the afternoons. These will only be available to students who participated in the morning academic time. 3. Social-emotional standards and supports will be provided to all students daily during the morning 8:30-12:30 time.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

1. 1 teacher per 6 students 2. 1 adult per 6 students 3. 1 elementary location for general education and 1 elementary location for self-contained SPED students. 4. Physical activity will be provided mid-morning by classroom teachers for all students. Additional opportunities for more extensive physical programs will be available each afternoon.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades

4–8. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

1. In person instruction will be delivered daily, Monday through Friday, beginning June 14 and concluding July 26. Times will be 8:30-4:00 with primary academic, physical activity, and social emotional instruction occurring from 8:30-12:30. Achievement gaps will be addressed via daily times of whole group, small group, and individual instruction. Lunch will be provided, then enrichment and elective activities will be provided from 1:00-4:00. 2. McDowell County Schools will offer additional physical education, music, art, and STEAM elective enrichment courses for students and families to choose from in the afternoons. These will only be available to students who participated in the morning academic time. 3. Social-emotional standards and supports will be provided to all students daily during the morning 8:30-12:30 time.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

1. 1 teacher per 10 students 2. 1 adult per 10 students 3. 1 elementary location (K-5) and one secondary location (6-12) for general education. A self-contained SPED classroom will be open for K-5 at a separate location and another self-contained classroom for 6-12 will be at the secondary location. 4. Physical activity will be provided mid-morning by classroom teachers for all students. Additional opportunities for more extensive physical programs will be available each afternoon.

Q2.

590 - McDowell County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☐ 150 hours

☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

1. Math 1, Math 3, Biology, and English 2 will be provided each morning between 8:30 and 12:30 with highly qualified face to face instructors. 2. Credit Recovery subjects will be offered via Canvas courses created by our staff in any subject approved by the high school principals as necessary. There will be face to face instructional support for these and students may work at their own pace. 3. Elective courses may include band, weight training, agriculture, and art and will be available between 1:00 and 4:00 daily. 4. Core social emotional learning practices will be incorporated each morning by all teachers and then supplemented by our school counselors and licensed counselors who will work with individuals and small groups.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

There will be one location for all 9-12 students in McDowell County Schools.

Q3.

590 - McDowell County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

1. During the months of February and March, district and school leaders identified students deemed to be at-risk for retention in the same grade level, those who had a significant number of absences (exceeding 10), and those who were well below grade level in reading based on teacher and school-level data. Principals, teachers, and counselors called the parents of these students, sent written documentation, and held face to face meetings where possible. This communication included summer school as a possible repercussion or solution. 2. In early April, parents of all self-contained students, and all students on the at-risk list were contacted personally with further information about summer school and an attempt to garner commitment for attendance. In mid-April, all students in K-8 have received information about summer school, including enrichment opportunities via parent-link phone calls, class dojo, school websites, and paper flyers.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

1. During the months of February and March, district and school leaders identified students deemed to be at-risk for retention in the same grade level, those who had a significant number of absences (exceeding 10), and those who were in danger of single course failure. Principals, teachers, and counselors called the parents of these students, sent written documentation, and held face to face meetings where possible. This communication included summer school as a possible repercussion or solution. 2. In early April, parents of all self-contained students, and all students on the at-risk list were contacted personally with further information about summer school and an attempt to garner commitment for attendance. In mid-April, all students in 9-12 have received information about summer school, including enrichment opportunities via parent-link phone calls, Canvas LMS notifications, school websites, and paper flyers.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Assessments in Edgenuity

Q5.
590 - McDowell County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Year-round students in K-8 will return to regular school as approved by the Board of Education on July 9, with their first intervention break being September 20 - October 8. During their intervention weeks, all students will be encouraged to attend intervention camp, but special emphasis will be placed on ensuring students who are at-risk academically attend. During the intervention weeks the school will host a camp from 8:00 am - 3:30 pm with reading, math, and science instruction occurring in whole group, small group, and one on one modalities between 8:00 am and 12:30 pm. Physical activity will also take place daily each morning as will social-emotional instruction for Tiers 1 and 2. Lunch will be served and enrichment activities to include art, music, and physical play will take place in the afternoon. Additional SEL supports will be provided in the afternoon as well.

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

590 - McDowell County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

610 - Mitchell County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Last Name

Q7_2. What is the **email address** of the primary contact?

Q7_3. What is the **phone number** of the primary contact?

Phone Number	8287662228
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Jennifer
Last Name	Gregory

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	828 766-2252
Phone Extension	

Q1.

610 - Mitchell County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Schedule: Staff Report at 7:30 (Grab and Go Breakfast) 8:00-11:00 - Literacy Instruction 11:00-11:30 Lunch 11:30-12:30 - Math 12:30-1:00 - PE 1:00-2:00 Enrichment 2:00-3:00 Science Staff Dismiss at 3:30 Proposed enrichment activities are a partnership with Penland School of Art to deliver instruction paired with an academic concept, a partnership with Mitchell County Recreation to teach students a skill through physical activity, and Camp Invention Partnership to provide students with the opportunity to participate in a science-based program. We will practice the SEL Three Signature Practice for the Classroom. We will explicitly teach one SEL Competency each week in a themed approach with activities the teacher can embed into their daily instruction. Read to Achieve Reading Camp will be embedded into the program. K-3 students will receive 72 hours of literacy instruction based on the requirements of Read to Achieve law.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

One teacher per ten students Locations: June session Greenlee and Gouge July session Deyton and Bowman Students will receive daily physical activity in free play with an enrichment block 2-3 each week with Mitchell County Recreation for structured exercise.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Grades 4-5: Staff Reports: 7:30 8:00-10:00 - ELA (Grab and Go Breakfast) 10:00-11:30 Math 11:30-12:00 - Lunch 12:30-1:00 - PE 1:00-2:00 Enrichment 2:00-3:00 Science Staff Dismiss: 3:30 Grades 4-5: Proposed enrichment activities are a partnership with Penland School of Art to deliver instruction paired with an academic concept, a partnership with Mitchell County Recreation to teach students a skill through physical activity, and Camp Invention Partnership to provide students with the opportunity to participate in a science-based program. We will practice the SEL Three Signature Practice for the Classroom. We will explicitly teach one SEL Competency each week in a themed approach with activities the teacher can embed into their daily instruction. Grade 6: 8:00-8:30 - SEL / Homeroom (Grab and Go Breakfast) 8:35-9:35 - Math 9:40-10:40 - ELA 10:45-11:45 - STEM/ART 11:50-12:20 - Lunch / Outside SEL 12:20-12:50 - SEL Cont. 12:55-1:55 - Science 2:00-3:00 - PE Grade 7: 8:00-8:30 - SEL / Homeroom (Grab and Go Breakfast) 8:35-9:35 - ELA 9:40-10:40 - STEM/ART 10:45-11:45 - Math 11:50-12:20 - Lunch / Outside SEL 12:20-12:50 - SEL Cont. 12:55-1:55 - PE 2:00-3:00 - Science Grade 8: 8:00-8:30 - SEL / Homeroom (Grab and Go Breakfast) 8:35-9:35 - Science 9:40-10:40 - ELA 10:45-11:45 - PE 11:50-12:20 - Lunch / Outside SEL 12:20-12:50 - SEL Cont. 12:55-1:55 - Math 2:00-3:00 - STEM/Art Proposed enrichment activities are a partnership with Penland School of Art to deliver instruction paired with an academic concept and a hands-on STEM experience. We will practice the SEL Three Signature Practice for the Classroom. We will explicitly teach one SEL Competency each week in a themed approach with activities the teacher can embed into their daily instruction.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

One teacher per ten students Locations: June session Greenlee and Gouge July session Deyton and Bowman Daily structured PE with a Physical Education Teacher

Q2.

610 - Mitchell County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☒ 150 hours

☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Mitchell HS: Students in each subject area will be enrolled in the course they need to gain a recovery credit based on the time of day the course is offered. We will have a three-hour morning session and a three-hour afternoon session. The students will have access to the course content on PowerSchool Learning and/or Go Formative. The students will be assigned to a teacher of each subject area who will facilitate the online content. The EOC courses offered will have face-to-face instruction by a teacher in each of the subject areas. The students will complete assignments and assessments online. STEM Enrichment Class: STEM hands-on projects (rockets, solar-powered cars, windmill energy, etc.) using STEM. Intro to 3D Solid Modelling (using Autodesk Inventor) Intro to Basic Residential Architecture (using Autodesk Revit) 3D Printing ACT Prep Daily Schedule 7:30 AM to 8:00 AM Breakfast Session One 8:00 AM - 11:15 AM 8:00 AM - 9:30 AM 9:30 AM - 9:45 AM SEL Time 9:45 AM - 11:15 AM 11:15 AM - 11:45 AM Lunch Session Two 11:45 AM - 3:00 PM 11:45 AM - 1:15 PM 1:15 PM - 1:30 PM SEL Time 1:30 PM - 3:00 PM Mayland Early College: Students will be allowed to recover credits in the following courses: Math: 1,2,and 3 English:1,2,3,and 4 Science: Earth, Physical, and Biology Social Studies: Civics, World History, American 1, and American 2 Students will have a morning core academic session and an afternoon core academic session. The students will receive face-to-face instruction and have access to the course content on PowerSchool Learning. The students will complete assignments and assessments both seated and online. Students enrolled in college classes will have a high school teacher as a facilitator as they work through a special section of HIS 111 that was created by our college partner specifically for this summer session. Enrichment courses including Art, CPR, Leadership Institute, and STEM academy will be offered in mini-sessions after lunch. Daily Schedule 7:30 AM to 8:00 AM Breakfast Session One: Core 8:00 AM - 11:15 AM 1A 8:00 AM - 9:30 AM 9:30 AM - 9:45 AM Break 9:45 AM - 11:15 AM 1B 11:15 AM - 11:45 AM Lunch Session Two: Core and Enrichment 11:45 AM - 3:00 PM 11:45 AM - 1:15 PM 2A: SEL 1:15 PM - 1:30 PM Break 1:30 PM - 3:00 PM 2B: SEL SEL: We will practice the SEL Three Signature Practice in the high school environment. A counselor will be available for further explicit instruction on the SEL Competency and to provide support for our at-risk students.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

610 - Mitchell County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

The program is for At-Risk Students. These students are at risk for failing their grade-level in reading, math, and/or science (5 & 8). The process of identifying at-risk students: iReady scale scores and progress monitoring data NC Check-Ins results Classroom formative assessments / Teacher input / Classroom grades Phone calls/emails to parents for the students recommended for either one or both sessions. Enrollment letters to parents will be sent home. This would allow us to collect demographics, bus information, and parent contact information.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Mitchell High School: The program is for At-Risk Students. These are students who are at risk for failing a class, either for attendance or grades, in a course required for graduation in the areas of English, Math, Science, and Social Studies. The failure list from the Fall 2020/Spring 2021 semester was created and reviewed by teachers to determine who should attend. Phone calls/emails to parents for the students recommended either a full or half-day attendance and either one or both sessions. Enrollment letters to parents will be sent with report cards at the end of the year, and this would collect demographics, bus information, and parent contact information. Mayland Early College: The program is designed to target students at risk of failing a course required for graduation in math, English, science, and social studies. Students are identified by final course grades from the Fall 2020 semester, current grades for the Spring 2021 semester, and teacher referral for consideration. Phone calls, emails, and letters mailed home are used to notify parents of the recommended participation in the program.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teacher pay is at a rate of \$40.00 per hour.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Mitchell High School: Teacher pay is at a rate of \$40.00 per hour. Mayland Early College: Teacher pay is at a rate of \$40.00 per hour.

Q4.

610 - Mitchell County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

610 - Mitchell County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

610 - Mitchell County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Proposed enrichment activities are: A partnership with Penland School of Art to deliver instruction paired with an academic concept A partnership with Mitchell County Recreation to teach students a skill through physical activity Camp Invention Partnership to provide students with the opportunity to participate in a science-based program. STEM Sessions daily for Grades 6-8

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Mitchell High School: There will be STEM/ACT Prep Sessions offered during each morning and afternoon session for enrichment. If a student must attend for the afternoon session only but rides the bus to school in the morning, they can attend the STEM session in the morning for attendance recovery credit. Likewise, if they need to attend for the morning but have no transportation home after lunch, they may attend the STEM/ACT prep afternoon session. Mayland Early College: We have partnered with Mayland Community College to offer HIS 111 for students who would normally not have access to a summer college course. Students will be allowed to work on the college course work in the afternoons for approximately two hours. A Leadership Workshop will be offered as a breakout session during July. The session will be provided by school counselors and incorporate other local programs offered. This will run simultaneously to the credit recovery sessions that are taking place. There will be a STEM session offered to all students interested that will last four days. Students will have the opportunity to participate in a drug awareness/ internet safety course. This course will run for one week for students who have transportation issues and must remain at school for an entire day. A creative writing mini session will be offered for one week for any student interested. CPR will be taught for one week for any student interested. CPR is a graduation requirement. We are partnering with the local 4-H to offer various enrichment activities (outdoor cooking, presentational speaking, agricultural activities). These will be offered throughout the six weeks period. We are partnering with Mayland Community College to offer enriching activities for all interested students (digital photography, masonry, dutch oven building). These activities will be offered in short two-three day sessions in the afternoons.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

620 - Montgomery County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Wade

Last Name

Auman

Q7_2. What is the **email address** of the primary contact?

wade.auman@montgomery.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number

9105766511

Phone Extension

0263

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name

Terri

Last Name

Absher

Q7_5. What is the **email address** of the secondary contact?

terri.absher@montgomery.k12.nc.us

Q7_6. What is the **phone number** of the secondary contact?

Phone Number

9105766511

Phone Extension

0235

Q1.

620 - Montgomery County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

☒ 150 hours

☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

☒ 150 hours

☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

A typical day for K-3 students will include in-person instruction in reading, math, and science (3rd grade). Enrichment activities, including sports, art, and music, will be a part of the typical day. Activities and instruction will address the academic, emotional, social, and physical needs of each child. Guidance and mental health counselors will be available daily to contribute planned programs and individual students as necessitated during the school extension. Students who are identified in the Exceptional Children's program will be provided all services in accordance with his/her current IEP. The daily schedule is listed below: 8:00 am – 8:15 am Breakfast 8:15 am – 8:45 am SEL (ACEs resources, Zones of Regulation) 8:45 am – 9:15 am Letterland (K-2), Science (3) 9:15 am – 10:00 am Enrichment 1 (Sports, STEM, art, music) 10:00 am – 11:30 am ReadyGen reading and writing 11:30 am – 11:55 am Lunch 11:55 am – 12:40 pm Enrichment 2 (Sports, STEM, art, music) 12:40 pm – 1:40 pm Math 1:40 pm – 2:30 pm Small groups/Interventions/enrichment

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

A typical day for 4-5 students will include in-person instruction in reading, math, and science. Enrichment activities, including sports, art, and music, will be a part of the typical day. Activities and instruction will address the academic, emotional, social, and physical needs of each child. Guidance and mental health counselors will be available daily to contribute planned programs and individual students as necessitated during the school extension. Students who are identified in the Exceptional Children's program will be provided all services in accordance with his/her current IEP. The daily schedule is listed below: 8:00 am – 8:15 am Breakfast 8:15 am – 8:45 am SEL (ACEs resources, Second Step, Zones of Regulation) 8:45 am – 9:15 am ReadyGen reading and writing 9:15 am – 10:00 am Enrichment 1 (Sports, STEM, art, music) 10:00 am – 11:30 am Math 11:30 am – 11:55 am Lunch 11:55 am – 12:40 pm Enrichment 2 (Sports, STEM, art, music) 12:40 pm – 1:40 pm Science 1:40 pm – 2:30 pm Small groups/Interventions/enrichment A typical day for 6-8 students will include in-person instruction in reading, math, and science. Enrichment activities, including sports, art, and music, will be a part of the typical day. Activities and instruction will address the academic, emotional, social, and physical needs of each child. Guidance and mental health counselors will be available daily to contribute planned programs and individual students as necessitated during the school extension. Students who are identified in the Exceptional Children's program will be provided all services in accordance with his/her current IEP. The daily schedule is listed below: 6th Grade Block 1 Block 2 Block 3 Block 4 Block 5 8:00- 9:10 9:10-10:20 10:20-11:30 12:00-1:10 1:10-2:20 Group A (15 kids) Reading ER Act 1 Math ER Act 2 Science Group B (15 kids) Math ER Act 2 ER Act 1 Science Reading Group C (15 kids) Science Reading ER Act 2 ER Act 1 Math Lunch 11:30-12:00 7th Grade Block 1 Block 2 Block 3 Block 4 Block 5 8:00- 9:10 9:10-10:20 10:20-11:30 11:30-1:10 1:10-2:20 Group A Reading ER Act 1 Math ER Act 2 Science Group B Math ER Act 2 ER Act 1 Science Reading Group C Science Reading ER Act 2 ER Act 1 Math Lunch 12:00-12:30 8th Grade Block 1 Block 2 Block 3 Block 4 Block 5 8:00- 9:10 9:10-10:20 10:20-12:00 12:00-1:10 1:10-2:20 Group A (15 kids) Reading ER Act 1 Math ER Act 2 Science Group B (15 kids) Math ER Act 2 ER Act 1 Science Reading Group C (15 kids) Science Reading ER Act 2 ER Act 1 Math Lunch 11:00-11:30

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

620 - Montgomery County Schools

Section 2. **Ninth through Twelfth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

High School will operate 4 class blocks Students will be individually scheduled based on the courses they need. EOC Courses (Math 1. Math 3, English 2, Biology) = Credit Recovery (All core/graduation requirement classes)= Leadership/elective/CTE (Woodworking,PLTW)= Lunch Guidance and mental health counselors will be available daily to contribute planned programs and individual students as necessitated during the school extension. Students who are identified in the Exceptional Children's program will be provided all services in accordance with his/her current IEP. Daily Schedule First Period 8:00 – 9:25 Second Period 9:30 – 10:55 Lunch 10:55- 11:35 Third Period 11:35 – 1:00 Fourth Period 1:05– 2:30 Seniors that need credit recovery will go to MLA 9th-11th grade credit recovery will be at MCHS 9th-12th grade to remediate and retest EOC will be at MCEC Electives will be offered at MCHS and MCEC

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

620 - Montgomery County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Montgomery County Schools recognizes that due to the circumstances of the last year, the majority of students could be determined at-risk based upon the nature in which students have been forced to learn. MCS also recognizes that some students have excelled during the remote period and have performed well on all assessments to determine content acquisition. MCS will utilize remote participation data, performance during remote instruction, data points collected through district improvement procedures and teacher recommendations to determine the students to invite to the summer extension program. Montgomery County Schools will send each student identified as at-risk a letter inviting them to attend the summer extension program. Information will be posted on the district and individual school webpages to offer information to parents and students about the summer opportunity. The district and schools will utilize our automated call out service to disseminate information to parents and students.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Montgomery County Schools recognizes that due to the circumstances, the majority of students could be determined at-risk based upon the nature in which students have been forced to learn. MCS also recognizes that some students have excelled during the remote period and have performed well on all assessments to determine content acquisition. MCS will utilize remote participation data, performance during remote instruction, data points collected through district improvement procedures and teacher recommendations to determine the students to invite to the summer extension program. Montgomery County Schools will send each student identified as at-risk a letter inviting them to attend the summer extension program. Information will be posted on the district and individual school webpages to offer information to parents and students about the summer opportunity. The district and schools will utilize our automated call out service to disseminate information to parents and students.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers in Montgomery County Schools have been paid \$20.00 per hour to work summer school in previous years. We have incentivized this summer's plan by adding an additional \$10.00 per hour as incentive pay. We have added a \$500.00 local bonus to work the duration of the summer camp. MCS will comply with legislation and offer the required signing bonus and performance bonus.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers in Montgomery County Schools have been paid \$20.00 per hour to work summer school in previous years. We have incentivized this summer's plan by adding an additional \$10.00 per hour as incentive pay. We have added a \$500.00 local bonus to work the duration of the summer camp. MCS will comply with legislation and offer the required signing bonus.

Q4.

620 - Montgomery County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
620 - Montgomery County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Montgomery County Schools does not operate any year-round schools.

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

620 - Montgomery County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Montgomery County Schools will utilize IReady provided by the state as an approved tool for assessment.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

630 - Moore County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Donna

Last Name

Gephart

Q7_2. What is the **email address** of the primary contact?

dgephart@ncmcs.org

Q7_3. What is the **phone number** of the primary contact?

Phone Number	(910) 947-2342
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Heather
Last Name	Stewart

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	(910) 947-2342
Phone Extension	

Q1.

630 - Moore County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

7:00-7:30 Planning 7:30 - 9:30 Block 1- Reading (Selected text will focus on SEL and counselor small group support) 9:30 - 11:30 - Block 2 - Math 11:30 - 2:00 - Block 3 and lunch and recess (K - 2 Reading skill block and Grade 3 Science) 2:00 - 2:30 Enrichment Block 2:30-3:00 Planning

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

- Teacher/student ratio - 1 teacher to 15 students - Adult/student ratio - 1:15 - Number of program location(s) - 6 locations - Physical activity - Mile Track

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades

4–8. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

1 ELA Block, 1 Math & 1 Science (2 hrs in ea group) One 30 minute block of an Enrichment 7:00-7:30 Planning 7:30 - 9:30 Block 1 - Reading 9:30 - 11:30 - Block 2 - Math 11:30 - 2:00 - Block 3 and lunch and recess - Science 2:00 - 2:30 Enrichment Block 2:30-3:00 Planning During the blocks the counselor will provide small group instruction in the classroom setting as a station.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/student ratio 1 teacher to 15 students - Adult/student ratio 1:15 - Number of program location(s) Grade 4 has 6 sites and 5 - 8 have 4 sites. (Grade 5 will attend their middle school site.) - Physical activity - Mile Walking Track

Q2.

630 - Moore County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades

9–12. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Rising 9 Math I Course Remediation Credit Recovery in high school courses In Person Instruction for Frontloading the next course in the sequence - Students will work with teachers in small groups to accelerate skills need for the course sequence. In Person Instruction elective course (recommend a Success 101 Course to include SEL) Electives as determined by student needs In- Person instruction in Math 1, Math 3, English II and Biology Current Grade 8 / Rising 9th graders will have face to face instruction with English I, Math I, and Earth and Environmental Science. They will spend 90 minutes in each course and then take the Success 101 course that incorporates skills to transition to the high school and SEL.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Four site locations

Q3.

630 - Moore County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Grades K - 3 RTA Guidelines: For any student in kindergarten through grade three during the 2020-2021 school year who are not on track to meet 2020-2021 year-end expectations based on diagnostic assessments in reading and math. Grades 4 - 5 Did not pass reading and/or math Not meeting grade level expectations using STAR Data Grades 6 - 8 Did not pass science, reading and/or math Notification to Parents/Guardians: Schools notified parent/guardian with April 29 progress report with a letter Posted information on website School Based Phone Calls Teacher/Counselor Communication

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Grades 9 - 12 Did not pass a course needed to graduate Failure of 2 or more core courses Notification to Parents/Guardians: Schools notified parent/guardian with April 29 progress report with a letter Posted information on website School Based Phone Calls Teacher/Counselor Communication

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers will receive their daily rate of pay plus \$15.00 an hour.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers will receive their daily rate of pay plus \$15.00 an hour.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
630 - Moore County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

630 - Moore County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

We are hoping that the state will provide iReady without individual districts being required to pay and then get reimbursements.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

491 - Mooresville Graded School District

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Last Name

Q7_2. What is the **email address** of the primary contact?

Q7_3. What is the **phone number** of the primary contact?

Phone Number

7046582572

Phone Extension

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name

Scott

Last Name

Smith

Q7_5. What is the **email address** of the secondary contact?

ssmith@mgsd.k12.nc.us

Q7_6. What is the **phone number** of the secondary contact?

Phone Number

7046582503

Phone Extension

Q1.

491 - Mooresville Graded School District

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

☒ 150 hours

☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

☒ 150 hours

☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students in grade K-6 will receive in-person instruction for academics, enhancements, and social-emotional learning. There are 375 minutes of academic, enrichment, and SEL instruction per day, not including time for transitions, lunch (20-minutes), and physical exercise/recess (20-minutes). Students will attend each day from 9am-4:30pm, four days a week for 6 weeks in a classroom with a highly qualified, certified teacher in a 1/15 teacher/student ratio. Students will follow a typical bell schedule and attend in-person instruction for Math, ELA, Science, Content-Aligned Stations, and an enhancement aligned with the science learning targets. Students will receive systematic and explicit instruction aligned to the Science of Reading, as well as small-group, and individual instruction. Students will receive 20 minutes of daily SEL instruction following breakfast, which will feature lessons from our purchased social-emotional curriculum (Sanford Harmony) as well as Character education. Finally, students will participate in 30 minutes of Book Clubs and Journaling and explicit mini lessons from the Fountas & Pinnell Reading Lessons Mini Lesson Book will be taught. Also, during this time students will be encouraged to choose book selections based on interest. Breakfast, lunch, and a snack will be offered daily.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

We will offer The K-3 program at one of our three elementary schools.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students in grade 4-6 will receive in-person instruction for academics, enhancements, and social-emotional learning. There are 375 minutes of academic, enrichment, and SEL instruction per day, not including time for transitions, lunch (20-minutes), and physical exercise/recess (20-minutes). Students will attend each day from 9am-4:30pm, four days a week for 6 weeks in a classroom with a highly qualified, certified teacher in a 1/15 teacher/student ratio. Students will follow a typical bell schedule and attend in-person instruction for Math, ELA, Science, Content-Aligned Stations, and an enhancement aligned with the science learning targets. Students will receive systematic and explicit instruction aligned to the Science of Reading, as well as small-group, and individual instruction. Students will receive 20 minutes of daily SEL instruction following breakfast, which will feature lessons from our purchased social-emotional curriculum (Sanford Harmony) as well as Character education. Finally, students will participate in 30 minutes of Book Clubs and Journaling and explicit mini lessons from the Fountas & Pinnell Reading Lessons Mini Lesson Book will be taught. Also, during this time students will be encouraged to choose book selections based on interest. Breakfast, lunch, and a snack will be offered daily. Students in grade 7-8 will receive in-person instruction for academics, electives, and social-emotional learning. There are 375 minutes of academic, enrichment, and SEL instruction per day, not including time for transitions, lunch (20-minutes), and physical exercise (20-minutes). Students will attend each day from 8am-3:30, four days a week for 6 weeks. Students will follow a typical bell schedule and attend in-person instructional for Math, ELA, Science, Social Studies, and 2 elective options. Each block is 60-minutes long. During the four academic blocks, students will have time for project-based learning, small-group, and individual instruction. Options for the two elective blocks include arts, theatre, PE, STEM, and career exploration (30-minute blocks). Students will receive 60 minutes of daily SEL instruction following breakfast, which will feature lessons from our purchased social-emotional curriculum (ACT Mosaic) as well as Habits of Highly Effective Teens. Character education is integrated into the Social Studies block. Students have 30 minutes of Silent Sustained Reading each day following the integrated lunch/recess period. Students will be offered PE (15-minutes), breakfast, and lunch daily.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

We will offer the 4-6 program at one of our two intermediate schools. We will offer the 7-8 program at our middle school.

Q2.

491 - Mooresville Graded School District

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Students in grade 9-12 will receive in-person instruction for academics, electives, and social-emotional learning. There are 375 minutes of academic, enrichment, and SEL instruction per day, not including time for transitions, lunch (30-minutes), and physical exercise. Students will follow a typical bell schedule. The three daily academic blocks are 100 minutes each. The two daily elective/SEL blocks are 35 minutes each. There is a 60-minute flex block for lunch and physical activity. Students will attend each day from 8am-3:30, four days a week for up to 6 weeks. Students will be recommended to attend for 2, 4, or 6 week durations based on the number and type of classes they need to recover. EOC courses will run for 6-weeks. Students will attend in-person instruction for EOC courses. EOC instruction will be offered in-person instruction by a certified teacher for Math 1, Math 3, English 2, and Biology. Teachers will prioritize instructional standards based on data and use project-based learning, small group, and individual instruction. Digital resources including embedded literacy and Apex tutorials will support in-person instruction for EOCs. Students can complete credit recovery for all graduation requirement courses that are not EOCs (English 1/3/4, Math 2/4, American History 1/2, World History, Civics & Econ, Environmental Earth Science, Chemistry, and Physical Science). Students in credit recovery will use Apex learning modules for 50% of the instruction and have in-person instruction for the remaining 50%, supported by additional digital resources. Students who need credit recovery in electives that are not graduation requirements will have access to Canvas modules created by teachers and will complete assignments digitally and be supervised by other school staff during their assigned credit recovery block(s). Students can complete credit recovery for as many courses as they need, within 2-week cycles, up to 6 weeks. Options for the electives include ACT test prep, PE, healthy living, CTE exploration, life skills, and literacy hour. SEL supports including team building and social interaction will be embedded within the elective offerings. Students will receive 35 minutes of daily SEL instruction in combination with their elective course. The school will offer a healthy choices course which will combine healthy living, physical activity, healthy choices, decision-making skills, and nutrition food labs. Our school social worker will be on site daily to provide counseling and support as needed for students.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

491 - Mooresville Graded School District

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students are identified for prioritized enrollment by based on several at-risk factors: - Poor progress or below grade-level performance on district/state benchmarks (iStation, iReady, NC Check-Ins, quarterly district benchmark assessments) - Failing 2 or more classes (grades 7-8) - More than 14 days of missed attendance (grades 7-8) - Students with demonstrated social-emotional struggles - Teacher, counselor, administrator recommendation Camp is open to all students; however, the district is required to prioritize students in need of continued instruction. Camp will be focused on "Connection"- connecting with learners, academics, and social emotional needs. Since spots will be limited, schools will prioritize other at-risk populations in general if they need to limit participation. Prioritization will be given to students who are identified as part of Federal Programs (Exceptional Children, McKinney-Vento, English as a Second Language, 504 Program). If additional spots remain, they will be filled with students identified as receiving Tier 2 or Tier 3 supports via MTSS. Any remaining spots will be filled by parent requests to participate. Parents are notified of student eligibility through generic recruitment shared with all families, and through personalized, individualized invitations for students identified at risk. At-risk, prioritized students will receive additional outreach via phone call, letter, and home visits if needed. Families will indicate their willingness to attend by completing digital RSVP forms and indicating which weeks they want their students to attend, if they will not attend all 6 weeks. District social media and weekly newsletters from principals will continually reinforce the opportunity for families to take advantage of our Summer Connections program.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students are identified for prioritized enrollment by based on several at-risk factors: -Poor progress or below grade-level performance on district/state benchmarks (NC Math 1 --- -Check-In, quarterly district benchmark assessments) -Failing an EOC or graduation requirement course -Not proficient on an EOC exam, even if the course was passed -Failing more than one course -Not making adequate progress toward graduation -In jeopardy of not receiving credit for a course due to missing more than 6 days -Students with demonstrated social-emotional struggles -Teacher, counselor, administrator recommendation Camp is open to all students; however, the district is required to prioritize students in need of continued instruction. Camp will be focused on "Connection"- connecting with learners, academics, and social emotional needs. Since spots will be limited, schools will prioritize other at-risk populations in general if they need to limit participation. Prioritization will be given to students who are identified as part of Federal Programs (Exceptional Children, McKinney-Vento, English as a Second Language, 504 Program). If additional spots remain, they will be filled with students identified as receiving Tier 2 or Tier 3 supports via MTSS. Any remaining spots will be filled by parent requests to participate. Parents are notified of student eligibility through generic recruitment shared with all families, and through personalized, individualized invitations for students identified at risk. At-risk, prioritized students will receive additional outreach via phone call, letter, and home visits if needed. Families will indicate their willingness to attend by completing digital RSVP forms and indicating which weeks they want their students to attend, if they will not attend all 6 weeks. District social media and weekly newsletters from principals will continually reinforce the opportunity for families to take advantage of our Summer Connections program.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers will receive their daily rate of pay plus a \$75/day additional bonus based on days worked. All teachers may earn up to \$1,800 in bonus pay if they work all 6 weeks of the program. Teachers are allowed to work in 2, 4, or 6-week increments. Teachers will receive daily planning and have Fridays “off” because our program will run four days a week with extended days.

Q3_4.
In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers will receive their daily rate of pay plus a \$75/day additional bonus based on days worked. All teachers may earn up to \$1,800 in bonus pay if they work all 6 weeks of the program. Teachers are allowed to work in 2, 4, or 6-week increments. Teachers will receive daily planning and have Fridays “off” because our program will run four days a week with extended days.

Q4.

491 - Mooresville Graded School District

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

For K-6, we will use iStation.

For 7-8, we will use i-Ready and purchase it using ESSER funds.

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

491 - Mooresville Graded School District

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

The last two weeks of the program is a jumpstart bridge for students in a transitional grade level. Students will spend the last two weeks at their new school to prepare for new routines and expectations while continuing to receive academic, enrichment, and SEL supports appropriate to their grade level.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

The last two weeks of the program is a jumpstart bridge for students in a transitional grade level. Students will spend the last two weeks at their new school to prepare for new routines and expectations while continuing to receive academic, enrichment, and SEL supports appropriate to their grade level.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

862 - Mount Airy City Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Jesse

Last Name

Hiatt

Q7_2. What is the **email address** of the primary contact?

jhiatt@mtairy.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	3367895147
Phone Extension	2271

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Phillip
Last Name	Brown

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	3367868355
Phone Extension	1028

Q1.

862 - Mount Airy City Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

K-3 students will meet Monday - Thursday from 8:00 - 2:30 with 5.5 hours of in-person instruction each day and 1 hour provided for lunch and recess each day. All students will arrive by 7:45, eat breakfast and be in the classroom at 8:00. For K-2 students, 8:00-10:00 Reading Instruction, 10:00-11:30 Math Instruction, 11:30-12:30 lunch and recess, 12:30-1:00 Math Instruction 1:00-2:30 enrichment activities designed to reinforce the reading and math lessons. Enrichment activities will be facilitated by instructors and will include art, music, and physical education. 3rd grade students schedule will include 8:00-10:00 Reading, 10:00-11:30 Math, 11:30-12:30 lunch and recess, 12:30-1:30 Science and 1:30-2:30 Enrichment activities Our summer program will last for 7 weeks. This will equal 154 hours of in-person instruction for the summer. Social emotional support will be provided by the on-site school counselors and our school social worker using the Positive Action Curriculum and The Leader in Me activities. Counselors will meet with students as individuals, in small groups and whole groups based on the need of individual students. Students will also have access to additional counseling services through Daymark, a counseling service which our school system contracts with.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

4-8 students will meet Monday - Thursday from 8:00 - 2:30 with 5.5 hours of in-person instruction each day and 1 hour provided for lunch and recess each day. The daily schedule will include 8:00-10:00 Reading, 10:00-11:30 Math, 11:30-12:30 lunch and recess, 12:30-1:30 Science and 1:30-2:30 Enrichment activities Our summer program will last for 7 weeks. This will equal 154 hours of in-person instruction for the summer. Social emotional support will be provided by the on-site school counselors and our school social worker using the Positive Action Curriculum and The Leader in Me activities. Counselors will meet with students as individuals, in small groups and whole groups based on the need of individual students. Students will also have access to additional counseling services through Daymark, a counseling service which our school system contracts with.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

862 - Mount Airy City Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

9-12 students will have access to in-person instruction for EOC courses, for Credit Recovery as needed and elective courses are being offered. Students are being offered elective courses in English, Math, Social Studies, and Science. Students will also have the option to enroll in a credit earning Internship course. To meet the requirements of these offering up to 154 hours of instructions will be provided as needed. Instruction will be provided as need Monday - Thursday from 8:00 - 2:00 Social emotional support will also be provided by the on-site school counselors and our school social worker using the Positive Action Curriculum. Counselors will meet with students as individuals, in small groups and whole groups based on the need of individual students. Students will also have access to additional counseling services through Daymark, a counseling service which our school system contracts with.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

862 - Mount Airy City Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

EOG Assessments and other End of Year Assessments along with teacher recommendations will be used to identify students as risk. Parents will be notified with a letter and personal contact to follow as needed by teachers and administrators about student eligibility. Information is also being shared through social media.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students who were not successful in EOC courses or on the EOC Exam along with students who are eligible for Credit Recovery will be identified. Parents of students which have been identified as at-risk based on the above criteria will be notified by letters and administrator/teacher follow-up as needed. Information is also being shared through social media.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers are being compensated based on an hourly rate near the top of the teacher pay scale.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers are being compensated based on an hourly rate near the top of the teacher pay scale.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Imagine Language and Literacy
Imagine Math

Q5.
862 - Mount Airy City Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

862 - Mount Airy City Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

640 - Nash County Public Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Melissa

Last Name

Dancy-Smith

Q7_2. What is the **email address** of the primary contact?

mydancy-smith@ncpschools.net

Q7_3. What is the **phone number** of the primary contact?

Phone Number	2524622812
Phone Extension	xxx

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Chad
Last Name	Thompson

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	252462-2513
Phone Extension	xxx

Q1.

640 - Nash County Public Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Summer Scholars Academy (Summer Learning Recovery/Enrichment) is a response to the impacts of learning loss due to COVID-19. It will provide in-person instruction on specific subjects, as well as offer additional enrichment activities to students in kindergarten through grade 3 to address learning losses and negative impacts students have experienced due to COVID-19 during the 2020-2021 school year. The program will operate Monday through Friday of each week (8:15 AM-3:15 PM). Friday is a half day (8:15 AM-12:15 PM). The dates of the camp are June 14-July 23 (closed July 5-9). Each summer site will be based on a thematic unit (STEM, Dance, Art, Arts & Craft, Health & Wellness, Young Authors, and Global Awareness). To culminate the 5 week camps, the students will showcase how math, reading, or/and science were integrated through each site's theme with a virtual showcase for families. Lunch and transportation are provided by the district. Breakfast and lunch will be provided in the classroom. A Social Emotional Learning (SEL) lesson begins each day and is integrated while students eat breakfast in the classroom. The breakdown for the instructional minutes are below: Reading, math and science classes will incorporate small group instruction, direct instruction, skills practice, and collaboration. ELA instruction will consist of read alouds, writing, and the Fab 5 of reading using evidence-based reading resources (phonics, phonemic awareness, vocabulary, fluency, and reading comprehension). Monday-Thursday K-2 Grade 3 ELA: 190 mins ELA: 190 mins MATH: 135 mins Math: 105 mins SEL: 15 mins (Second Steps) Science: 60 Enrichment: 45 mins SEL: 15 mins (Second Steps) Enrichment: 45 mins Physical activity will include outdoor structured activities and K-5 Energizers. Friday K-2: Grade 3 ELA: 145 mins ELA: 130 mins Math: 60 mins Math: 60 mins SEL: 15 mins Science: 45 mins SEL: 15 mins Total ELA Instructional Hours to integrate the Reading Camp: Grade 1- Grade 2: Total ELA Mins/Hours: 4525 mins/75.42 Grade 3: Total ELA Mins/Hours: 4,450 mins/74.16 hours

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Summer Scholars Academy (Summer Learning) is a response to the impacts of learning loss due to COVID-19. It will provide in-person instruction on specific subjects, as well as offer additional enrichment activities to students in 4th through 8th grade to address learning losses and negative impacts students have experienced due to COVID-19 during the 2020-2021 school year. The program will operate Monday through Friday of each week. Elementary begins at 8:15 AM and ends at 3:15 PM (Monday-Thursday). Friday is a half day (8:15 AM-12:15 PM). The dates of the camp are June 14-July 23 (closed July 5-9). Each elementary summer site will be based on a thematic unit (STEM, Dance, Art, Arts & Craft, Health & Wellness, Young Authors and Global Awareness). To culminate the 5 week camps, the students will showcase how math, reading, or/and science were integrated through each site's theme with a virtual showcase for families. Lunch and transportation are provided by the district. Breakfast and lunch will be provided in the classroom. A Social Emotional Learning (SEL) lesson begins each day and is integrated while students eat breakfast in the classroom. Reading, math and science classes will incorporate small group instruction, direct instruction, skills practice, and collaboration. ELA instruction will consist of read alouds, writing, and the Fab 5 of reading using evidence-based reading resources (phonics, phonemic awareness, vocabulary, fluency, and reading comprehension). Grade 4-Grade 5 ELA: 190 min Math: 105 min SEL: 15 mins (Second Steps) Enrichment: 45 mins Physical activity will include outdoor structured activities and K-5 Energizers. Friday Grade 4-Grade 5 ELA 130 mins Math 60 mins Science: 60 mins SEL: 15 mins The instructional day for middle school students begins at 7:30 AM and ends at 2:30 PM Monday-Thursday. Friday is a half day beginning at 7:30AM and ending at 11:30 AM. The dates of the camp are June 14-July 23 (closed July 5-9). The middle school's daily schedule consists of 90 minutes of core instruction in ELA, mathematics, and science and one 45 minute elective. In addition, there will be 45 minutes of small group math and reading instruction. Brain breaks and structured physical activities are integrated with lunch daily. Breakfast and lunch will be provided in the classroom. A Social Emotional Learning (SEL) lesson begins each day and is integrated while students eat breakfast in the classroom. Grades 6-Grade 8 (Click here for Schedule) Secondary (Click here for the Adaptive Sample Schedule) Grade 6-8 ELA: 90 min Math: 90 min Science: 90 min SEL: 15 mins (Second Steps) Small Group Instruction in ELA and mathematics: 45 min Enrichment: 45 mins Structured physical activities (Energizers for Schools) Friday Grade 6-8 ELA: 90 min Math: 90 min Science: 90 min SEL: 15 mins (Second Steps)

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

Section 2. **Ninth through Twelfth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☒ 150 hours

☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

In HS, the program will operate for 150 hours to provide students an opportunity to have access to in person instruction in EOC subjects (English II, Math I, Math III, and Biology), access to modules and teacher support for credit recovery, and in person instruction for an elective course. In addition, daily SEL supports will be made available to students (Everfi-with college and career preparedness integration). The instructional day for high school students begins at 7:30 AM and ends at 2:30 PM Monday-Thursday. Friday is a half day beginning at 7:30AM and ending at 11:30 AM. The dates of the camp are June 14-July 23 (closed July 5-9).

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

640 - Nash County Public Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

The district has organized an MTSS District Leadership Team and Academic Intervention Team to ensure resources are available to implement the multi-tiered system of support (MTSS). The Academic Intervention Team builds a repository of evidence-based interventions when students experience difficulty responding to core instruction. Processes and standards for addressing concerns about student performance and for documenting student responses to research-based instruction and interventions are required for Tier II students. Using information about the student's response to instruction and/or interventions and other student performance data, school personnel identify students at risk of academic failure through the following data sources: 1. Student Grades 2. Teacher Observations/Anecdotal Notes 3. Student Portfolios 4. Student Attendance 5. Case Benchmark Assessment (Level 2) 6. Reading Formative Assessments (iStation-Levels 1-3-elementary) 7. Unique Learning System (Level 2 and 3) 8. North Carolina Early Numeracy Skill Indicators (NCENSI) Also, End of Grade Assessments are considered when making promotion decisions. The parents or guardians of any at-risk students are notified through oral (call logs, parent-teacher-principal conferences, video conferences, phone conferences) or written communication. Written communication includes, but is not limited to, progress reports, report cards, and Read to Achieve Notifications. In addition, Jeopardy of Academic Failure letters are required to be sent home twice during the school year (at the beginning of the 3rd grading term and again at the beginning of the fourth grading term). School counselors also meet with students and parents to discuss any behaviors that may impede progress toward learning.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

The district has organized an MTSS District Leadership Team and Academic Intervention Team to ensure available resources are available to implement the multi-tiered system of support (MTSS). Processes and standards for addressing concerns about student performance and for documenting student responses to research-based instruction and interventions are required for Tier II students. Using information about the student's response to instruction and/or interventions and other student performance data, school personnel identify students at risk of academic failure through the following data sources: 1. Student Grades 2. Teacher Observations/Anecdotal notes 3. Attendance 4. Case Benchmark Assessment (Level 2) 5. Unique Learning System (Level 1.5) 6. Credit Recovery Also, End of Course Assessments are considered when making promotion decisions. The parents or guardians of any at-risk students are notified through oral (call logs, parent-teacher-principal conferences, video conferences, phone conference) or written communication. Written communication includes, but is not limited to, progress reports and report cards. High School counselors meet with students to discuss grades, course success, and course selections in order to ensure the students are progressing in academics.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Employment Incentive and Recruitment Bonuses (subject to change based on board approval): 1. 5 WEEKS - June 14-July 23 Hourly rate of pay plus \$1000 as a recruitment incentive to be paid at the the end of the program (\$1200 for National Board Certified Teacher (NBCT) or teachers who have previously earned the Growth Performance Bonus). 2. 3 WEEKS - June 14-July 2 Hourly rate of pay plus \$600 as a recruitment incentive to be paid at the end of the program (\$720 for NBCT or teachers who have previously earned the Growth Performance Bonus). 3. 2 WEEKS - July 12th-July 23rd Hourly rate of pay plus \$400 as a recruitment incentive to be paid at the end of the program (\$480 for NBCT or teachers who have previously earned the Growth Performance Bonus).

Q3_4.
In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:
- Beyond the required signing bonus, what additional incentives will the LEA offer?

Employment Incentive and Recruitment Bonuses (subject to change based on board approval): 1. 5 WEEKS - June 14-July 23 Hourly rate of pay plus \$1000 as a recruitment incentive to be paid at the the end of the program (\$1200 for National Board Certified Teacher (NBCT) or teachers who have previously earned the Growth Performance Bonus). 2. 3 WEEKS - June 14-July 2 Hourly rate of pay plus \$600 as a recruitment incentive to be paid at the end of the program (\$720 for NBCT or teachers who have previously earned the Growth Performance Bonus). 3. 2 WEEKS - July 12th-July 23rd Hourly rate of pay plus \$400 as a recruitment incentive to be paid at the end of the program (\$480 for NBCT or teachers who have previously earned the Growth Performance Bonus).

Q4.

640 - Nash County Public Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

1.K-5 Istation Reading and Math

2. 6-8 Edmentum Exact Path

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1. In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

NA

Q5_2. In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6. **640 - Nash County Public Schools**

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

A comprehensive summary has been submit in previous pages of survey.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

A comprehensive summary has been submit in previous pages of survey.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

650 - New Hanover County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Jakki

Last Name

Jethro

Q7_2. What is the **email address** of the primary contact?

Q7_3. What is the **phone number** of the primary contact?

Phone Number	910.254.4113
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Allen
Last Name	O'Briant

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	910.254.2979
Phone Extension	

Q1.

650 - New Hanover County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

K-3 Phonics Instruction with Foundations = 30 min per day K-3 ELA Instruction with Reading & Writing Fundamentals = 120 min per day K-3 Math Instruction with Eureka = 60 min per day K-3 Science Instruction & Reading in the Content Area with Discovery Ed = 60 min per day Daily Period of Physical Activity = 30 min per day SEL Instruction with Harmony = 30 min per day Project-based Learning = 90 min per day

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

4th-8th ELA Instruction with Reading & Writing Fundamentals = 90 min per day 4th-5th Math Instruction with Eureka = 60 min per day 6th-8th Math Instruction with Open Up Math= 60 min per day 4th-8th Science Instruction & Reading in the Content Area with Discovery Ed = 60 min per day Daily Period of Physical Activity = 30 min per day SEL Instruction with Harmony = 30 min per day Project-based Learning = 90 min per day

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

650 - New Hanover County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

-Grade and Credit Recovery in all core areas required for graduation -End of courses subjects will include Biology, English 10, NC Math 1 and NC Math 3
-All high school students will receive SEL support, PE opportunities and an elective opportunity -Rising 9th graders attend for potential credits
(Foundations of Math 1, Focus English 9, or STAE) -Student schedules to be determined by HS

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

650 - New Hanover County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Priority #1 - In accordance with G.S. 115C-83.6 Students who have been placed at risk of academic failure and transition plans. (a) In order to implement Part 1A of Article 8 of this Chapter, local school administrative units shall identify students who are at risk for academic failure and who are not successfully progressing toward grade promotion and graduation, beginning in kindergarten. Identification shall occur as early as can reasonably be done and can be based on grades, observations, diagnostic and formative assessments, State assessments, and other factors, including reading on grade level, that impact student performance that teachers and administrators consider appropriate, without having to await the results of end-of-grade or end-of-course tests. K-3 Students In accordance with G.S. 115C-83.6 any third grade student who does not demonstrate reading proficiency and any first and second grade student who demonstrates reading comprehension below grade level as identified through the i-Ready Diagnostic assessment, should be given priority enrollment in reading camp/summer learning. First and Second grade students scoring below the established EOY proficiency level listed in the chart below should be considered at-risk of academic failure and invited to summer learning opportunities. Grade Level: 1st Grade i-Ready Reading MOY Score - 429 or below i-Ready Reading EOY Score - 454 or below 2nd Grade i-Ready Reading MOY Score - 491 or below i-Ready Reading EOY Score - 511 or below Third grade students may demonstrate proficiency in accordance with RtA legislation in one or more of the following ways: -Scoring an academic achievement level of 3 or higher on the Beginning of Grade 3 Test (BOG), the End of Grade Test for Grade 3 Reading (EOG), or the Read to Achieve Test (RtA) -i-Ready Reading Diagnostic score of 537 or higher on at BOY, MOY, or EOY Third graders who do not demonstrate proficiency in one of the ways listed above should be considered at-risk of academic failure and invited to summer learning opportunities. * Some students may have a good cause to be exempted from the requirement to demonstrate proficiency in reading by the end of the third grade. These exemptions include 1. English Learner (EL) students with less than two school years of instruction in an English as a Second Language (ESL) program; 2. students with disabilities, as defined in G.S. §115C-106.3(1), whose current individualized education program indicates (1) the use of the NCEXTEND1 alternate assessment, (2) at least a two-school-year delay in educational performance, or (3) receipt of intensive reading interventions for at least two school years; or 3. students who have (1) received reading intervention and (2) been previously retained more than once in kindergarten, first, second, or third grades These students may benefit from participation in summer learning opportunities, but are not necessarily considered at-risk of academic failure based solely on the criteria listed above. Grades 4-8 -Students that have less than a 40% chance of being proficient in Reading, Math, or -Science (grades 5 & 8) as determined by the EVAAS Projection Summary Report (not available for fourth grade students due to lack of data); or - Students with a failing grade in Reading, Math or Science (grades 5 & 8) through the end of the third grading period Priority #2 - -Kindergarten students who are at risk for failure -Rising Kindergarten students may be identified -Students not proficient in 5th grade → MS transition -EL Newcomers and Immigrant Students -Students “at-risk” because of no/low attendance -SWD who have not been able to meet IEP goals Priority #3 -Students of staff members who are working in Summer Learning will be identified and added alongside the hiring process -Other prioritized attendance will occur after Priority #1 and #2 invitations occur Parents and families will be notified via DISTRICT LETTER and personal 1:1 contacts from school staff. In addition, a district-wide announcement and launch of a Summer Learning Webpage for information will go live.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

High School students will be identified for summer learning based on a counselor review of the current transcripts. In addition, Identification shall occur as early as can reasonably be done and can be based on grades, observations, diagnostic and formative assessments, State assessments, and other factors, including reading on grade level, that impact student performance that teachers and administrators consider appropriate, without having to await the results of end-of-course tests. Parents and families will be notified via DISTRICT LETTER and personal 1:1 contacts from school staff. In addition, a district-wide announcement and launch of a Summer Learning Webpage for information will go live.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Tiered Signing bonus based on performance: -bonus for critical-need subject areas -recruitment bonuses ranging from \$500 to \$3000 -recruitment bonuses for licensed and non-licensed staff -additional performance incentive of \$150 for teachers of 3rd grade students who become proficient by the end of the program -students of parents who are employed may attend Leadership Pipeline Opportunities: -site-based Assistant Principal or Principal designee to serve as site coordinator -1 AP from Leadership Pipeline will help coordinate and supervise Summer Ignite at the district level

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Tiered Signing bonus based on performance: -bonus for critical-need subject areas -recruitment bonuses ranging from \$500 to \$3000 -recruitment bonuses for licensed and non-licensed staff -additional performance incentive of \$150 for teachers of 3rd grade students who become proficient by the end of the program -students of parents who are employed may attend Leadership Pipeline Opportunities: -site-based Assistant Principal or Principal designee to serve as site coordinator -1 AP from Leadership Pipeline will help coordinate and supervise Summer Ignite at the district level

Q4.

650 - New Hanover County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

650 - New Hanover County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction

- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

K-3 Phonics Instruction with Foundations = 30 min per day K-3 ELA Instruction with Reading & Writing Fundamentals = 120 min per day K-3 Math Instruction with Eureka = 60 min per day K-3 Science Instruction & Reading in the Content Area with Discovery Ed = 60 min per day Daily Period of Physical Activity = 30 min per day SEL Instruction with Harmony = 30 min per day Project-based Learning = 90 min per day ----- 4th-5th ELA Instruction with Reading & Writing Fundamentals = 120 min per day 4th-5th Math Instruction with Eureka = 60 min per day 4th-5th Science Instruction & Reading in the Content Area with Discovery Ed = 60 min per day Daily Period of Physical Activity = 30 min per day SEL Instruction with Harmony = 30 min per day Project-based Learning = 90 min per day

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

650 - New Hanover County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

We already have iReady licenses for K-5 students and will obtain/purchase with ESSER II funds for grades 6-8.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

182 - Newton Conover City Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Last Name

Q7_2. What is the **email address** of the primary contact?

Q7_3. What is the **phone number** of the primary contact?

Phone Number	7046829640
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Heather
Last Name	Mullins

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	828-464-3191
Phone Extension	

Q1.

182 - Newton Conover City Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Dates - June 7-11, June 14 - 17, June 21 - 24, June 28 - July 1 , July 12-15, and July 19-22 Times - 8-3 K-2 Summer School Daily Schedule 8:00 - 8:20 SEL Lesson 8:20 - 8:50 Letterland Lesson (whole group lesson) 8:50-9:10 Heggerty Lesson 9:10-9:40 Reading Whole Group Mini Lesson (Based on Standards) 9:40-12:00 Reading Small Groups and Intervention Reading & Writing Stations 12:00-12:20 - Lunch 12:20-12:45 - Math Whole Group (Based on Standards) 12:45-1:45 - Math Small Groups and Intervention Math Centers 1:45-2:05 - Physical Activity/ Recess 2:05-2:50 - Enrichment (Music, PE, ART) 2:50-3:00 - Interactive Read Aloud & Questioning 3:00 - Dismissal 3 Minute Transitions Lunch in Classrooms We will also have a counselor on duty to support SEL issues. 3rd Grade Summer School Daily Schedule 8:00 - 8:20 SEL Lesson 8:20 - 9:05 Enrichment 9:05-9:30 Reading Whole Group Mini Lesson (Based on Standards) 9:30-12:00Reading Small Groups and Intervention Read to Achieve Portfolio Reading & Writing Stations 12:00-12:20 Lunch 12:20-1:00Science Whole Group/ Small Group/ Experiments 1:00-1:25Math Whole Group (Based on Standards) 1:25-2:25Math Small Groups and Intervention Math Centers 2:25- 2:45Physical Activity/ Recess 2:45-3:00Interactive Read Aloud & Questioning 3:00Dismissal 3 Minute Transitions

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/Student ratio - TBD Adult/Student Ratio - TBD School location - North Newton Recess daily for 20 min.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Dates - June 7-11, June 14 - 17, June 21 - 24, June 28 - July 1 , July 12-15, and July 19-22 Times - 8-3 4th-5th Summer School Daily Schedule 8:00 - 8:20 - SEL 8:20-9:05 - Enrichment (PE, Art, and Music) 9:05-9:45 - Science Instruction and Experiments 9:45 - 10:45 - Reading Mini Lesson - Based on Standards Small Group - Guided Reading Groups (Leveled Books) Stations - Word Sorts, vocabulary word work, making big words, flocabulary, journaling, fluency work (5 components of reading) 10:45-11:05 - Lunch 11:05-11:55 - Small Group Interventions 11:55-12:15 - Physical Activity/Recess 12:15-12:40 - Math Mini Lesson-Based on Standards 12:40-2:15 - Math Small Groups and Interventions Math Centers 2:15 - 2:45 - Reading Games, Interventions/Progress Monitoring Portfolio passages 2:45-3:00 - Interactive Read Aloud & Questioning 3:00 - Dismissal 3 Minutes of Transitions Lunch in Classrooms We will also have a counselor on duty to support SEL issues. Grades 6-8 Dates - June 7-11, June 14 - 17, June 21 - 24, June 28 - July 1 , July 12-15, and July 19-22 Times - 8-3 Daily Schedule 7:30-8:00 Arrival/HR 8:00-10:00 Core (Math/Science/ELA) SEL Activities will be embedded in Block 10:00-12:00 Core (Core (Math/Science/ELA) SEL Activities will be embedded in BlockMath/Science/ELA) 12:00-12:20 Lunch 12:20-12:40 Recess 12:40-1:25 Enrichment (Music/Leadership 1:25-3:00 Core (Math/Core (Math/Science/ELA) SEL Activities will be embedded in BlockScience/ELA) 3:00-3:30 Dismissal *Schedule subject to change and more than likely will change. *SEL3 Signature Practice Workbook activities will be implemented throughout Core classes.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/Student ratio - TBD Adult/Student Ratio - TBD School location - Newton-Conover Middle School Recess daily for 20 min.

Q2.

182 - Newton Conover City Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☒ 150 hours

☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

June 7-11, June 14-17, June 21-24, June 28 - July 1, July 12-15 Times - 8-4:30 EOC Subjects offered - Math 1, Math 3, English 2, Biology Credit Recovery Subjects offered - English, Math, Science, Social Studies Elective Course offered - Principles of Business

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Newton Conover High School

Q3.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

As a school district we used Istation and Case 21 assessment data to determine which students were identified as at-risk in grades 2-5. The North Carolina Read to Achieve Guidelines were also used to determine students who were identified as at-risk. Parents and guardians were sent a letter outlining how their child was deemed eligible with details that outlined the enrichment program. Phone calls were made to parents to follow up with parents who did not respond to the letter that was sent home. In Grades 6-8, we use grades in classes, Case 21 benchmark scores, and Iready to determine students at risk. We explained this in a letter that was sent to parents stating: Due to having deficiencies in the following areas: Failing 2 or more Core classes for the school year Performing below grade-level on iReady and/or Case 21 assessments

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Credit Recovery refers to a block of instruction that is less than the entirety of the Standard Course of Study for a course. Credit Recovery delivers a subset of the original course to address specific deficiencies in a student's mastery of course content and targets specific components of the course necessary for completion. A student receives a grade of Pass/Fail for Credit Recovery courses, or grade replacement for Initial Credit courses. This summer, Newton-Conover City Schools is excited to offer our high school students two separate opportunities to recover course credits lost during the 2020-21 school year. Summer Learning opportunities will be hosted at Newton-Conover High School. 1. Beginning June 7 and running through July 15, students who did not pass a Math, English, Science, or History course, whose final class average was 45-59, will be eligible to attend a Credit Recovery Summer School opportunity at his or her homeschool to receive course credit. • Instruction for these Credit Recovery courses will be via Plato, an online program in which students work through essential curriculum modules to demonstrate mastery of the content. Plato is routinely used throughout the regular school year for credit recovery. • Students can register for as many Credit Recovery Courses during this Summer School session as is needed and available. • This Summer School opportunity will operate from 8:00 - 4:30 pm, Monday through Thursday, with no Friday classes. • Summer School will be closed the week of July 5-July 9 for the July 4 holiday. • Transportation will be provided. • Breakfast and Lunch will be provided at no cost. • Attendance – No more than four absences allowed, (extenuating circumstances will be considered), for students who desire bus transportation to attend Credit Recovery sessions • Social/Emotional Learning will be addressed and a focus for all students 2. Beginning June 7 and running through July 15, students who did not pass a Math, English, Science, History or Elective course, whose final class average was below a 45, will be eligible to attend an Initial Credit Summer School opportunity. • Instruction for this five-week opportunity will be face-to-face. • Students will receive a grade replacement for this format that will factor into student GPA's. Pass/Fail is not an option for initial credit. • If a student enrolls in an EOC course (Biology, English II, Math I, or Math III) and did not previously take the associated EOC, the student will take the EOC assessment on July 15. • This Summer School opportunity will operate Monday through Thursday from 8:00 am – 4:30 pm with no Friday classes. • Summer School will be closed the week of July 5-July 9 for the July 4 holiday. • Transportation will be provided. • Breakfast and Lunch will be provided at no cost. • Attendance – No more than four absences allowed (extenuating circumstances will be considered) • Social/Emotional Learning will be addressed and a focus for all students Letters were sent home to invite the at-risk students.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

NCCS will pay every teacher a flat rate of \$35.00 per hour during summer learning. We will pay all non-certified staff a flat rate of \$20.00 per hour during summer learning. In addition to this we will pay a bonus for teachers and non-certified staff in the following ways: Teachers - \$300.00 per week (if they work the entire week) Non-certified staff - \$200.00 per week (if they work the entire week)

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

NCCS will pay every teacher a flat rate of \$35.00 per hour during summer learning. We will pay all non-certified staff a flat rate of \$20.00 per hour during summer learning. In addition to this we will pay a bonus for teachers and non-certified staff in the following ways: Teachers - \$300.00 per week (if they work the entire week) Non-certified staff - \$200.00 per week (if they work the entire week)

Q4.

182 - Newton Conover City Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

NCCS will use Iready for our Middle School students since they were already using Iready.

For our K-5 students we would like to use Istation since this something that they are currently using. When I contacted Istation they confirmed that they were a Competency Based Assessment.

Q5.

182 - Newton Conover City Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction

- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

182 - Newton Conover City Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

660 - Northampton County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Geneva

Last Name

Riddick-Faulkner

Q7_2. What is the **email address** of the primary contact?

faulknerg@northampton.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	2525341371
Phone Extension	2238

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Amy
Last Name	Draper

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	2525341371
Phone Extension	2242

Q1.

660 - Northampton County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

K-2 (sample) Time Frame. Minutes. K - 2nd Activity/Class 8:00am - 8:30am - Teacher Arrival & Morning Meetings/PLCs 8:30am - 9:00am - Student Arrival and Breakfast 9:00am - 11:00 am - ELA Block 11:00 am- 11:30 - Physical Activity 11:30 am-12:00 pm - Lunch 12:00 pm-2:00pm - Mathematics Instruction 2:00pm - 3:00pm - Enhancements/SEL sessions 3:00pm-3:05pm - Dismissal 3:05pm-3:30pm - Teacher Huddle & Daily +/- 3rd Grade Sample Time Frame 3rd Grade Activity/Class 8:00am - 8:30am - Teacher Arrival & Morning Meetings/PLCs 8:30am - 8:45 am - Student Arrival and Breakfast 8:45-am - 11:15 am - ELA 11:15 am- 11:45 am - Lunch 11:45am - 12:15pm - Physical Education 12:15pm - 1:45pm - Mathematics Instruction 1:45pm - 2:30pm - Science Instruction 2:30pm - 3:00pm - Enhancements/SEL sessions 3:00pm-3:05pm - Dismissal 3:05pm-3:30pm - Teacher Huddle & Daily +/- For enrichment: K-5 we will integrate a variety of activities. Mainly sports, art and dance. The school counselors, social workers and contracted counselors will work with small group, one-on-one and whole group activities throughout the camp.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

The planned ratio is 1:15 The planned adult/student ratio is 1:10 4 program locations are planned Physical activity will include actual physical education teachers providing sessions as well as brain breaks in classrooms

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Time Frame Minutes 4th - 8th Activity/Class 8:00am - 8:45am - Teacher Arrival & Morning Meetings/PLCs 8:45am - 9:00am - Student Arrival and Breakfast 9:00am - 10:30am - ELA 10:30am - 11:00am - Physical Activity 11:00am - 11:30am - Lunch 11:30am - 1:00pm - Mathematics Instruction 1:00pm - 2:30pm - Science Instruction 2:30pm - 3:00pm - Enhancements/SEL sessions 3:00pm-3:05pm - Dismissal 3:05pm-3:30pm - Teacher Huddle & Daily +/- For enrichment: 4-5 we will integrate a variety of activities. Mainly sports, art and dance. For 6-8 we will offer chess, robotics, sports We will also try to offer other options if we are able to secure teachers or community partners. The school counselors, social workers and contracted counselors will work with small group, one-on-one and whole group activities throughout the camp.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

The planned ratio is 1:15 The planned adult/student ratio is 1:10 4 program locations are planned Physical activity will include actual physical education teachers providing sessions as well as brain breaks in classrooms

Q2.

660 - Northampton County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☐ 150 hours
- ☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

9th - 12th Grade Time Frame. 9-12 Activity/Class 8:00am - 8:45am - Teacher Arrival & Morning Meetings/PLCs 8:45am - 9:00am - Student Arrival and Breakfast 9:00am - 11:00am - Block 1 11:05am - 11:30am - Lunch 11:35am - 1:35pm - Block 2 1:35pm - 3:00pm - Block 3 3:00pm-3:05pm - Dismissal 3:05pm-3:30pm - Teacher Huddle & Daily +/- SEL Supports - Social Workers, School Counselors and/or contracted service providers will provide small-group, whole-group, and one-on-one sessions. Typically, SEL service will be offered during each block. Students will be able to participate in sessions when they are not in their EOC-tested blocks or courses needed for graduation (seniors). Counselors will offer virtual drop-in hours for students who opt for the remote learning mode. First time credit and course recovery Students who wish to obtain first-time credit for courses or a previously failed course in an effort to improve their grade point average (GPA), must attend the entire summer program. Students must satisfy minimum course hour requirements. The student will have access via Edmentum Courseware combined with a certified teacher for credit recovery and first-time credit inclusive of enhancement classes. Edmentum EdOptions Academy may be used in some situations where students need a course for credit and a certified teacher is not available. EdOptions provides first-time credit virtually with certified teachers. This is a part of our virtual academy offerings. CCRG Courses CCRG courses are college developmental math and English courses delivered in high school. They use curricula approved by the State Board of Community Colleges and are taught by high school faculty who have been trained to teach them. In addition to addressing relevant content, CCRG courses teach a growth mindset and help students recognize that they can be successful in college. They aim to help students pass gateway math and English in their first term in college. Elective Courses will include courses offered by Northampton County Schools' teachers as well as EdOptions Academy.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Two program locations are planned.

Q3.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Active marketing of the summer learning programs must be a role of the schools including individual outreach to share the opportunities. The students who need the support the most are unlikely to sign up (Heinrich et. al, 2009). Principals will identify the students at-risk by grade level in elementary schools and by both grade and content in secondary schools. Teachers, principals, school counselors, parent liaisons, etc. will work to actively recruit (notify parents/guardians of eligibility) and encourage those students to attend the summer session. The summer program will be open to all students, however, we will actively recruit those who need the support the most.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Active marketing of the summer learning programs must be a role of the schools including individual outreach to share the opportunities. The students who need the support the most are unlikely to sign up (Heinrich et. al, 2009). Principals will identify the students at-risk by grade level in elementary schools and by both grade and content in secondary schools. Teachers, principals, school counselors, parent liaisons, athletic coaches, etc. will work to actively recruit (notify parents/guardians of eligibility) and encourage those students to attend the summer session. The summer program will be open to all students, however, we will actively recruit those who need the support the most.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

The district is planning to offer the following additional incentives. Recommended hourly rates pending board approval are \$50 per hour for certified teachers \$30 per hour for classified teaching assistants \$20.00 per hour for cafeteria \$20.00 per hour for bus drivers \$40 per hour for Social Workers \$40 per hour for School Counselors The incentive for students moving from non-proficient to proficient is \$150 per student for all certified EOGs and EOCs for teachers \$75 per student for teaching assistants in the classes with EOGs and EOCs. For teachers of \$100 per student for exceptional children's teachers serving students in EOG/EOC tested areas via inclusion \$50 per hour for certified teachers to develop the summer curriculum supportive of the science of reading, mathematical practices, focusing on anchor standards, and hands-on approach to science.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

The district is planning to offer the following additional incentives. Recommended hourly rates pending board approval are \$50 per hour for certified teachers \$30 per hour for classified teaching assistants \$20.00 per hour for cafeteria \$20.00 per hour for bus drivers \$40 per hour for Social Workers \$40 per hour for School Counselors The incentive for students moving from non-proficient to proficient is \$150 per student for all certified EOCs for teachers \$75 per student for teaching assistants in the classes with EOCs. For teachers of \$100 per student for exceptional children's teachers serving students in EOC tested areas via inclusion \$50 per hour for certified teachers to develop the summer curriculum supportive of the science of reading, mathematical practices, focusing on anchor standards, and hands-on approach to science.

Q4.

660 - Northampton County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Edmentum ExactPath and
Edmentum Study Island

Q5.
660 - Northampton County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

660 - Northampton County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

N/A

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

N/A

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

670 - Onslow County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Beth

Last Name

Folger

Q7_2. What is the **email address** of the primary contact?

beth.folger@onslow.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	910-455-2211
Phone Extension	20301

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Lisa
Last Name	Thompson

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	910-455-2211
Phone Extension	20206

Q1.

670 - Onslow County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

7.5 hour day Literacy/ELA/reading block of 3.25 hrs Math block 1.5 hrs Lunch .5 hour Physical activity .5 hour Enrichment 1.0 hour Science .75 hour (Grade 3) Integration of the local school administrative unit's reading camp, as defined in G.S. 115C-83.3(4a), into the program. Enrichment activities will be offered and may vary from campus to campus, but will consist sports, music, or arts SEL will be integrated into classroom instruction and on some campuses if staffing allows may have a designated time during the day. All campuses have access to Sanford Harmony for SEL.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

teacher ratio 1:20 program location - each school site physical activity - yes

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Grades 4 & 5 will follow the same contact hours as K-3 Grades 6-8: 1.75 hours of reading/literacy/ELA 1.75 hours mathematics 1.75 hours science 1.75 Enrichment and physical activity .5 hour lunch Enrichment activities will be offered and may vary from campus to campus, but will consist sports, music, or arts SEL will be integrated into classroom instruction and on some campuses if staffing allows may have a designated time during the day. All campuses have access to Sanford Harmony for SEL.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

teacher ratio 1:20 program location - each school site physical activity - yes

Q2.

670 - Onslow County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

For students who are taking a course for credit - schedule will be 6 1/2 hours of instruction with breaks and physical activity built in with lunch as well; for students working on credit recovery this will depend on the supports needed and the amount of days needed to work on mastery of content with the teacher as well as working on required modules. Our typical day will be based on the varying needs of high school students attending the summer learning program. We also plan to work on front loading content to help better prepare students for their upcoming fall course work. Not-for-credit opportunities will also be available for students. SEL will be integrated into classroom instruction and on some campuses if staffing allows may have a designated time during the day. All campuses have access to Sanford Harmony for SEL.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

All of our high school campuses

Q3.

670 - Onslow County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

We utilized i-Ready reading and mathematics MOY as the screener for our students by focusing on the lowest 25% of our students districtwide. The principal and teacher of record will review multiple data points such as observations, grades, EOGs, diagnostic and formative assessments, etc. to make the final determination regarding each student. Each campus will disseminate an invitation along with a form to register for the summer learning opportunity. Personal phone calls are also being made to families of those students who qualify. As space allows, our program will be open to other students not identified as at-risk.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students in grades 9-12 who have failed a course which impacts their graduation requirements will be invited to attend our summer learning program. Personal phone calls followed up with a letter/invitations will be conducted by school level staff to parents. As space allows, our program will be open to other students not identified as at-risk, but to front load content to assist students with their fall courses.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

We are offering \$1000 bonus for any staff member who commits to and works the entire summer learning program [150 hours] including certified and classified staff members. Offering a flexible work schedule as well as each staff member's receives their daily rate of pay.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

We are offering \$1000 bonus for any staff member who commits to and works the entire summer learning program [150 hours] including certified and classified staff members. Offering a flexible work schedule as well as each staff member's receives their daily rate of pay.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
670 - Onslow County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

We do not offer year round schools.

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

We do not offer year round schools.

Q6.

670 - Onslow County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

A part from the 150 hours of summer learning, we are offering one week "Explorations" on each of our campuses. These are school level designed and will be open to all students. Each campus is offering at least 3 Explorations.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

A part from the 150 hours of summer learning, we are offering one week "Explorations" on each of our campuses. These are school level designed and will be open to all students. Each campus is offering at least 3 Explorations.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

680 - Orange County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Kathleen

Last Name

Dawson

Q7_2. What is the **email address** of the primary contact?

kathleen.dawson@orange.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number

919-732-8126

Phone Extension

12010

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name

Connie

Last Name

Crimmins

Q7_5. What is the **email address** of the secondary contact?

connie.crimmins@orange.k12.nc.us

Q7_6. What is the **phone number** of the secondary contact?

Phone Number

919-245-4006

Phone Extension

1

Q1.

680 - Orange County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

☒ 150 hours

☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

☒ 150 hours

☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

7:30 Arrival and Breakfast 8:00 Morning Meeting/ Mindfulness 8:30 Knowledge Building Read Aloud, Letterland & Word Work 9:15 Brain Break 9:30 Heggerty, Writing about Reading, Kids Into Thinking Project, Math Block 10:15 Brain Break 10:30 Decodables, Shared Reading, Fluency, Strategy Groups, Lit. Circles, Math Intervention 11:15 Lunch/ Recess 12:15 SEL Check In and Transition to Enrichment 12:30 Enrichment Session 1--STEAM Project-Based Units 2:30 Snack and Social Time 3:00 Enrichment Session 2--STEAM Project-Based Units 5:00 Dismissal

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

7:30 Arrival and Breakfast 8:00 Morning Meeting/ Mindfulness 8:30 Knowledge Building Read Aloud, Write About Reading, Literacy Block 9:15 Brain Break 9:30 Inquiry-Based Math Block 10:15 Brain Break 10:30 Lit. Circles, Literacy & Math Intervention 11:15 Lunch/ Recess 12:15 SEL Check In and Transition to Enrichment 12:30 Enrichment Session 1--Project-Based Science Units 2:30 Snack and Social Time 3:00 Enrichment Session 2--Project-Based Science Units 5:00 Dismissal

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

680 - Orange County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades

9–12. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

9:00 - 9:30 - Student Arrival & Breakfast 9:30 - 12:30 - Classes in person--EOC courses, credit recovery, electives 12:30 - 1:00 - Lunch, Student Dismissal, and Teacher-Parent Calls 1:00 - 4:00 - Virtual credit recovery with teacher tutoring Class times will include community building time, individual student-teacher check-ins, and opportunities for physical fitness and team-building. Virtual Times Virtual academic support will be staggered throughout the 9:00 a.m. to 4 p.m. daily.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

680 - Orange County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

While all families were notified of the summer learning opportunities and were informed via email, phone call, and through social media, additional efforts were made for our at-risk students. At-risk students were identified via data analysis of diagnostic assessments such as mClass (K-3) and Exact Path (4-8) along with class performance. Teachers and family liaisons are personally reaching out to these families that have not yet signed up. There was also a family information session held in the evening.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

The school teams are identifying students who have failed courses or are at risk of failing. These students and families are being notified via email the requirement and opportunity for summer learning to make up credit. For those who do not sign up, teachers and counselors will call the individual students. A parent information session was also held in the evening.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

The district has created a flexible schedule so teachers have options on the duration and time blocks they would prefer to teach. Teachers are also provided options to create an enrichment program of their interest, aligned with district criteria, to teach. The district is also continuing to review teacher pay to be competitive with surrounding districts.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

The district created a schedule to allow teachers flexibility and opportunities to incorporate topics of interest. The district is also continuing to review teacher pay to be competitive with surrounding districts.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

RTA Reading Assessment
Exact Path

Q5.
680 - Orange County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

7:30 Arrival and Breakfast 8:00 Morning Meeting/ Mindfulness 8:30 Knowledge Building Read Aloud, Letterland & Word Work 9:15 Brain Break 9:30 Heggerty, Writing about Reading, Kids Into Thinking Project, Math Block 10:15 Brain Break 10:30 Decodables, Shared Reading, Fluency, Strategy Groups, Lit. Circles, Math Intervention 11:15 Lunch/ Recess 12:15 SEL Check In and Transition to Enrichment 12:30 Enrichment Session 1--Project-Based Science Units 2:30 Snack and Social Time 3:00 Enrichment Session 2--Project-Based Science Units 5:00 Dismissal

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

680 - Orange County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

The focus of the morning block is remediation and readiness in literacy and mathematics. The focus of the afternoon block is on Science and Technology readiness and enrichment for all students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

The district is creating opportunities for students to focus on their in-person instruction in the morning and creating internship opportunities for them in the afternoon with the district as part of their enrichment. This is in addition to other enrichment and elective options.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

690 - Pamlico County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Sherry

Last Name

Meador

Q7_2. What is the **email address** of the primary contact?

sherrymeador@pamlicoschools.org

Q7_3. What is the **phone number** of the primary contact?

Phone Number	(252) 745-4171
Phone Extension	636

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Lisa
Last Name	Jackson

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	(252) 745-4171
Phone Extension	623

Q1.

690 - Pamlico County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

-Proposed Schedule for delivering in-person instruction for grades K-3: K-3 Tentative Schedule (30 days: June 2-30 & August 2-12) 7:30-8:00: Arrival, breakfast, 7 Habits of Highly Effective Kids SEL coursework 8:00-8:30: K-1 Fast Phonics/Reading Eggs/Pic of Day -Art Enrichment Activity 2-3 Heggerty/Fluency/Pic of Day- Art Enrichment Activity 8:30-9:45: K-3 Mentor Text (15 min) Guided Reading rotations (Three 20 minute rotations) 9:45-10:15: K-1 Physical Education 2-3 Math instruction (Two 15 min. rotations) 10:15-10:45: K-1 Math Instruction (Two 15 min. rotations) 2-3 Physical Education 10:45-11:45: K-1 Science/STEM Enrichment Activity 2-3 Test Prep integrated with hands-on Science Inquiry 11:45-12:30: LUNCH/Reflex Math/Epic Books 12:30: Student Dismissal -Proposed enrichment activity or activities: • STEM through Science block (STEM teacher pushes in) • ART through Reading Rotations (Art teacher pushes in) • (Subject to personnel and partnerships) Enrichment camp add-on opportunities explained in Section 6 #16 -Social-emotional learning (SEL) supports: • Daily access to a school Nurse and school social worker • Use of the 7 Habits of Highly Effective Kids • Integrated use of the CASEL SEL 3 Signature Practices Playbook by staff

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Still in planning stage. We are determining how many students will be attending and how many staff we will need. There will be 1 location for K-3 students. Physical activity will be provided by a PE teacher and/or teacher assistants in the gym or on the playground.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

-Proposed Schedule for delivering in-person instruction for Grades 4-8: Grades 4-8 Tentative Schedule (30 days: June 2-30 & August 2-12) Grades 4-5 Daily Snapshot: 7:30-8:00: Arrival, breakfast, 7 Habits of Highly Effective Kids SEL coursework 8:00-8:30: Literacy Centers/Literature Block/Fluency 8:30-9:45: Guided Reading rotations /Exact Path/Enrichment Activity (Three 25 minute rotations) 9:45-10:15: Grade 4 Physical Education Grade 5 Math Rotations 10:15-10:45: Grade 4 Math Rotations Grade 5 Physical Education 10:45-11:45: Grades 4-5 Science/STEM Enrichment Activity 11:45-12:30: LUNCH/Reflex Math/Epic Books 12:30: Student dismissal -Proposed enrichment activity or activities for Grades 4-5: • STEM through Science block (STEM teacher pushes in) • ART through Reading Rotations (Art teacher pushes in) • (Subject to personnel and partnerships) Enrichment camp add-on opportunities explained in Section 6 #16 -Social-emotional learning (SEL) supports for Grades 4-5: • Daily access to a school Nurse and school social worker • Use of the 7 Habits of Highly Effective Kids • Integrated use of the CASEL SEL 3 Signature Practices Playbook by staff -Proposed schedule for delivering in-person instruction for Grades 6-8: Daily Snapshot: GRADE 6 7:30-8:00: Student Arrival and breakfast 8:00-9:00: Math/ELA/SCI 9:00-9:30: Enrichment Activity (TBD) 9:30-10:00: Physical Activity 10:00-11:00: Math/ELA/SCI 11:00-12:00: Math/ELA/SCI 12:00-12:30: Lunch 12:30: Student Dismissal GRADE 7 7:30-8:00: Student Arrival and breakfast 8:00-9:00: Math/ELA/SCI 9:00-10:00: Math/ELA/SCI 10:00-10:30: Enrichment Activity (TBD) 10:30-11:00: Physical Activity 11:00-12:00: Math/ELA/SCI 12:00-12:30: Lunch 12:30: Student Dismissal GRADE 8 7:30-8:00: Student Arrival and breakfast 8:00-8:30: Enrichment Activity (TBD) 8:30-9:00: Physical Activity 9:00-10:00: Math/ELA/SCI 10:00-11:00: Math/ELA/SCI 11:00-12:00: Math/ELA/SCI 12:00-12:30: Lunch 12:30: Student Dismissal Students in grades 6-8 would be divided into 3 groups and rotate through the 3 different subjects in the schedule. All students in each grade would do the enrichment and physical activity at the same time. - Proposed enrichment activity or activities for Grades 6-8: • STEM, CTE activities, Music, Art • (Subject to personnel and partnerships) Enrichment camp add-on opportunities explained in Section 6 #16 - Social-emotional learning (SEL) supports for Grades 6-8: • Daily access to a school Nurse and school social worker • Use of Relationships First Handbook guidance (Search Institute) • Integrated use of the CASEL SEL 3 Signature Practices Playbook by staff

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Still in planning stage. We are determining how many students will be attending and how many staff we will need. There will be 2 locations: one site for grades 4-5 students and one site for grades 6-8. Physical activity will be provided by a PE teacher and/or teacher assistants in the gym, ball fields, or on the playground.

Q2.

690 - Pamlico County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☐ 150 hours

☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Grades 9-12 Tentative Schedule (30 days beginning 6/2-6/30 & 8/2-8/12/2021): 7:30-8:00 am: Breakfast & SEL interactions with staff and classmates 8:00-9:50 am: Section/Period One (Courses offered: English 1, Math II, Math Skills Development, Earth & Physical Science, Civics, American II, Local Elective Course, Credit Recovery Lab with Courseware for all subjects offered at our high school) 9:50-10:10 am: Late Breakfast & SEL interactions with staff and classmates 10:10-12:00 pm: Section/Period Two (Courses offered: English II, Math III, Math I, Biology, American I, World History, Local Elective Course, Credit Recovery Lab with Courseware for all subjects offered at our high school) 12:00-12:30: Lunch & SEL interactions with staff and classmates 12:30: Student Dismissal -All End of Course (EOC) subjects will be offered: (Math I, Math III, English II and Biology) -Credit Recovery will be offered for the following subjects: English I, Math II, Physical Science, Earth and Environmental Science, Civics, American History I, American History II, and World History. -An elective course will be offered during each Section/Period in the form of two Local Enrichment Electives (TBD). We will also offer 48 online courses using Courseware for students needing credit recovery in an elective course. -Social-Emotional Learning (SEL) supports will be provided in the following ways: • Daily access to a school Nurse and school social worker • Use of Relationships First Handbook guidance (Search Institute) • Integrated use of the CASEL SEL 3 Signature Practices Playbook by staff

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

690 - Pamlico County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

-What process is used to determine students identified as at-risk K-8? • Students who are performing below state approved testing/benchmarks • Students who are consistently not performing at grade level on assessments (TRC, STAR, Standards Based Mastery tests, NC Check-In benchmark tests • Students who are failing core subjects and are projected to be retained at the present grade level • Students with excessive absences and/or non-existent, sporadic participation in remote and virtual learning opportunities. • Students that have experienced learning difficulties due to pandemic issues (relocation, lack of consistent connectivity, lack of off campus family virtual/remote support, etc.) -How are parents/guardian(s) contacted to notify them of student eligibility? 1. Letter will be sent home to at-risk students in each grade level (Priority 1). 2. A principal-directed message using the district's Phone Message System (Blackboard Connect) will contact these families to bring attention to the letter 3. Families of students with non-returned forms or declined participation will be contacted by phone as a follow-up to determine why participation is declined and to provide additional conferencing to hopefully solicit participation in the summer learning program 4. Any available slots will then be offered to the next group of identified students (Priority 2) 5. On grade level students (at the request of the parent) will be invited as grade level slots become available (Priority 3) 6. Students that need support transitioning back from virtual to face-to-face instruction will be included in the recruitment as well as determined by the students Priority level. Priority 1: Possible grade retention, meets several of the at-risk criteria, at least 2 or more years behind in standards mastery, reading level or math readiness. The student needs constant support (Tier II/III interventions through MTSS). Priority 2: Struggling in one content area or SEL. The student needs supports often (Tier II) Priority 3: Student needs enrichment, lacks confidence but can learn without frequent supports. Usually has only one or two areas of concern but not at risk for retention (Tier I/II interventions as needed)

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

-What process is used to determine students identified as at-risk at grades 9-12? • Students who are not passing courses in English, Mathematics, Science, and/or Social Studies • Students who are not meeting graduation standards due to failing courses • Students who are not meeting requirements to progress to the next grade level and remain with their respective cohort group • Students with excessive absences or documented lack of active participation in virtual/remote learning opportunities with the teacher and other classmates • Students who are identified as potential drop outs by the Student Services Support Team (SSST) at the high school -How are parents/guardian(s) contacted to notify them of student eligibility? • Students will be notified by conference (guidance-school administration) • Students/Parents will be notified by follow up letter • A follow up telephone call and/or conference with both the student and parent will occur if an acknowledgement in attending to the summer learning program is not made

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Beyond the REQUIRED signing bonus stipulations, PCS will compensate all employees during summer learning 2021 as follows: •All employees contracted specifically for the PCS K-12 summer learning program will be paid double their hourly rate of pay. •All contracted Summer Learning Program employees that work every day (30 days) of the summer learning program will also receive a LOCAL \$1200 stipend at the end of the program. Any contractor who is eligible for a signing bonus as described in S.L. 2021-7 AND/OR the local bonus but does not complete the contract Term as set forth in his/her contract agrees only to be entitled to a proportional share of the bonus based on the percentage of the Term that the Contractor ultimately completes. •All other regularly employed PCS staff that assist with the Summer Learning Program that are already employed during the summer months (i.e. custodians, building administrators, office staff, etc.) will receive a \$1000 stipend for the additional duties added to their daily responsibilities during the Summer Learning Program's 30 days of operation. •Any Summer Learning Program teacher that moves a child from non-proficient to proficient as indicated on the designated CBA or assessment tool or assessment will receive a stipend of \$150 per proficient student in all grades attending.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the 9–12 program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Beyond the REQUIRED signing bonus stipulations, PCS will compensate all employees during summer learning 2021 as follows: •All employees contracted specifically for the PCS K-12 summer learning program will be paid double their hourly rate of pay. •All contracted Summer Learning Program employees that work every day (30 days) of the summer learning program will also receive a LOCAL \$1200 stipend at the end of the program. Any contractor who is eligible for a signing bonus as described in S.L. 2021-7 AND/OR the local bonus but does not complete the contract Term as set forth in his/her contract agrees only to be entitled to a proportional share of the bonus based on the percentage of the Term that the Contractor ultimately completes. •All other regularly employed PCS staff that assist with the Summer Learning Program that are already employed during the summer months (i.e. custodians, building administrators, office staff, etc.) will receive a \$1000 stipend for the additional duties added to their daily responsibilities during the Summer Learning Program's 30 days of operation. •Any Summer Learning Program teacher that moves a child from non-proficient to proficient as indicated on the designated CBA or assessment tool or assessment will receive a stipend of \$150 per proficient student in all grades attending.

Q4.

690 - Pamlico County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Would like to use one or both of the following tools:

- Edmentum’s Exact Path (Have CBE documentation from vendor)
- Classworks (Have CBE documentation from vendor)

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Not Applicable to Pamlico 690.

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Not applicable to Pamlico 690.

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Pamlico County Schools is also currently exploring the possibility of offering weeklong enrichment camps from 12:30 pm-2:30 pm to immediately follow the Summer Learning Program's daily core schedule. These add on enrichment camps may include the following interest areas: woodworking, gardening, cooking, robotics/drones, metal works, agri-science, STEM, visual arts, music, 4-H, Digital media/graphics, drama/theater, etc. The participating summer learning program students would have first access to these enrichment camps. This add-on to our core summer learning program will be dependent on securing partnerships and facilitators for the above-mentioned camp topics. ☐ Breakfast & Lunch served each day ☐ Bus Transportation available if requested ☐ Daily Schedule: 7:30 am-12:30 pm 3 Locations/Sites PCPS 690324: K-3 FAA 690312: Grades 4-5 PCMS 690316: Grades 6-8 PCS Summer Learning Program dates (30 days): June 2021 dates (2-4, 7-11, 14-18, 21-25, 28-30) = 21 days August 2021 dates (2-6, 9-12) - 9 days

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

☐ Breakfast & Lunch served each day (additional breakfast opportunity for section/period 2 students or late breakfast eaters) ☐ Bus Transportation available if requested ☐ Daily Schedule: 7:30 am-12:30 pm 1 Location/Site PCHS 690320: Grades 9-12 PCS Summer Learning Program dates (30 days): June 2021 dates (2-4, 7-11, 14-18, 21-25, 28-30) = 21 days August 2021 dates (2-6, 9-12) - 9 days

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

710 - Pender County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

charles

Last Name

aiken

Q7_2. What is the **email address** of the primary contact?

charles_aiken@pender.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	9192592187
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Dee
Last Name	Owens

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	9192592187
Phone Extension	

Q1.

710 - Pender County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

For traditional calendar PreK-3 All sessions will start on June 7th through July 9th. For single track year round (1 school - Penderlea K-8) the first session will be June 7th - June 25th with the second session running Sept. 20th through Sept. 29th. For all schools the day will begin at 7:15 and end at 2:25 K - Math from 7:15-9:45, SEL from 9:45-10:18, Enrichment from 10:20 - 11:20, Lunch/PA from 11:20 - 11:50, Reading from 11:50-2:25 1st - Math from 7:15-9:45, SEL from 9:45-10:18, ELA from 10:20 - 11:50, Lunch/PA from 11:50 - 12:20, Reading from 12:22-1:20, Enrichment 1:25-2:25 2nd - Electives/Enrichment from 7:15 - 8:15, Math form 8:16-10:45, SEL from 10:45 - 11:15, Reading from 11:20 - 12:20, Lunch/recess from 12:20 - 12:50, Reading 12:55 - 2:25 3rd - Math from 7:15 to 8:45, Enrichment from 8:45-10:15, SEL from 10:15 - 10:50, Reading from 10:50-11:20, Lunch/PA from 11:20 - 11:50, Reading from 11:50 - 12:50, Science from 12:50 -2:25. Electives/Enrichment will include from PE, Music, and Art along with possible team building activities through local YMCA/Camp Kirkwood, and Camp Innovation STEM activities. Scheduling Notes: - SEL support shall be fun, engaging, collaborative ACTIVITIES coordinated by, but not limited to, counselors, military liaisons, social workers and behavior specialists. Personnel will use 2nd Step as a base curriculum along with additional CASL approved materials. - I-Ready usage shall be no more than 30 minutes per week per student per subject! - No homework will be assigned. - The majority of Core Instruction shall be small-group instruction that is fluid based on current student data.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Intended teacher ratio is 1:11 plus instructional assistants in K-3 classrooms. PCS will also hire a counselor per site. Anticipated number of K-3 sites is 4. All schedules include time for recess/physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

For traditional calendar 4th-8th grade schools, all sessions will start on June 7th through July 9th. For single track year round (1 school - Penderlea K-8) the first session will be June 7th - June 25th with the second session running Sept. 20th through Sept. 29th. For all schools the day will begin at 7:15 and end at 2:25 4th grade - Math from 7:15-8:45, Reading from 8:45-10:15, SEL from 10:20 - 10:50, Lunch/PA from 10:50- 11:20, Enrichment from 11:20-12:50, Science from 12:50 - 2:25 5th Grade - Math from 7:15-8:45, Reading from 8:45-10:15, SEL from 10:20 - 10:50, Science 10:50 - 11:5-0, Lunch/PA from 11:50 - 12:20, Science from 12:22-12:50, Enrichment 12:50-2:25 6th Grade - Math from 7:25-8:55, Elective from 8:56 - 10:26, SEL from 10:27-11:00, Lunch/PA from 11:00-11:30, ELA from 11:32-1:02, Science from 1:05 - 2:35 7th Grade - Math from 7:25-8:55, ELA from 8:56 - 10:26, SEL from 10:27-11:00, Enrichment from 11:00 - 11:30, Lunch/PA from 11:30-12:00, Enrichment continues from 12:05 - 1:00, Science from 1:03 - 2:35 8th Grade - Math from 7:25-8:55, ELA from 8:56 - 10:26, SEL from 10:27-11:00, Science from 11:00 - 12:00, Lunch from 12:05 - 12:35, Science from 12:35 - 1:00, Electives from 1:05 - 2:35 Electives/Enrichment will based on teacher availability but include PE, Music, and Art along with possible team building activities through local YMCA/Camp Kirkwood, and Camp Innovation STEM activities. Scheduling Notes: - SEL support shall be fun, engaging, collaborative ACTIVITIES coordinated by, but not limited to, counselors, military liaisons, social workers and behavior specialists. Personnel will use 2nd Step as a base curriculum along with additional CASL approved materials. - I-Ready usage shall be no more than 30 minutes per week per student per subject! - No homework will be assigned. - The majority of Core Instruction shall be small-group instruction that is fluid based on current student data. Instructional assistants may be available to support middle school staff in creating/monitoring small groups.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Intended teacher ratio is 1:11 plus some instructional assistants in 4th-8th classrooms. PCS will also hire at least one counselor per site. Anticipated number of 4-8 sites is 3 in addition to those sites housing the K-3 program. All schedules include time for recess/physical activity

Q2.

710 - Pender County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

For all high schools the program will begin on June 7 and run through July 9th with daily instruction running from 8:30 - 3:00pm. The proposed schedule consists of: o 8:30-10:30 Monday-Friday - First Block for EOC (Biology, Math 1 and 3, Eng. 2) Credit Recovery , CCRG Math/ELA, CTE Certifications o 10:30-10:50 Monday-Friday - Snack/PA (get up and moving) o 10:50-12:30- Second block for EOC (Biology, Math 1 and 3, Eng. 2), Credit Recovery, CCRG Math/ELA, CTE Certifications o 12:30-1:00-Monday/Wednesday/Friday- Guidance Lessons through Ever Fi will be used to enhance SEL, ACT, and ACT WorkKeys o 12:30-1:00-Tuesday/Thursdays- Major Clarity course pathway work, Guest speakers including CFCC, Military, Companies/Job (may be virtual), virtual field trips o 1:00-1:30 pm - Lunch o 1:30-3:00 pm - Small group or 1:1 tutoring support for Credit Recovery and/or EOC courses

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Currently anticipate 2 locations.

710 - Pender County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

A spreadsheet and google form have been created to support schools in the identification of "at-risk" as well as to support the prioritization process. The process is initiated by pulling reports regarding any students currently in the MTSS Tier 2 or 3 levels along with students currently identified as possibly failing to meet promotion standards. From that point schools are identifying additional at-risk characteristics including chronic absenteeism, one or more failing grades, multiple SEL referrals, homeless, 1 year or more below in Reading and/or Math, Level 2 or 1 in Reading/Math/Science, additional areas of identification such as EL and EC. Parents are being contacted directly by teachers via phone, email and letters. School level administrators and MTSS teams will then follow up likewise with students via the same strategies. The school system is also working with the District Public Information Officer to develop a broader social media outreach regarding the summer learning program.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

A spreadsheet and google form have been created to support schools in the identification of "at-risk" as well as to support the prioritization process. The process is initiated by pulling reports regarding any students currently in the MTSS Tier 2 or 3 levels along with students currently identified as possibly failing to meet promotion standards. From that point schools are identifying additional at-risk characteristics including chronic absenteeism, one or more failing grades, multiple SEL referrals, homeless, Level 2 or 1 in Biology/Math 1/Math 3/English 2, eligibility for CCRG in Reading and/or Math, students who have not expected credit totals at each grade level, additional areas of identification such as EL and EC. Parents are being contacted directly by teachers via phone, email and letters. School level administrators and MTSS teams will then follow up likewise with students via the same strategies. The school system is also working with the District Public Information Officer to develop a broader social media outreach regarding the summer learning program.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

All teachers will be offered a \$1200 signing bonus, all IA's will be offered a \$800 signing bonus and all drivers will be offered a \$400 bonus. All teachers and IA's will earn a stipend at their hourly rate plus 10% Teachers are being encouraged to work in partners to split the total number of days.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

All teachers will be offered a \$1200 signing bonus, all IA's will be offered a \$800 signing bonus and all drivers will be offered a \$400 bonus. All teachers and IA's will earn a stipend at their hourly rate plus 10% Teachers are being encouraged to work in partners to split the total number of days.

Q4.

710 - Pender County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
710 - Pender County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This information was included with the first set of questions.

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This information was included with the first set of questions.

Q6.

710 - Pender County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Pender County is working to establish partnerships with our Military Liaison counselors to support purple star students, establish virtual field trips for career opportunities, utilize our STEM programs and modules, build on hands on activities or performances for Art and Music. In addition we will be using PE teachers to support structured physical activities. Our other partnership possibility is with Camp Kirkwood, a nearby YMCA partner that has offered to come in and do team building.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Pender County is working to establish partnerships with our Military Liaison counselors to support purple star students, establish virtual field trips for career opportunities, utilize our STEM programs and modules, build on hands on activities or performances for Art and Music and PE. Additionally we are working with our CTE departments to offer mini-credentials and possibly certifications in some areas. We are also looking to use MajorClarity, which is our course planning tool that allows students to plan out steps for either college and/or career options. Our other partnership possibility is with Camp Kirkwood, a nearby YMCA partner that has offered to come in and do team building.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

720 - Perquimans County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Melissa

Last Name

Fields

Q7_2. What is the **email address** of the primary contact?

mfields@pqschools.org

Q7_3. What is the **phone number** of the primary contact?

Phone Number	2524265741
Phone Extension	238

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Tanya
Last Name	Turner

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	2524265741
Phone Extension	222

Q1.

720 - Perquimans County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The instructional day will begin at 7:45 and end at 3:15. Students will rotate through different subjects to receive academic support in Math (Ready, Math Centers), Reading (Letterland, Ready, Literacy Centers) and Science. Students will be offered SEL support by the district social worker and also through instructional assistants implementing the Sanford Harmony Program. Students will receive all the required supports and enrichment activities required by HB82 including a connect class and recess on a daily basis.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Teacher/student ratio - Approximately 12 students per class. Adult/student ratio - Approximately 10 students per adult. Program location(s) - Perquimans Central School Physical activity - PE will be provided by a Certified PE teacher daily

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Grades 4-5 The 4th and 5th grade students will be housed at the same sight as the K - 3 students. Their instructional day will be from 7:45 - 3:15. They will receive instruction in Math, Reading, and Science. Students will be offered SEL support by the district social worker and also through instructional assistants implementing the Sanford Harmony Program. Students will receive all the required supports and enrichment activities required by HB82 including a connect class and recess on a daily basis. Grades 6-8 Students in Grades 6-8 will receive instruction in Math, Reading, and Science. The instructional day will be 7:45 - 3:15. Students will be offered SEL support by the district social worker and also through the Character Strong Program. Students will receive all the required supports and enrichment activities required by HB82 including an Art Class and PE on a daily basis.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/student ratio - Approximately 12 students per class. Adult/student ratio - Approximately 10 students per adult. Program location(s) - Perquimans Central School (Grades 4-5); Perquimans County High School (Grades 6-8) Physical activity - PE will be provided by a Certified PE teacher daily

Q2.

720 - Perquimans County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

A typical day for students in grades 9-12 in the school extension program will mirror a day of school in a regular setting. Students will have four periods each day. The day will begin at 7:45 and end each day at 3:15. Students will have the opportunity to complete any core course during the extension program in the areas of math, english, science, and social studies. Students will also be able to complete the healthy living course as an elective as well as ACT/SAT prep courses for our upper level students. Students will be able to complete credit recovery for courses taken but not passed in the 2020-2021 school year. Lunch will be provided each day between 11:30 and 12:30 for all students. We will have three thirty minute lunch groups for students to take a break from their work and eat. Our district social worker will provide SEL support for students on a periodic basis for students. School guidance counselors will also be available to SEL support.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

The 9-12 program will be housed at Perquimans County High School.

Q3.

720 - Perquimans County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

-Students were identified as at-risk if they had missed 20 or more days of school, failed reading and/or math, and were well below grade level according to iReady reading and math diagnostic assessments. -Parent/guardians received a letter from the schools outlining the details of the program. Schools followed up with a personal phone call to each family of invited students. A follow-up letter was sent to families to confirm attendance.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

-Students were identified as at-risk if they had missed 20 or more days of school, were in danger of being retained, and/or would be off schedule to graduate due to failures in core classes. -Parent/guardians of invited students received a personal phone call outlining the details of the program. A follow-up letter was sent to families to confirm attendance.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

-The LEA will offer daily rate of pay + \$25 for each staff member that works in the Summer Extension Program. In addition, all full time employees will receive a \$1200 supplement or proportional share based on the number of days worked. Part time employees will receive a \$600 supplement or proportional share based on the number of days worked. In addition, school sites will be flexible with staffing allowing teachers to partner together to cover the days of employment over the course of the summer.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

-The LEA will offer daily rate of pay + \$25 for each staff member that works in the Summer Extension Program. In addition, all full time employees will receive a \$1200 supplement or proportional share based on the number of days worked. Part time employees will receive a \$600 supplement or proportional share based on the number of days worked. In addition, school sites will be flexible with staffing allowing teachers to partner together to cover the days of employment over the course of the summer.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
720 - Perquimans County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

NA

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

NA

Q6.

720 - Perquimans County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

The K-8 program will integrate a summer learning program from Curriculum Associates as the core curriculum for our summer extension program.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

The 9-12 program will integrate face-to-face teaching, Edgenuity, and NCVPS.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

730 - Person County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Amy

Last Name

Seate

Q7_2. What is the **email address** of the primary contact?

seatea@person.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	3365992191
Phone Extension	22122

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Jenna
Last Name	Regan

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	3365992191
Phone Extension	22119

Q1.

730 - Person County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

K-2 Schedule 8:00-11:00 ELA Block 11:00-11:30 Lunch & Learn 11:30-1:30 Math Block 1:30-2:00 Physical Activity 2:00-3:00 Enrichment Activities (Enrichment activities will be Art, Music, Team building, Interest Clubs, etc.) 3rd grade schedule 8:00-10:00 ELA Block 10:00-11:00 Science Block 11:00-11:30 Lunch & Learn 11:30-1:30 Math Block 1:30-2:00 Physical Activity 2:00-3:00 Enrichment Activities (Enrichment activities will be Art, Music, Team building, Interest Clubs, etc.) Students will be receive daily SEL support from their teachers and their counselor using the DESSA universal screener and lesson plans. (DESSA- Devereux Student Strengths Assessment)

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Teacher/student ratio = approximately 15:1 Adult/student ratio = 8:1 Number of program location = 5 Physical Activity will be outside preferably and connected to content standards.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades

4–8. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

4-5 Schedule 8:00-10:00 ELA Block 10:00-11:00 Science Block 11:00-11:30 Lunch & Learn 11:30-1:30 Math Block 1:30-2:00 Physical Activity 2:00-3:00 Enrichment Activities (Enrichment activities will be Art, Music, Team building, Interest Clubs, etc.) Students will be receive daily SEL support from their teachers and their counselor using the DESSA universal screener and lesson plans. (DESSA- Devereux Student Strengths Assessment) 6-8 Schedule 8:05-9:15 First Core 9:15-10:25 Second Core 10:25-11:30 Lunch 11:35-12:50 Elective/Enrichment (see below) 12:50-2:00 Third Core 2:00-3:10 Fourth Core (Math, ELA, Science, Remediation/Acceleration will be housed in Cores) (Enrichment activities will be Art, Music, Team building, Interest Clubs, etc.) Students will be receive daily SEL support from their teachers and their counselor using the DESSA universal screener and lesson plans. (DESSA- Devereux Student Strengths Assessment)

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8.** This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher to student ratio will depend on teacher availability and student enrollment, as well as number of locations. Physical Activity will be outside preferably and connected to content standards.

Q2.

730 - Person County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

All EOC Courses will be offered (Math I, English II, Biology) Credit Recovery & Initial Credit will be offered for Math 1, Math 2, Math 3, Math 4, World History, American History 1, American History 2, Civics, Physical Science, Earth Environmental, English 1, English 2, English 3, English 4 OCS Courses will be offered (Intro to Math, Math 1, Prep 1-3) Elective courses will be offered (Health & PE, Foods, Health Science, Music, Family Consumer Sciences) SEL supports will be received from teachers and counselors using the DESSA universal screener and lesson plans. (DESSA- Devereux Student Strengths Assessment) Schedule 8:00-9:30 First Period 9:30-11:00 Second Period 11:00-12:00 Rocket Seminar - Lunch, SEL, Physical Activity, Enrichment/Electives 12:00-1:30 Third Period 1:30-3:00 Fourth Period

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

2 locations

Q3.

730 - Person County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students are identified as at-risk if they are failing, score in the lower 50th percentile (not performing at grade level) of benchmark tests, or have failed a previous grade level. All parents and guardians were notified via email, letter, and/or phone call that they are eligible for the summer program. A survey was given to collect interest in the summer program. Parents have filled out a google form indicating participation. Each school principal uses the spreadsheet created by this google form to contact parents to organize transportation, meals, and teacher assignment. Principals are also making personal phone calls to parents of at-risk students who have not filled out the google form to ensure they have the opportunity to participate. Social Workers are making home visits to families who have yet to respond to any type of communication.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students are identified as at-risk if they are failing, score in the lower 50th percentile (not performing at grade level) of benchmark tests, or have failed a previous grade level. All parents and guardians were notified via email, letter, and/or phone call that they are eligible for the summer program. A survey was given to collect interest in the summer program. Parents have filled out a google form indicating participation. Each school principal uses the spreadsheet created by this google form to contact parents to organize transportation, meals, and teacher assignment. Principals are also making personal phone calls to parents of at-risk students who have not filled out the google form to ensure they have the opportunity to participate. Social Workers are making home visits to families who have yet to respond to any type of communication.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

The LEA/PSU will offer bonuses to all school staff above the required bonus and an increased hourly pay.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

The LEA/PSU will offer bonuses to all school staff above the required bonus and an increased hourly pay.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
730 - Person County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

No year-round schools

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

730 - Person County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

We currently use iReady K-5 but will need to (and plan to) pay for 6-8 to use for Summer Learning.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

740 - Pitt County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Lisa

Last Name

Tate

Q7_2. What is the **email address** of the primary contact?

ltate@pitt.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	252-830-4200
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Yanisha
Last Name	Mann

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	252-830-4200
Phone Extension	4295

Q1.

740 - Pitt County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

K-2 Sample Schedule Time Class Instructional Minutes 7:30-8:00 Students Arrive/Breakfast 8:00-8:15 SEL 15 8:15-9:30 ELA 75 9:30-9:45 Read Aloud/Recess/Snack 15 9:45-11:00 Math 75 11:00-12:00 Encore/Staggered Lunch 60 Total # of hours Instructional time 240 minutes (4 hours) *During the encore block, it would be a prime time to incorporate booking guests that can engage the students. This could also be a time for virtual field trips and guest speakers. Contact Ron Butler to see if he can connect schools with student or professional athletes that can do motivational speaking or contact Beth Ann Trueblood or Jane Behan to book encore/enrichment activities and/or guests.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

3-5 Sample Schedule Time Class Minutes 7:30-8:00 Arrival/Breakfast 8:00-8:15 SEL 15 8:15-9:15 ELA 60 9:15-10:00 Science 45 10:00-11:00 Math 60 11:00-12:00 Encore/Staggered Lunch 60 Total # of hours *Recess will be incorporated each day Instructional Time 240 minutes (4 hours) 6 - 8 Sample Schedule Time Class Instructional Minutes 8:30-9:00 Arrival and Breakfast 9:00-9:15 SEL 15 9:15-10:05 1st Block 50 10:05-10:08 Transition 10:08-10:58 2nd Block 50 10:58 - 11:18 Recess/Physical Activity 11:18 - 11:21 Transition 11:21-12:35 3rd Block/Staggered Lunch (Three staggered lunches are possible.) 50 12:35-12:38 Transition 12:38-1:28 4th Block 50 1:28 - 1:30 Dismissal Total Instructional Hours 215 minutes (3 hours, 35 min)

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

740 - Pitt County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☐ 150 hours
- ☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades

9–12. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

9 - 12 Sample Schedule Time Class Instructional Minutes 8:30 - 9:00 Arrival & Breakfast 9:00 - 9:15 SEL campuswide 15 9:15 - 10:45 Block 1 90 10:45 - 11:00 Break 11:00 - 12:30 Block 2 90 12:30 - 1:00 Lunch 30 minutes 1:00 - 1:30 Physical Activity & dismissal 30 minutes Note: High schools must offer In-person instruction for EOCs and an elective course. Also must provide access to teacher support for credit recovery modules. SEL activities will also be embedded in content blocks for student support.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

740 - Pitt County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

K-8 students are identified for this program if they are 1. failing reading 2. failing math 3. 2 or more grades level behind in i-Ready Math 4. 2 or more grades level behind in i-Ready Reading parents are contacted by phone and email to fill out a form to register children

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

9-12 Criteria: focus on credit recovery and at-risk student based on PCS Promotion Standards 9th graders without - 6 units of credit 10th graders without 13 units of credit (including English I) 11th graders without 20 units of credit – must include English II 12th-Seniors in need of credit recovery parents are contacted by phone and email to fill out a form to register children

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

-4 day work weeks -shortened days (6 hours)

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

-4 day work weeks -shortened days (6 hours)

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
740 - Pitt County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

n/a

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

n/a

Q6.

740 - Pitt County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

This question was not displayed to the respondent.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

750 - Polk County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Ronette

Last Name

Dill

Q7_2. What is the **email address** of the primary contact?

rdill@polkschools.org

Q7_3. What is the **phone number** of the primary contact?

Phone Number	828-893-3051
Phone Extension	1220

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Dave
Last Name	Scherping

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	828-894-3051
Phone Extension	1230

Q1.

750 - Polk County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Proposed Schedule 7:45am-8:15am Welcome & Breakfast in Classrooms 8:15am-8:30am SEL Second Step Lesson 8:30am-11:30am Instructional Time 90 minutes - Reading 60 minutes - Math 30 minutes - Science or Enrichment 11:30am-12:30pm Physical Activity & Lunch 12:30pm-2:30pm Instructional Time 45 minutes - Reading 45 minutes - Math 30 minutes - Science or Enrichment 2:15pm-2:30pm SEL Read Alouds (Discussion or Journaling) 2:30pm Dismissal 2:30pm-5:00pm PEAK After School Proposed Enrichment Activities Enrichment activities will focus on the Arts and STEM Social-Emotional Learning Supports Counselor on-site daily from 7:30am-2:30pm Second Step SEL curriculum implemented daily

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Teacher/student ratio = 1:10 Adult/student ratio = 1:7 Program location: Polk County Middle School will serve as the central site for students from the 4 elementary schools and 1 middle school in our district. Physical activity: The district plans to purchase DrumFIT. Students will have access to the gym, fields, playground and walking/running trails on site. Certified physical education teachers and teaching assistants will lead and supervise daily physical activities.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades

4–8. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Proposed Schedule: 7:45am-8:15am Welcome & Breakfast in Classrooms 8:15am-8:30am SEL Second Step Lesson 8:30am-11:30am Instructional Time 60 minutes - ELA 60 minutes - Math 60 minutes - Science 11:30am-12:30pm Physical Activity & Lunch Outdoors 12:30pm-2:30pm Instructional Time 30 minutes - ELA 30 minutes - Math 30 minutes - Science 30 minutes - Enrichment 2:15pm-2:30pm SEL Read Alouds (Discussion or Journaling) 2:30pm Dismissal 2:30pm-5:00pm PEAK After School Proposed Enrichment Activities Enrichment activities will again focus on the Arts and STEM for students in Grades 4-5. For students in Grades 6-8, activities will also include life skills and outdoor adventure safety. Social-emotional learning (SEL) supports: School counselor on site from 7:30am-2:30pm daily Second Step SEL curriculum daily

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/student ratio = 1:10 Adult/student ratio = 1:8 Program location: Polk County Middle School will serve as the central site for students from the 4 elementary schools and 1 middle school in our district. Physical activity: The district plans to purchase DrumFIT. Students will have access to the gym, fields, playground and walking/running trails on site. Certified physical education teachers and teaching assistants will lead and supervise daily physical activities.

Q2.

750 - Polk County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☐ 150 hours
- ☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

End-of-Course subjects offered: Math 1, Math 3, English 2 and Biology Credit Recovery subjects offered: This will be determined based on individual student need. The district will use NCVPS and/or Edgenuity, in conjunction with in-person teacher support for students seeking credit recovery. Elective Course offered: The district plans to offer at least two in-person electives: Horticulture/Agriculture/Animal Science elective and a Strength & Conditioning elective. Social-Emotional Learning (SEL) supports: For students in Grades 9-12, SEL supports will include 7:30am-2:30pm access to a school counselor; access to the Second Step curriculum; and a 20-30 minute period of time each day to explore the NC Arts Council A+ U videos for self-care, enjoyment and relaxation. Topics include: drawing mandalas, movement for self-care, bamboo haiku, songwriting, American Sign Language and drawing close to nature.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

The school extension program for Grades 9-12 will be held at the Polk County Early College facility. The facility is within walking distance of the high school's greenhouse, farm, track and weight rooms.

Q3.

750 - Polk County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

School principals were asked to work with teachers and counselors at their individual schools to review student data, including grades, attendance, observations and assessments (formative, diagnostic and State assessments) and list students (in-person and remote) who are at risk for academic failure and not successfully progressing toward grade promotion and graduation. Classroom teachers will personally call the parent(s)/guardian(s) of these students to encourage them to allow their child(ren) to participate this Summer. If parent(s)/guardian(s) are agreeable, the teacher will send home either a paper registration form or a QR code to complete an online registration form. Teachers, counselors and principals will call to confirm student participation in late May.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

High school administrators were asked to work with teachers and counselors at their individual schools to review student data, including current credits, grades, attendance, observations and assessments (formative, diagnostic and State assessments). Students with less than the required units below are considered at-risk: Sophomore = 6 units (English I & one unit of Math) Junior = 13 units (English I, II & two units of Math) Senior = 20 units (English I, II, III & three units of Math) In-person and remote students who are at risk for academic failure and not successfully progressing toward grade promotion and graduation will be invited to participate this Summer. Classroom teachers or school counselors will personally call the parent(s)/guardian(s) of the students to encourage them to allow their child(ren) to participate this Summer. If parent(s)/guardian(s) are agreeable, the teacher will send home either a paper registration form or a QR code to complete an online registration form. Teachers, counselors and principals will call to confirm student participation in late May.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers will have a duty-free lunch and one hour of planning time daily. The hourly rate of pay for certified teachers will be significant (between \$35-50 per hour). The exact compensation has not yet been announced because our Finance Officer is waiting on additional fiscal guidance from NCDPI. Even without knowing details about their compensation, ALL teaching positions for K-6 have been filled and most of the positions for 7-12 have been filled.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers will have a duty-free lunch and one hour of planning time daily. The hourly rate of pay for certified teachers will be significant (between \$35-50 per hour). The exact compensation has not yet been announced because our Finance Officer is waiting on additional fiscal guidance from NCDPI. Even without knowing details about their compensation, ALL teaching positions for K-6 have been filled and most of the positions for 7-12 have been filled.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
750 - Polk County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

750 - Polk County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

780 - Public Schools of Robeson County

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Sandra

Last Name

Evans

Q7_2. What is the **email address** of the primary contact?

sandra.evans@robeson.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	910-258-5218
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Cynthia
Last Name	Lewis

Q7_5. What is the **email address** of the secondary contact?

cynthia.lewis@robeson.k12.nc.us

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	910-736-7910
Phone Extension	

Q1.

780 - Public Schools of Robeson County

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Public Schools of Robeson County (PSRC) Summer Learning and Enrichment Camp will be held at (2) Pre-K and all (20) elementary sites across the district. The program will follow the requirements of House Bill 82 / SL 2021-7. Specifically, instruction shall be delivered for at least 150 hours throughout the program as follows: a. The instructional time shall not include the time for lunch service, transition periods, and the physical activity period required by this section. b. Instruction shall not be delivered on Saturdays. c. Meal service for each instructional day. d. A period of physical activity during the instructional day. Students in the Public Schools of Robeson County in grade PK - 3 will receive face-to-face instruction for a total of 150 hours of instruction. Save the Date announcements were sent to all staff and posted on Social Media in January and again in mid-March with revised dates that met the requirement of House Bill 82 / SL 2021-7. The dates and times are as follows: June 14-24 and July 6-29 Monday - Thursday Student Day: 8:00-3:30 Teacher Day: 7:30-4:00 Each day includes 150 minutes of instruction and 55 minutes for lunch, transitions, and physical activity. Sample Schedules and Sample Academic Expectations will be sent in a follow-up email to Michael Maher, Executive Director and Lynne Barbour, Deputy Director for PK-5 since the survey format prevents hyperlinks. Social and emotional lessons will be incorporated through Sanford Harmony in PK-6. Sanford Harmony SEL is research-based, teacher-informed, and classroom-tested to promote children's social-emotional development, safety, and well-being from Early Learning through Grade 8. Of note, the Collaborative for Academic, Social, and Emotional Learning (CASEL), the clearinghouse for advancing social-emotional learning, has recognized Sanford Harmony as a CASEL SElect program for excellence in supporting SEL in schools and districts nationwide.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

The PSRC Summer Enrichment and Learning Camp will have a teacher/student ratio of no more than 10/1 and an adult ratio of 9/1. The PSRC strives to have a site at each PK (2), elementary (20), and middle school (9). As student enrollment numbers increase/decrease, some sites may be consolidated. As noted in the provided sample schedules, each student day allows for a physical activity period each day adjacent to the student lunch period. This time is in addition to the enrichment period of either physical education, music, and art.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Public Schools of Robeson County (PSRC) Summer Learning and Enrichment Camp will be held at (2) Pre-K, (20) elementary sites, and (9), middle school sites across the district. The program will follow the requirements of House Bill 82 / SL 2021-7. Specifically, instruction shall be delivered for at least 150 hours throughout 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. c. Meal service for each instructional day. d. A period of physical activity during the instructional day. Students in the Public Schools of Robeson County in grades 4-8 will receive face-to-face instruction for a total of 150 hours of instruction. Save the Date announcements were sent to all staff and posted on Social Media in January and again in mid-March with revised dates that met the requirement of House Bill 82 / SL 2021-7. The dates and times are as follows: June 14-24 and July 6-29 Monday - Thursday Student Day: 8:00-3:30 Teacher Day: 7:30-4:00 Each day includes 150 minutes of instruction and 55 minutes for lunch, transitions, and physical activity. Sample Schedules and Sample Academic Expectations will be sent in a follow-up email to Michael Maher, Executive Director and Lynne Barbour, Deputy Director for PK-5 since the survey format prevents hyperlinks. Social and emotional lessons will be incorporated through Sanford Harmony in PK-6. Sanford Harmony SEL is research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 8. Of note, the Collaborative for Academic, Social, and Emotional Learning (CASEL), the clearinghouse for advancing social-emotional learning, has recognized Sanford Harmony as a CASEL SElect program for excellence in supporting SEL in schools and districts nationwide. All teachers in grades 6-12 will incorporate SEL Three Signature Practices for the Classroom. These practices include welcoming inclusion activities, engaging strategies and brain breaks, and optimistic closures. Teachers will also use the NC SEL Standard Mapping Document Table in order to incorporate appropriate SEL lesson resources into their individualized content instruction.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

The PSRC Summer Enrichment and Learning Camp will have a teacher/student ratio of no more than 10/1 and an adult ratio of 9/1. The PSRC strives to have a site at each elementary, and middle school. As student enrollment numbers increase/decrease some sites may be consolidated. As noted in the provided sample schedules, each student day allows for a physical activity period each day adjacent to the student lunch period. This time is in addition to the enrichment period of either physical education, music, and/or art.

Q2.

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☐ 150 hours

☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Public Schools of Robeson County (PSRC) Summer Learning and Enrichment Camp will be held at all (6) high school sites across the district. The program will follow the requirements of House Bill 82 / SL 2021-7. Specifically, instruction shall be delivered for at least 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. c. Meal service for each instructional day. d. A period of physical activity during the instructional day. Students in the Public Schools of Robeson County in grades 9-12 will be offered face-to-face instruction for a total of 30 days of instruction. Save the Date announcements were sent to all staff and posted on Social Media in January and again in mid-March with revised dates that met the requirement of House Bill 82 / SL 2021-7. The dates and times are as follows: June 7-30 and July 6-29 Monday - Thursday Student Day: 8:00-3:30 Teacher Day: 7:30-4:00 Sample Schedules and Sample Academic Expectations will be sent in a follow-up email to Michael Maher, Executive Director and Lynne Barbour, Deputy Director for PK-5 since the survey format prevents hyperlinks. Courses offered for 9-12 include Math I, Math III, English II, and Biology at all high schools, along with credit recovery courses, and elective courses. Each high school will offer specific courses based upon the needs of the students at the school. Social and emotional lessons in grades 6-12 will be incorporated via SEL Three Signature Practices for the Classroom. These practices include welcoming inclusion activities, engaging strategies and brain breaks, and optimistic closures. Teachers will also use the NC SEL Standard Mapping Document Table in order to incorporate appropriate SEL lesson resources into their individualized content instruction.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

The PSRC Summer Enrichment and Learning Camp will have a teacher/student ratio of no more than 10/1 and an adult ratio of 9/1. The PSRC strives to have a site at each high school. As student enrollment numbers increase/decrease some sites may be consolidated. As noted in the provided sample schedules, each student day allows for a physical activity period each day adjacent to the student lunch period. This time is in addition to the enrichment period of either physical education, music, and/or art.

Q3.

780 - Public Schools of Robeson County

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the K–8 program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

The PSRC is opening up Summer Learning and Enrichment Camp to all students while prioritizing and completing special outreach to “at-risk” students. Outreach to families to increase participation includes advertising enrichment activities such as music, art, and physical education as well as SEL Sanford Harmony. Schools are individually contacting parents of eligible students. There is also a district-wide social media campaign that includes a google registration form. Parents are able to register students online or via hard paper copy at the school level. Identification of students in kindergarten through grade two will occur via the use of the the following data sources: i-Ready Oral Reading Fluency (ORF) i-Ready EOY Scale Scores Reading (State set for RTA) Kindergarten Proficiency scores EOY: 397 First Grade Proficiency scores EOY: 455 Second Grade Proficiency scores EOY: 512 Math (Set by Iready Scale Scores for Math) Kindergarten Proficiency scores EOY: 362 First Grade Proficiency scores EOY: 402 Second Grade Proficiency scores EOY: 428 Identification of students in grades three through grade eight will occur via the use of the following data sources: i-Ready EOY Scale Scores in Reading for Grades 3-8 Grade 3 - 537* (Requirement set by NCDPI for Grade 3) Grade 4 - 557 Grade 5 - 581 Grade 6 - 598 Grade 7 - 609 Grade 8 - 620 Students who scored non-proficient in Math and/or Science on the NC EOG. Attachments will be emailed.

Q3_2.

In the space provided, please describe outreach efforts for the 9–12 program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

The PSRC is opening up Summer Learning and Enrichment Camp to all students while prioritizing and completing special outreach to “at-risk” students. Outreach to families to increase participation includes advertising enrichment activities such as music, art, and physical education as well as SEL. Schools are individually contacting parents of eligible students. There is also a district-wide social media campaign that includes a google registration form. Parents are able to register students online or via hard paper copy at the school level. Identification of students in grades nine through twelve will occur via the use of the following data sources: *All students taking EOCs are eligible. Students who scored non-proficient on the NC EOC in Math I, English II, Math III, or Biology. Administrator/Teacher Recommendations Students who are eligible for credit recovery courses

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the K–8 program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

The PSRC has decided upon the following pay rates for Summer Learning and Enrichment Camp: Site Coordinators - \$60 per hour Certified teachers - \$50 per hour (includes media, nurses, social workers, counselors, and related EC services) Teacher Assistants - \$30 per hour Cafeteria Managers - \$30 per hour Cafeteria workers - \$25 per hour Bus drivers - \$25 per hour In accordance with HB82, the Public Schools of Robeson County (PSRC) will offer a signing bonus of \$1,200 to any teacher who (i) 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 (ii) has received National Board for Professional Teaching Standards Certification. The PSRC will also provide a reading camp performance bonus to any teacher who provided instruction at a third grade reading camp in a per-student of one hundred fifty dollars (\$150.00) for each student not demonstrating reading proficiency who is assigned to that teacher who demonstrates reading proficiency on an alternative assessment at the end of the reading camp.

Q3_4.
In the space provided, please describe the efforts taken to incentivize teacher participation in the 9–12 program, please include the following:
- Beyond the required signing bonus, what additional incentives will the LEA offer?

The PSRC has decided upon the following pay rates for Summer Learning and Enrichment Camp: Site Coordinators - \$60 per hour Certified teachers - \$50 per hour (includes media, nurses, social workers, counselors, and related EC services) Teacher Assistants - \$30 per hour Cafeteria Managers - \$30 per hour Cafeteria workers - \$25 per hour Bus drivers - \$25 per hour In accordance with HB82, the Public Schools of Robeson County (PSRC) will offer a signing bonus of \$1,200 to any teacher who (i) 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 (ii) has received National Board for Professional Teaching Standards Certification. The PSRC will also provide a reading camp performance bonus to any teacher who provided instruction at a third grade reading camp in a per-student of one hundred fifty dollars (\$150.00) for each student not demonstrating reading proficiency who is assigned to that teacher who demonstrates reading proficiency on an alternative assessment at the end of the reading camp.

Q4.
780 - Public Schools of Robeson County

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

780 - Public Schools of Robeson County

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

The PSRC will follow all guidelines as outlined in the In This Together Public Schools of Robeson County Re-Entry Plan which is modeled after the Strong Schools NC Public Health Toolkit as related to transportation, school food services, and cleaning/sanitation of school sites.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

The PSRC will follow all guidelines as outlined in the In This Together Public Schools of Robeson County Re-Entry Plan which is modeled after the Strong Schools NC Public Health Toolkit as related to transportation, school food services, and cleaning/sanitation of school sites.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

This question was not displayed to the respondent.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

760 - Randolph County School System

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Cathy

Last Name

Waddell

Q7_2. What is the **email address** of the primary contact?

cwaddell@randolph.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number

336-633-5027

Phone Extension

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name

Mary (Beth)

Last Name

Davis

Q7_5. What is the **email address** of the secondary contact?

mdavis@randolph.k12.nc.us

Q7_6. What is the **phone number** of the secondary contact?

Phone Number

336-633-5044

Phone Extension

Q1.

760 - Randolph County School System

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

☒ 150 hours

☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

☒ 150 hours

☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Grades K-2 8:00 - 11:30 Reading (In-person whole group and small group instruction) 11:30 - 12:00 Lunch and physical activity 12:00 - 2:15 Math (In-person whole group and small group instruction) 2:15 - 2:53 Enrichment activity (music and art) Grades 3-5 8:00 - 11:30 Reading (In-person whole group and small group instruction) 11:30 - 12:00 Lunch and physical activity 12:00 - 1:30 Math (In-person whole group and small group instruction) 1:30 - 2:15 Science 2:15 - 2:53 Enrichment activity (music and art) The proposed SEL supports for K-5 will be derived from the Scholastic Summer Program Curriculum

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

A. Eight elementary school sites will operate for K-5 students. B. Student/teacher Ratio will depend on the number of students who elect to attend summer school and the number of teachers available to teach. C. The time designated for physical activity will planned by the teacher.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Grades 3-5 8:00 - 11:30 Reading (In-person whole group and small group instruction) 11:30 - 12:00 Lunch and physical activity 12:00 - 1:30 Math (In-person whole group and small group instruction) 1:30 - 2:15 Science 2:15 - 2:53 Enrichment activity (music and art) The proposed SEL supports for K-5 will be derived from the Scholastic Summer Program Curriculum Grades 6-8 8:00-9:00 Math (2 instructional groups per class) 30 minutes per group then switch Group 1: Direct instruction Group 2: Small group and individualized instruction 9:00-10:30 Science and Science Lab Interactive hands on Science daily 10:30-11:30 Reading Instruction (2 instructional groups) Group 1: direct instruction Group 2: small group/individualized instruction 11:30-12:00 Physical Activity 12:00-12:30 Lunch 12:30-1:00: Art 1:00-1:45: Math Round 2 Review of the earlier material and reteach/practice 1:45-2:53 Reading Instruction Mini Lesson on skill and partner reading Lunch/PE time Art and Music to be provided for the 4-5 enrichment component. -EverFi's Future Smart curriculum may be used to provide the enrichment component for 6-8 students. -The proposed SEL supports for K-5 will be derived from the Scholastic Summer Program Curriculum -A school counselor will be hired to provide small group supports in SEL for 6-8 students.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

A. Four middle school sites will operate for 6-8 students. B. Student/teacher Ratio will depend on the number of students who elect to attend summer school and the number of teachers available to teach. C. The time designated for physical activity will planned by the teacher.

Q2.

760 - Randolph County School System

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Below is a link to the draft 9-12 Summer Learning Schedule https://docs.google.com/spreadsheets/d/1mYO_UQteA-ZOwmZNu-t-fqNhrTTfpE0NfklpqU0i9_0/edit?usp=sharing

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Eight locations will be in operation for students in grades 9-12.

Q3.

760 - Randolph County School System

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Linked below is the process used to determine students identified as at risk K-5.

https://docs.google.com/document/d/1_b0zg7xelxV8zTiXMFvKMY5HuLTBTuPLD9Kt7HI1IS8/edit?usp=sharing Each student identified as at-risk was sent a letter from the school administrator. Follow up phone calls are to be made to parents who fail to respond. Guidance for grades 6-8: Considerations: Students in grades 6-8 who are at-risk for failing Mathematics, English Language Arts, or Science will be eligible for summer school. Students failing two or three of the three core subjects to be addressed in summer school may be considered high priority for summer school. Students for whom summer school will make a significant impact in learning loss due to Covid-19 circumstances. Any student who expresses interest in attending summer school will be considered based on available space. Criteria for At Risk Identification: iReady Data Formative Assessment data for Math Formative Assessment data for Reading Formative Assessment data for Science MTSS Intervention data Grades Each at-risk student will receive a letter of invitation from the school administrator. Follow up phone calls will be made to parents who do not respond in writing.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Considerations: Students in grades 9-12 who are at-risk for failing courses and not progressing toward graduation are to be considered for the use of credit recovery modules. Students failing NC Math I, English II, Biology and NC Math 3 may be considered high priority for summer school. Students for whom summer school will make a significant impact in learning loss due to Covid-19 circumstances. Any student who expresses interest in attending summer school will be considered based on available space. Formative Assessment data for EOC courses EOC data from first semester MTSS Intervention data Grades Transcript evaluation/credits earned

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Undetermined

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Undetermined

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
760 - Randolph County School System

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

760 - Randolph County School System

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

All schools in the Randolph County School System began hybrid instruction on August 17, 2020. Our self-contained Exceptional Children have received instruction 5 days a week since early October. On October 26, 2020 all K-5 students were offered the opportunity to attend in-person learning 4 days a week. On April 6, 2020 middle school and high school students were offered the opportunity to attend in-person instruction 4 days per week. Our school system has operated in Plan B and now Plan A the entire 2020-21 school year. We will work diligently to provide the summer learning opportunity as mandated by HB82. It is important to our students, teaching staff, district staff and families for it to be known that we've done our very best! Burnout is real from the bus garage to the superintendent's office. The summer learning opportunity is a worthwhile endeavor, but it should have been optional for districts like ours who have put students first, taken a chance and provided quality instruction all year!

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

See above.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

770 - Richmond County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Kate

Last Name

Smith

Q7_2. What is the **email address** of the primary contact?

katesmith@richmond.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	9105825860
Phone Extension	1236

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Ruth
Last Name	Burgin

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	9105825860
Phone Extension	1233

Q1.

770 - Richmond County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

1 - 1 1/2 hour of whole group and small group instruction will be provided in both reading and math for k-2 and additional time for science in grades 3. Reading will include read alouds, independent reading time, small group instruction, etc. Math will include the same format of instruction. We will have recess and "specials" built in to the schedule (PE, Art, Music, STEM). Students will have daily enrichment activities that involve encore classes and STEM opportunities as well as field trips that include museums, a local zoo, a fish hatchery and more - all to support the STEM lessons. Our teachers will embed the Second Step program into the schedule daily for all students. We will also have counselors to provide small group sessions based on specific student need. Our 3rd grade students will have the opportunity in reading sessions to work through the RtA portfolio. Our daily schedule runs 8:00-3:00 Monday through Thursday.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

1:12 is optimal and what we are planning for. We are working to keep this ratio in all classes. We plan to operate the summer program at all 7 schools. Each school has their own "site" for summer school. Physical activity will include daily recess and walking the Daily Mile. We also have PE "special class" weekly.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

1 - 1 1/2 hour of whole group and small group instruction will be provided in reading, math, and science for students in grades 4-8. Much of this will depend on the number of students that attend and how much small group instruction we can provide in one class session. We will have recess and encore classes built in to the schedule (PE, Art, Music, STEM). Students will have daily enrichment activities that involve encore classes and STEM opportunities as well as field trips that include museums, a local zoo, a fish hatchery and more - all to support the STEM lessons. All k-8 students will be involved heavily in enrichment activities that include field trips. As with k-3, our teachers will embed the Second Step program into the schedule daily for all students. We will also have counselors to provide small group sessions based on specific student need. Our daily schedule runs 8:00-3:00 Monday through Thursday.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

1:12 All 11 schools. (elementary - 7 and middle - 4) Recess and Daily Mile.

Q2.

770 - Richmond County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☐ 150 hours
- ☒ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Our goal is to provide a 30 day program that offers in-person instruction for EOCs (English II, Math I, III, and Biology). Teachers certified in these areas will be employed to teach sessions of 1 hour to 1-1/2 hour daily. We will have CR classes for the same EOC courses as well as Math II, Math IV, English I, III, and IV, and History/Science courses that students need at the end of the year. We plan to have CTE courses as elective courses and also provide the opportunity for students to "credential" that may not have had this opportunity this year due to COVID. We will have some additional electives such as psychology and PE. Our social and emotional supports at the high school include counselors on site.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

4 (all four high school locations are preparing)

Q3.

770 - Richmond County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

20+ absences At-risk of retention based on grades, math/reading program data (ie. iReady, Freckle Math), Tier II/III students Parents will receive a letter, brochure, phone call and registration form that outlines what this summer program will offer and how it will support their child's promotion/remediation for the next grade level. They will be personally invited.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

20+ absences At-risk of retention based on grades, math/reading program data, Credit Recovery credits needed, Tier II/III students Parents will receive a letter, brochure, phone call and registration form that outlines what this summer program will offer and how it will support their child's promotion/remediation for the next grade level. Counselors will follow up with each student identified.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Increased hourly rate (hourly rate + \$10) for all certified/classified staff that work Additional weekly attendance bonus for all certified/classified staff that work (\$200 each week)

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Increased hourly rate (hourly rate + \$10) for all certified/classified staff that work Additional weekly attendance bonus for all certified/classified staff that work (\$200 each week)

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
770 - Richmond County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

770 - Richmond County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

n/A

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

n/a

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

421 - Roanoke Rapids City Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Juliana

Last Name

Thompson

Q7_2. What is the **email address** of the primary contact?

thompsonji.co@rrgsd.org

Q7_3. What is the **phone number** of the primary contact?

Phone Number	252-678-4749
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Alexandria
Last Name	Evans

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	252-578-3336
Phone Extension	

Q1.

421 - Roanoke Rapids City Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Schedule for delivering in-person instruction 8:00: Student Arrival and Breakfast 8:10: Reading Instructional Block with integrated science and social studies (2 hours 30 minutes) 10:40: Student Lunch and Recess Outside (30 minutes) 11:10: Math Instructional Block (1 hour) 12:10: Enrichment Activity (30 minutes) 12:40: Student Dismissal Enrichment activities will be facilitated by RRGSD staff and include music, art, and physical education in addition to proposed shorter-term enrichment options led by teachers based on their interests (e.g., running club, coding, keyboarding, digital photography, pottery, book club, etc.) Social-emotional learning supports will be provided and facilitated by RRGSD counselors. Counselors will provide a combination of individual, small group, and whole-group sessions. Counselors will be able to personalize sessions according to student needs in addition to having The Leader in Me and Second Step curriculum to implement. At least one counselor, nurse, and community outreach liaison will be available for each of the 30 days of summer school for student SEL support.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/Student Ratio: 1:12 Adult/Student Ratio: 1:11 Number of Program Location(s): 1 Physical Activity: Outside recess every day (in addition to an enhancement activity of physical education)

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Grades 4-5 Schedule for delivering in-person instruction 8:10: Student Arrival and Breakfast 8:30: Reading Instructional Block (55 minutes) 9:25: Math Instructional Block (55 minutes) 10:20 Student Lunch and Recess Outside (30 minutes) 10:50: Science Instructional Block (55 minutes) 11:45: Enrichment Activity (55 minutes) 12:40: Student Dismissal Grades 6-8 Schedule for delivering in-person instruction 9:10: Student Arrival and Breakfast 9:30: Reading Instructional Block (55 minutes) 10:25: Math Instructional Block (55 minutes) 11:20 Student Lunch and Recess Outside (30 minutes) 11:50: Science Instructional Block (55 minutes) 12:45: Enrichment Activity (55 minutes) 1:40: Student Dismissal Enrichment activities will be facilitated by RRGSD staff and include music, art, and physical education in addition to proposed shorter-term enrichment options led by teachers based on their interests (e.g., running club, coding, keyboarding, digital photography, pottery, book club, etc.) Social-emotional learning supports will be provided and facilitated by RRGSD counselors. Counselors will provide a combination of individual, small group, and whole-group sessions. Counselors will be able to personalize sessions according to student needs in addition to having The Leader in Me and Second Step curriculum to implement. At least one counselor, nurse, and community outreach liaison will be available for each of the 30 days of summer school for student SEL support.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/Student Ratio: 1:12 Adult/Student Ratio: 1:11 Number of Program Location(s): 1 Physical Activity: Outside recess every day (in addition to an enhancement activity of physical education)

Q2.

421 - Roanoke Rapids City Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☐ 150 hours

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Proposed Grades 9-12 Summer School Schedule 8:00 - 8:10: Student Arrival and Breakfast (10 minutes) 8:10 - 8:40: Elective (30 minutes) 8:40 - 9:30: Instructional Block 1 (50 minutes) 9:30 - 9:35: Transition and Break (5 minutes) 9:35 - 10:25: Instructional Block 2 (50 minutes) 10:25 - 10:30: Transition and Break (5 minutes) 10:35 - 11:20: Instructional Block 3 (50 minutes) 11:20 - 11:25: Transition and Break (5 minutes) 11:25 - 12:15: Instructional Block 4 (50 minutes) 12:15 - 12:40: Student Lunch (25 minutes) 12:40: Student Dismissal Afternoon: Optional Electives During instructional blocks, we will offer in-person Math 1, Math 3, Biology, and English II with a certified teacher teaching each course. During all instructional blocks, we will offer credit recovery for non-EOC courses on the online Apex Learning system and/or through NCVPS courses. (The list of courses offered on Apex Learning can be found at https://cdn.apexlearning.com/course_pdfs/course_list/course_list_North_Carolina.pdf) If students have failed more than four courses, there will be two opportunities for electives (morning elective and afternoon electives). We will also offer electives during instructional blocks. At this time, multiple PE teachers are interested in offering weight training and physical education electives. Social-Emotional Learning (SEL) supports will be provided by Counselors, Nurses, and Community Outreach Liaisons. At least one counselor, one nurse, and one community outreach liaison will be employed during every day of summer school. These staff will provide individual, small-group, and whole group sessions as needed.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Number of program location(s): 2

Q3.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

As of January 2021, 747 students were “at risk” of failing a grade or course due to grades, attendance, and discipline incidents. This number has dropped as students came back to in-person instruction. In April 2021, we met with instructional coaches and principals to determine specific “at risk” students to invite to summer school based on the following criteria: - Grades K-4: All scores in Istation for 2020-21 are Level 1 or 2. - Grades 1-3 RTA: End of Year Istation score for 2020-21 is less than 226 (grade 1), 241 (grade 2) or 258 (grade 3). - Grade 5: All scores in Istation or STAR Reading & Math for 2020-21 are Level 1 or 2. - Grades 6-8: All final grades in Math, English, and/or Science are Fs for 2020-21. Parents/guardians will be contacted letter from the school. Pre-invitations (serving as notifications that students may be formally invited later) have already been sent to all potentially “at-risk” students. Another round of letters will be sent to serve as formal invitations in May 2021 following end-of-year data collection. Teachers and other staff will be making phone calls to any of these families who do not return the letter.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

As of January 2021, 747 students were “at risk” of failing a grade or course due to grades, attendance, and discipline incidents. This number has dropped as students came back to in-person instruction. In April 2021, we met with instructional coaches and principals to determine specific “at risk” students to invite to summer school based on the following criteria: - Grades 9-12: Any student who fails one or more courses during 2020-21. (Additionally, students who did not earn their CTE certification will be invited to the CTE Credential Bootcamp.) Parents/guardians will be contacted letter from the school. Pre-invitations (serving as notifications that students may be formally invited later) have already been sent to all potentially “at-risk” students. Another round of letters will be sent to serve as formal invitations in May 2021 following end-of-year data collection. Teachers and other staff will be making phone calls to any of these families who do not return the letter.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

- We have purchased iReady instruction and Teacher Toolbox including pacing guides and lesson plans for our K-8 math and reading teachers. These resources will ensure that teachers only need approximately 15 minutes of planning time to be ready to teach each day. Teachers will be paid for 30 minutes of planning time every day. - All teachers in Summer School will be paid \$31/hour (hourly rate for teachers with bachelor's degrees in years 15-24). This rate is significantly higher than what our teachers in years 0-14 would normally make. - More teachers than normal get the chance to participate in Summer School due to the inclusion of science for more than grades 5, 8, and 10 as usual and the inclusion of electives, exploratories, and enhancements, which we do not normally include. - So far, we have more teachers to apply than we expected to need even if all 747 students wound up staying in the “at risk” category. - We incentivized counselors, nurses, and community outreach liaisons by paying them at their personalized hourly rates using a different grant source. - Class size ratio is expected to be smaller than typical Summer School.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

- Teachers will be paid for 30 minutes of planning time every day. - All teachers in Summer School will be paid \$31/hour (hourly rate for teachers with bachelor's degrees in years 15-24). This rate is significantly higher than what our teachers in years 0-14 would normally make. - More teachers than normal get the chance to participate in Summer School due to the inclusion of science for more than grades 5, 8, and 10 as usual and the inclusion of electives, exploratories, and enhancements, which we do not normally include. - So far, we have more teachers to apply than we expected to need even if all 747 students wound up staying in the "at risk" category. - We incentivized counselors, nurses, and community outreach liaisons by paying them at their personalized hourly rates using a different grant source. - Class size ratio is expected to smaller than typical Summer School.

Q4.

421 - Roanoke Rapids City Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
421 - Roanoke Rapids City Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Not applicable - RRGSD does not have Year-Round programs.

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Not applicable - RRGSD does not have Year-Round programs.

Q6.

421 - Roanoke Rapids City Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

We have received Board approval for our Summer School plan (4/20/2021).

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

We have received Board approval for our Summer School plan (4/20/2021).

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

790 - Rockingham County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Charles

Last Name

Perkins

Q7_2. What is the **email address** of the primary contact?

cperkins@rock.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	336-627-2621
Phone Extension	72621

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	June
Last Name	Nealy

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	336-627-2621
Phone Extension	72621

Q1.

790 - Rockingham County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Student hours - Elementary: 7:45-2:30 June 14, 2021-July 28, 2021 Schedule expectations: Balanced Literacy Foundations Guided Reading Shared Reading Related Writing Activity Anchor Charts Read Aloud w/ paired texts (Achieve the Core Resource) 1. The Secret Life of a Snowflake, Snowflake Bentley, 2. The Moon Book, Owl Moon, 3. Spiders, The Spider and the Fly, 4. Stellanluna, Bats, 5. The Great Kapok Tree, The Stranger, 6. Frogs, Freddy the Frogcaster, 7. The Cloud Book, Cloudy with a Chance of Meatballs, 8. Thunderstorms, Two Bobbies, 9. The Tortilla Factory, Too Many Tamales Literacy Centers Instructional Technology Integration Math Centers/Problem Solving Stations Virtual Field Trips Enrichment activities to include art, music, media/technology, STEM, and PE Lunch/Recess Daily SEL activities/lessons will be provided for all classes from our Instructional Support Services department to be carried out by the classroom teacher. Guided reading sets that focus on science concepts will be provided to each school to incorporate into literacy instruction.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_7.
In the space provided, describe the typical day for students enrolled in the school extension program grades 4–8. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Elementary Student hours - 7:45-2:30 June 14, 2021-July 28, 2021 Middle Student hours - 8:30-3:30 June 14, 2021-July 28, 2021 Schedule expectations: Integrated PBL's to address content Balanced Literacy Guided Reading Shared Reading Related Writing Activity Anchor Charts Vocabulary Book study/Literature Circles Instructional Technology Integration Math Block/Math Centers/Problem Solving Stations Virtual Field Trips Enrichment activities to include art, music, media/technology, STEM, and PE Lunch/Recess Daily SEL activities/lessons will be provided for all classes from our Instructional Support Services department to be carried out by the classroom teacher. Continuation of supplemental programs to support progress on individualized learning path Use of I-Ready and Achieve 3000 within core instruction Maker Space enrichment activities PBLs in science, english (including social studies), and math instruction Core subject boot camp for rising 6th grade students CTE component lessons Science tactile kinesthetic lessons to increase active engagement

Q1_8.
In the space below, provide details about the following for the school extension program grades 4–8. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

790 - Rockingham County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

EOC Courses offered Math 1 Math 3 Biology English II Credit Recovery offered all academic courses fine/cultural/performing arts CTE courses World languages Physical Education Elective Courses CTE course offerings in agriculture, adobe, computer science, automotive, design, stem, and health sciences Physical education thematic courses SEL supports Daily SEL activities/lessons will be provided for all classes from our Instructional Support Schedule High School student hours: 8:30-3:30 June 14, 2021-July 28, 2021 Schedule expectations: Integrated PBL's to address content Math Block/Math Centers/Problem Solving Stations Virtual Field Trips Enrichment activities to include art, music, media/technology, STEM, and PE Lunch/PE Daily SEL activities/lessons will be provided for all classes from our Instructional Support Services department to be carried out by the classroom teacher. Continuation of supplemental programs to support progress on individualized learning path Use of Apex Tutorials and USA Testprep within core instruction Maker Space enrichment activities PBLs in science, english (including social studies), and math instruction Core subject boot camp for rising 9th grade students CTE component lessons Science tactile kinesthetic lessons to increase active engagement

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Identifiers: students not on grade level in course content students not on reading grade level/math grade level students identified by i-Ready Diagnostic in reading and Math as behind by one or more grade levels Students in need of MTSS tier II or tier III supports students not on graduation cohort students with significant learning loss due to COVID-19 absences students who have significant absences during the pandemic in need of SEL supports How are parents/guardian(s) contacted to notify them of student eligibility? Parent Contact Letters Connect-Ed messages CANVAS notifications/Google classroom notifications Remind App/Class Dojo one on one phone calls from administration, counselors, and teachers

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Identifiers: students not on grade level in course content students not on graduation cohort students with significant learning loss due to COVID-19 absences students who have significant absences during the pandemic in need of SEL supports How are parents/guardian(s) contacted to notify them of student eligibility? Parent Contact Letters Connect-Ed messages CANVAS notifications Remind App one on one phone calls from administration, counselors, and teachers

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Rockingham County Schools offered 20% above the hourly rate for staff members who work in the Summer Acceleration Academy

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Rockingham County Schools offered 20% above the hourly rate for staff members who work in the Summer Acceleration Academy

Q4.

790 - Rockingham County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
790 - Rockingham County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

John W. Dillard Academy - K-5 Summer Acceleration Academy - June 7-June 24, 2021 Student Hours - 7:45-2:30 After School tutoring: July 26 - Sept. 17, 2021 September 20-September 30 - Intersession - ½ day acceleration academy Balanced Literacy Foundations Guided Reading Shared Reading Related Writing Activity Anchor Charts Read Aloud w/ paired texts (Achieve the Core Resource) 1. The Secret Life of a Snowflake, Snowflake Bentley, 2. The Moon Book, Owl Moon, 3. Spiders, The Spider and the Fly, 4. Stellaluna, Bats, 5. The Great Kapok Tree, The Stranger, 6. Frogs, Freddy the Frogcaster, 7. The Cloud Book, Cloudy with a Chance of Meatballs, 8. Thunderstorms, Two Bobbies, 9. The Tortilla Factory, Too Many Tamales Literacy Centers Math Centers/Problem Solving Stations Virtual Field Trips Enrichment activities to include art, music, media/technology, STEM, and PE Lunch/Recess Daily SEL activities/lessons will be provided for all classes from our Instructional Support Services department to be carried out by the classroom teacher. Guided reading sets that focus on science concepts will be provided to each school to incorporate into literacy instruction.

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

790 - Rockingham County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Recruitment efforts have been challenging, as many teachers are exhausted due to all the issues associated with COVID-19.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Recruitment efforts have been challenging, as many teachers are exhausted due to all the issues associated with COVID-19.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

800 - Rowan-Salisbury Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Jason

Last Name

Gardner

Q7_2. What is the **email address** of the primary contact?

jason.gardner@rss.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	704-630-6110
Phone Extension	NA

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Kelly
Last Name	Withers

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	704-630-6110
Phone Extension	NA

Q1.

800 - Rowan-Salisbury Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

READING FOCUS: 8:00 - 8:15 Breakfast/morning meeting (SEL lesson) 8:15 - 9:00 Mini-lesson/interactive read-aloud 9:00 - 10:35 Guided reading/independent work station 10:35 - 10:55 Physical activity 10:55 - 11:30 Enrichment (Reading PBL challenges) 11:30 - 12:00 Lunch 12:00 - 1:40 Guided reading/independent work station 1:40 - 2:45 STEM/Science Activity 2:45 - 3:00 Read aloud MATH FOCUS: 8:00 - 8:15 Breakfast/morning meeting (SEL lesson) 8:15 - 9:00 Mini-lesson 9:00 - 10:35 Guided math/independent work station 10:35 - 10:55 Physical activity 10:55 - 11:30 Enrichment (Math PBL challenges) 11:30 - 12:00 Lunch 12:00 - 1:40 Guided math/independent work station 1:40 - 2:45 STEM/Science activity 2:45 - 3:00 Fact Fluency practice

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

We do not have information yet about ratios. The site locations will be as follows: Sites (Elementary): North - North/Hanford Dole Isenberg - Isenberg/Overton West - West/Mt. Ulla/Hurley Shive - Shive/Rockwell/Morgan Koontz - Koontz/Granite/Faith Millbridge - Millbridge/Landis/Enochville CGE - China Grove/Bostian/Knollwood Physical Activity - district team is creating a bank of lessons for teachers to choose from.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

READING FOCUS (4th-5th): 8:00 - 8:15 Breakfast/morning meeting (SEL lesson) 8:15 - 9:00 Mini-lesson/interactive read-aloud 9:00 - 10:35 Guided reading/independent work station 10:35 - 10:55 Physical activity 10:55 - 11:30 Enrichment (Reading PBL challenges) 11:30 - 12:00 Lunch 12:00 - 1:40 Guided reading/independent work station 1:40 - 2:45 STEM/Science Activity 2:45 - 3:00 Read aloud MATH FOCUS (4th-5th): 8:00 - 8:15 Breakfast/morning meeting (SEL lesson) 8:15 - 9:00 Mini-lesson 9:00 - 10:35 Guided math/independent work station 10:35 - 10:55 Physical activity 10:55 - 11:30 Enrichment (Math PBL challenges) 11:30 - 12:00 Lunch 12:00 - 1:40 Guided math/independent work station 1:40 - 2:45 STEM/Science activity 2:45 - 3:00 Fact Fluency practice READING FOCUS (6th-8th): 8:00 - 8:15 Breakfast/morning meeting (SEL lesson) 8:15 - 9:00 Mini-lesson 9:00 - 10:35 Guided practice: Close Reading 10:35 - 10:55 Physical activity 10:55 - 11:30 Enrichment (Reading PBL Challenge) 11:30-12:00 Lunch 12:00 - 1:40 Writing, revisions, and peer editing 1:40 - 2:45 STEM/Science activity 2:45 - 3:00 Independent reading and teacher conferencing MATH FOCUS (6th-8th): 8:00 - 8:15 Breakfast/Morning Meeting 8:15 - 9:00 Mini-lesson 9:00 - 10:35 Guided math/independent work station 10:35 - 10:55 Physical activity 10:55 - 11:30 Enrichment (Math PBL) 11:30 - 12:00 Lunch 12:00 - 1:40 Guided math/independent work station 1:40 - 2:45 STEM/Science activity 2:45 - 3:00 Fluency practice

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

We do not have information yet about ratios. The site locations will be as follows: Sites (Elementary): North - North/Hanford Dole Isenberg - Isenberg/Overton West - West/Mt. Ulla/Hurley Shive - Shive/Rockwell/Morgan Koontz - Koontz/Granite/Faith Millbridge - Millbridge/Landis/Enochville CGE - China Grove/Bostian/Knollwood Each Middle School will host a site with the exception of Corriher-Lipe and China Grove Middle tentatively sharing a site. Physical Activity - district team is creating a bank of lessons for teachers to choose from.

Q2.

800 - Rowan-Salisbury Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

8:00 - 8:15 Breakfast/SEL Activity 8:15 - 9:00 Warm up activity 9:00 - 10:35 Edmentum 10:35 - 10:55 Physical activity 10:55 - 11:30 Small Group Stations 11:30 - 12:00 Lunch 12:00 - 1:40 Edmentum 1:40 - 2:45 STEM activity 2:45 - 3:00 Read aloud *Aside from this, we will offer credit recovery for students on-demand based on need and CTE credentialing opportunities as our elective option.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Each traditional HS will offer summer location (6 sites)

Q3.

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

- We asked each school to utilize the following to identify at-risk students: Benchmark data, universal screening data, course grades data, EC eligibility. - Parents were sent a letter on Monday April 19 to invite them to camp and ask them to register utilizing a jot form by April 30.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

- We asked each school to utilize the following to identify at-risk students: Benchmark data, universal screening data, course grades data, EC eligibility. - Parents were sent a letter on Monday April 19 to invite them to camp and ask them to register utilizing a jot form by April 30.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

- We are offering a bonus to all staff who work summer camp that will be a bonus in the amount of 50% of their daily rate of pay for days working.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

- We are offering a bonus to all staff who work summer camp that will be a bonus in the amount of 50% of their daily rate of pay for days working.

Q4.

800 - Rowan-Salisbury Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
800 - Rowan-Salisbury Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

800 - Rowan-Salisbury Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

810 - Rutherford County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Renee

Last Name

Collins

Q7_2. What is the **email address** of the primary contact?

reneec@rcsnc.org

Q7_3. What is the **phone number** of the primary contact?

Phone Number	8282882320
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	
Last Name	

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	
Phone Extension	

Q1.

810 - Rutherford County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

A school extension program will be available for at-risk students at each elementary, middle, and high school site, beginning June 1, 2021, and continuing Monday through Thursday until July 13, 2021. The program will be closed on July 5 for the Independence Day holiday. The summer learning experience at all sites will consist of at least 6.25 hours of instruction daily. Sample Daily Schedule for Grades K-3 8:00 - 9:00 Whole group reading instruction 9:00 - 9:45 Enrichment (STEM, Music, or Art) 9:45 - 10:15 MTSS groups - Math 10:15 - 11:00 Seeds of Science (Integrated science and reading comprehension) 11:00 - 11:25 Lunch 11:25 - 12:30 Small group reading stations 12:30 - 1:35 Whole group math instruction 1:35 - 2:00 Physical Activity 2:00 - 2:30 MTSS groups - Reading 2:30 - 3:15 Science Note: 6 hours and 25 minutes of instruction are built into the schedule with 10 minutes allowed for any transitions that need to occur. The K-3 experience will incorporate the RtA Reading Camp and will consist of at least 72 hours of in-person, explicit literacy instruction. Specific components of reading, such as fluency, comprehension, and phonemic awareness, will be addressed to support students' overall reading performance. Third grade students will also engage in activities that lead to satisfaction of Read to Achieve requirements. All grade levels will receive daily in-person instruction in reading and math. Additionally, third grade students will receive instruction in science. Each day, students will receive an enrichment class, which will provide activities in music, art, or STEM, depending on the school site. Social-emotional learning (SEL) supports will be embedded into the learning of all students. SEL will focus on the five strands of CASEL. SEL programs used will include Second Step and Leader in Me, depending on the school site. A school counselor will be available to address the individual counseling needs of students and to support SEL. An exceptional children teacher will be available to support EC students attending the summer program by going into the regular classrooms and providing inclusion services and/or pulling students out for small group instruction during designated times. Self-contained teachers will be available to provide additional support for their students. Students in the self-contained setting will remain with their EC teachers the majority of the day.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Grades 4 & 5 Sample Daily Schedule for Grades 4 & 5 8:00 - 9:00 Whole group Math instruction 9:00 - 9:30 Physical Activity 9:30 - 10:15 MTSS groups - Math 10:15 - 11:00 Small group reading stations 11:00 - 11:35 MTSS groups - Reading 11:35 - 12:00 Lunch 12:30 - 1:00 - Independent reading 12:30 - 1:35 Whole group Reading instruction 1:35 - 2:15 Enrichment (STEM, Music, or Art) 2:15 - 3:15 Science Note: 6 hours and 25 minutes of instruction are built into the schedule with 10 minutes allowed for any transitions that need to occur. The experience for students in grades 4 & 5 will incorporate in-person instruction in reading, math, and science; a physical activity; and an enrichment activity each day. The enrichment activity will be music, art, or STEM, depending on the school site. Social-emotional learning (SEL) supports will be embedded into the learning of all students. SEL will focus on the five strands of CASEL. SEL programs used will include Second Step and Leader in Me, depending on the school site. A school counselor will be available to address the individual counseling needs of students and to support SEL. An exceptional children teacher will be available to support EC students attending the summer program by going into the regular classrooms and providing inclusion services and/or pulling students out for small group instruction during designated times. Self-contained teachers will be available to provide additional support for their students. Students in the self-contained setting will remain with their EC teachers the majority of the day. Grades 6-8 Sample Daily Schedule for Grades 6-8 7:45 - 8:15 MTSS Group SEL Support 8:15 - 9:45 Whole Group Math Instruction 9:45 - 11:15 Whole Group ELA Instruction 11:15 - 11:40 Lunch 11:40 - 1:10 Whole Group Science Instruction 1:10 - 1:40 Enrichment 1:40 - 2:05 Physical Activity 2:05 - 3:00 MTSS Group Instructional Support Note: 6 hours and 25 minutes of instruction are built into the schedule with 10 minutes allowed for any transitions that need to occur. Daily, students in grades 6-8 will rotate within a three-person team of teachers to receive in-person instruction in ELA, math, and science. Certified teachers in these subject areas will provide content standards instruction and interventions to address learning loss that students have experienced. An exceptional children teacher will be available to support EC students attending the summer program by going into the regular classrooms and providing inclusion services and/or pulling students out for small group instruction during designated times. Self-contained teachers will be available to provide additional support for their students. Students in the self-contained setting will remain with their EC teachers the majority of the day. Students at each grade level will explore STEAM activities as an enrichment opportunity daily for 30 minutes. Rutherford County Schools has provided each middle school with a traveling STEAM cart that will be utilized during the enrichment period. Students will have the opportunity to engage in learning activities using handheld robotics kits and technology manipulates that link to student iPad devices. Students will have the opportunity to manipulate this technology and study its connection to science, engineering, and mathematical exploration. Students will also have the opportunity to engage in enrichment activities focusing on arts education. Students will also engage in two instructional support classes. The first class will be scheduled in the morning for 30 minutes to address SEL supports. SEL will focus on the five strands of CASEL. The Second Step curriculum will be one of the programs used to guide classroom discussions and SEL checkpoints. A school counselor will be available to address the individual counseling needs of students. The second instructional support class will be 45 minutes in the afternoon to target individual learning needs and small group instruction. The scheduled physical activity will take place in the gym, on the sports fields, and/or on the nature trail.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

810 - Rutherford County Schools

Section 2. **Ninth through Twelfth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Sample Daily Schedule for Grades 9-12 8:00-12:00 In-person EOC Instruction and Credit Recovery Support for Core Courses -Students recovering 4 courses will rotate every 60 minutes per subject -Students recovering 3 courses will rotate every 80 minutes per subject -Students recovering 2 courses will rotate every 120 minutes per subject -Students recovering 1 course will remain with content area teacher for 240 minutes 12:00-12:25 Lunch 12:30-3:15 Individualized Student Support -Physical Activity Elective Course -Small Group Instruction for EOC Courses -Credit Recovery Modules for Core and Elective Courses -SEL Support Meetings with Students High school students will have access to a certified teacher available to provide in-person instruction in all high school EOC courses (Biology, English II, NC Math 1, and NC Math 3). In addition, students will have access to a certified teacher in each of the following areas: ELA, math, science, social studies, and CTE. These teachers will be available to provide small group instruction and individualized support to students that are working on course recovery lessons. Students will also have access to course recovery modules in the following core courses: -Math I, Math II, Math III, and Math IV -Earth Environmental Science, Biology, Physical Science, and Chemistry -World History, Civics and Economics, American History I and II -English I, English II, English III, and English IV -CTE course recovery modules will be developed based on participating student needs. An exceptional children teacher will be available to support EC students attending the summer program by going into the regular classrooms and providing inclusion services and/or pulling students out for small group instruction during designated times. Self-contained teachers will be available to provide additional support for their students. Students in the self-contained setting will remain with their EC teachers the majority of the day. Students participating in the summer learning program will have the opportunity to participate in an elective weight training class. This class will focus on personal fitness, conditioning, goal setting, and wellness. High school students will have access to a counselor throughout the duration of the summer learning program. High schools will use Naviance to address SEL supports for participants using the College, Career, and Life Readiness (CCLR) Framework. Students will engage in lessons and activities related to the following six readiness competencies in the CCLR framework: Social Emotional Learning, Interpersonal Skills, Academic Skills, Career Knowledge, College Knowledge, and Transitional Skills.

Q2_5.
In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

810 - Rutherford County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.
In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Grade K-5 At-Risk Identification Criteria -Kindergarten: Students who will be retained, are in Tier III in reading or math, and/or have an IEP -First & Second: Students who will be retained, are in Tier II or Tier III in reading, and/or have an IEP -Third: Students who will be retained, have not met Read to Achieve requirements, and/or have an IEP -Fourth & Fifth: Students who will be retained, are in Tier III reading or math, and/or have an IEP How are parents/guardian(s) of K-5 students contacted to notify them of student eligibility? Identified at-risk students will be invited through a written invitation that will be sent home to the parents/guardians. Families will also be notified by phone to address academic concerns and explain program details. Schools will communicate summer learning program details and updates throughout the program using various communication mediums available to parents/guardians: -All-call phone messages -Edlio text messages -Social media posts Grade 6-8 At-Risk Identification Criteria -Students not meeting local board promotion standards of passing 3 out of the 4 core courses. -All students identified with an Individualized Education Plan will be invited to attend the program for extended summer support. -If space available, -Students identified as Tiered III in reading or math. -Students with excessive absences for the 2020-21 school year. How are parents/guardian(s) of 6-8 students contacted to notify them of student eligibility? Identified at-risk students will be invited through a written invitation that will be mailed home to the parent/guardian residence. Families will also be notified by phone to address academic concerns and explain program details. Schools will communicate summer learning program details and updates throughout the program using various communication mediums available to parents/guardians: -All-call phone messages -Edlio text messages -Social media posts on Facebook, Instagram, & Twitter -Summer Learning Webpage Link -Canvas Messages and Emails

Q3_2.

- In the space provided, please describe outreach efforts for the **9–12** program, including the following:
- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
 - How are parents/guardian(s) contacted to notify them of student eligibility?

9-12 At-Risk Identification Criteria -Students who have not obtained the number of credits needed to be promoted to the next grade level. -Students who failed at least one core course during the 2020-2021 school year. -Students who are not on track to graduate within their cohort graduation year. How are parents/guardian(s) of 9-12 students contacted to notify them of student eligibility? Identified at-risk students will be invited through a written invitation that will be mailed home to the parent/guardian residence. Families will also be notified by phone to address academic concerns and explain program details. Schools will communicate summer learning program details and updates throughout the program using various communication mediums available to parents/guardians: -All-call phone messages -Edilo text messages -Social media posts on Facebook, Instagram, & Twitter -Summer Learning Webpage Link -Canvas Messages and Emails

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers will be paid \$30 per hour. The district will provide a \$1200 bonus to all teachers. The bonus will be prorated based on the number of days worked during the summer extension program.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Teachers will be paid \$30 per hour. The district will provide a \$1200 bonus to all teachers. The bonus will be prorated based on the number of days worked during the summer extension program.

Q4.

810 - Rutherford County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds



No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)

Q5.

810 - Rutherford County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Forest City-Dunbar Elementary School, Rutherford County's only year-round school, will host a summer extension program beginning June 1, 2021, and continuing Monday through Friday until July 2, 2021. The summer learning experience will consist of at least 6.25 hours of instruction daily. The daily schedule and program descriptions for Forest City-Dunbar Elementary will be the same as indicated previously in the K-3 and 4-5 sections of this plan.

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

810 - Rutherford County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

820 - Sampson County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Crystal

Last Name

PETERSON

Q7_2. What is the **email address** of the primary contact?

nellis@sampson.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	9105921401
Phone Extension	20122

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Jennifer
Last Name	Daughtry

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	910-592-1401
Phone Extension	20130

Q1.

820 - Sampson County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

A typical day will start with breakfast and a morning meeting (SEL activity), then begin with a ninety minute reading block where small group and individualized targeted instruction will be given. From there students will participate in structured physical activities before moving onto a ninety minute math instructional block. Lunch will be provided in the classroom. Students will have an afternoon recess and science and STEM related activities. Students will end their day with an enrichment block/exploratory (Art, Music, Media, PE, SEL, STEM).

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Teacher/Student Ratio- 1:14 Adult/Student Ratio- 1:10 9 Locations Physical Activity-- Recess and PE

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

A typical day will start with breakfast and a morning meeting (SEL activity), then begin with a ninety minute reading block where small group and individualized targeted instruction will be given. From there students will participate in structured physical activities before moving onto a ninety minute math instructional block. Lunch will be provided in the classroom. Students will have an afternoon wellness walk and science and STEM related activities. Students will end their day with an enrichment block/exploratory (Art, Music, Media, PE, SEL, STEM).

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Teacher/Student Ratio- 1:20 Adult/Student Ratio- 1:15 12 Locations Physical Activity-- Recess and PE

Q2.

820 - Sampson County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☒ 150 hours

☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Students will have access to online platform (Edgenuity, Edmentum Courseware and NCVPS)teacher support will be provided face to face. EOCs will be taught face to face in Biology, English II, Math I and Math III. Elective/Required Courses for graduation for Summer Learning include: World History North Carolina Founding Principles of Civics American History I and II Earth Science Physical Science English I English II English III English IV Math I Math II Math III Math IV/PreCal Health/PE CTE/Arts Electives (in Sampson County it is required for each student to have a pathway/completer) Any CTE/Art course needed for an 11th or 12th grader for graduation will be offered. We opened the selection up to 11th graders in case they will be early graduates or CCP completers for spring semester. Agriculture Business Family Consumer Science offerings Technology Art/Band Credential offerings: Vet Tech MS Word and PowerPoint Adobe Visual Design NCCER ServSafe OSHA 10 hour SP2 CPR First Aid Hunter Safety NC Beef & Pork Quality Assurance Venture Entrepreneurial Expedition SEL- high school counselors will have SEL lessons offered during the day for all students. Some lessons will be embedded within the teacher's lesson and counselors will be on-site for individual counseling each day.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

4 Locations

Q3.

820 - Sampson County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Any student that meets one or more of the following MUST be invited to the summer program: Tier 2 for ELA or math Did not meet local promotion standards Any student that did not score: K- Reading ISIP level 3,4, or 5 1st - Reading ISIP 226 OR Lexile 200 2nd - Reading ISIP 241 OR Lexile 445 Any 3rd grade student without: Good Cause Exemption, passing BOG, OR passing EOG (application deadline will be extended for these students) Parents will be sent home a letter of invitation, a second effort to each the parent will be made by phone call.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students who failed courses will be offered credit recovery. Parents will be sent home a letter of invitation, a second effort to each the parent will be made by phone call.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

\$1500 sign on Bonus (pro-rated) for days of employment for all employees

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

\$1500 sign on Bonus (pro-rated) for days of employment for all employees

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

6-8: We are using already existing accounts for 6-8 i-Ready users--for students.

K-5 : We are using Istation Reading and Math existing accounts for CBE tool.

Q5.
820 - Sampson County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

N/A

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

N/A

Q6.

820 - Sampson County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

All efforts will be made to ensure a positive, fun loving environment.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

830 - Scotland County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Michael

Last Name

Riles

Q7_2. What is the **email address** of the primary contact?

mriles@scotland.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number

9106105175

Phone Extension

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name

Johnathan

Last Name

McRae

Q7_5. What is the **email address** of the secondary contact?

jmcrae@scotland.k12.nc.us

Q7_6. What is the **phone number** of the secondary contact?

Phone Number

9106107295

Phone Extension

Q1.

830 - Scotland County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

☒ 150 hours

☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

☒ 150 hours

☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Following morning arrival and meal, students day will be differentiated into segments inclusive or reading, math, science instruction for grade 3 students, social emotional supports, physical activity time implemented through recess, and enrichment provided through a partnership with a local university. During the "specials" rotations each week, activities will utilize a theme-based approach to immerse students in a variety of different genres (ie., CSI/Mastery, All the Place You Can Go in North Carolina, Dragons, Knights and Damsels, Farm to Table, and Citizenship). Interdisciplinary activities will be integrated to help improve students' appreciation for reading and writing through activities to include, but not limited to, music, physical awareness, art, science and social studies. Developed within the schedule will be established lunch services.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Similar to the K-3 structure, following morning arrival and meal, students day will be differentiated into segments inclusive or reading, math, social emotional supports, physical activity time implemented through recess, and enrichment provided through a partnership with a local university. Science instruction will be included within the instructional rotations for each grade level. During the "specials" rotations each week, activities will utilize a theme-based approach to immerse students in a variety of different genres (ie., CSI/Mastery, All the Place You Can Go in North Carolina, Dragons, Knights and Damsels, Farm to Table, and Citizenship). Interdisciplinary activities will be integrated to help improve students' appreciation for reading and writing through activities to include, but not limited to, music, physical awareness, art, science and social studies. Developed within the schedule will be established lunch services.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

830 - Scotland County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

The high school program will be segmented over the course of 5 period days, Monday through Thursday to meet the 150 hour requirement beginning June 7th through July 21st. Biology, English II, and NC Math 1 & 3 will be offered within the schedule to help mitigate learning loss in End-of-Course subjects as well as Credit Recovery modules available in English, Math, Science, and Social Studies for all courses not requiring a state assessment but reflected graduation requirements. The Career and Technical Education department will work to integrate CTE course electives into the program for enrichment/elective offerings in addition to physical education and the arts. School counselors will be integrated to help students with goal setting for on-time cohort advising, matriculation, and promotion.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

830 - Scotland County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students were identified using progress monitoring measures during the 2020-2021 school year reflective of students who are in danger of not meeting promotion standards and who would be considered at risk to struggle in reading and math at the successive grade level. Schools invited parents to participate via letters sent home and online communications to alert of program availability and eligibility.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students were identified based upon course performance during the 2020-2021 school year reflective of students who are in danger of not meeting promotion and graduation requirements. Schools invited parents to participate via letters sent home and online communications to alert of program availability and eligibility.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

The LEA will offer a compensation packaged based on classification of Certified vs Classified. Certified staff will be paid at a rate of \$50/Hr and Classified will be paid at the rate of \$35/Hr. For staff that are 10 and 11 month employees, we would like to offer and additional 25% to their hourly wage documented by work logs showing support of summer learning.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

The LEA will offer a compensation packaged based on classification of Certified vs Classified. Certified staff will be paid at a rate of \$50/Hr and Classified will be paid at the rate of \$35/Hr. For staff that are 10 and 11 month employees, we would like to offer and additional 25% to their hourly wage documented by work logs showing support of summer learning.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
830 - Scotland County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

830 - Scotland County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

840 - Stanly County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Amy

Last Name

Blake-Lewis

Q7_2. What is the **email address** of the primary contact?

amy.blake-lewis@stanlycountyschools.org

Q7_3. What is the **phone number** of the primary contact?

Phone Number	7049613000
Phone Extension	3002

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Jarrod
Last Name	Dennis

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	7049613000
Phone Extension	3001

Q1.

840 - Stanly County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Monday through Thursday, 8:00 A.M. - 3:00 P.M. June 14 - July 1; July 12-29 8:00 - 8:15 Morning Meeting with SEL focus 8:15 - 9:45 Literacy (total of 72 hours per RTA) 9:45 - 11:15 Math 11:15 - 11:35 Lunch 11:35 - 12:00 Physical activity 12:00 - 1:30 Literacy (total of 72 hours per RTA) 1:30 - 3:00 Enrichment (Grades K-2 STEM, art, music, dance, possible swim lessons with local YMCA) (Grade 3 --- 45 minutes science with STEM activities, 45 minutes other enrichment activities)

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

We are collecting data to determine the number of students who will be participating. This will inform our teacher/student ratio, adult/student ratio, and the number of sites we will offer.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades

4–8. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Monday through Thursday, 8:00 A.M. - 3:00 P.M. June 14 - July 1; July 12-29 8:00 - 8:15 Morning Meeting with SEL focus 8:15 - 9:45 Literacy 9:45 - 11:15 Math 11:15 - 11:35 Lunch 11:35 - 12:00 Physical activity 12:00 - 1:30 Science 1:30 - 3:00 Enrichment (STEM, Career Exploration, PBL, student-directed research projects)

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

We are collecting data to determine the number of students who will be participating. This will inform our teacher/student ratio, adult/student ratio, and the number of sites we will offer.

Q2.

840 - Stanly County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

☒ 150 hours

☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades

9–12. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Monday through Thursday, 8:00 A.M. - 3:00 P.M. June 14 - July 1; July 12-29 8:00 - 8:15 Morning Meeting with SEL focus 8:15 - 11:15 Credit recovery (online modules with Edmentum) or EOC instruction with a certified teacher (Math I, Math III, English II, Biology) 11:15 - 11:35 Lunch 11:35 - 12:00 Physical activity 12:00 - 1:30 Credit recovery or EOC instruction (online modules with Edmentum) or EOC instruction with a certified teacher (Math I, Math III, English II, Biology) For students not needing an additional credit recovery or EOC instruction, Botvin Life Skills (SEL) will be offered during this time. Components of Botvin can be addressed remotely through creation of a Canvas Course. 1:30 - 3:00 Elective (Career Management or ACT/SAT Prep)

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

We are collecting data to determine the number of students who will be participating. This will inform our teacher/student ratio, adult/student ratio, and the number of sites we will offer.

Q3.

840 - Stanly County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

K-5 Attendance and other behaviors Mastery of the content - defined by report card grades, formative and summative assessments, i-Ready diagnostic assessments Parent notification: third quarter retention notification, fourth quarter teacher-parent contact to notify of summer school opportunities 6-8 Attendance and other behaviors Mastery of the content - defined by report card grades, formative and summative assessments, i-Ready diagnostic assessments, progress with Edmentum unit recovery modules Parent notification: third quarter contracts, fourth quarter teacher-parent contact to notify of Edmentum progress and potential need for summer school opportunities

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

9-12 Attendance and other behaviors Mastery of the content - defined by report card grades, formative and summative assessments, progress with Edmentum unit recovery modules Students who did not participate in credit recovery during first or second semester will be notified of summer school opportunities. Parent notification: progress reports, first quarter teacher-parent contact to notify of Edmentum progress and potential need for summer school opportunities

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

We are breaking our summer into two sessions (3 weeks each) to give teachers an opportunity to work one session or both if they choose. We have opted for a four day week with no school on Fridays to allow for longer weekends for students and teachers. Our pay structure is as follows: Daily rate of pay + \$75 / day for NBCT and teachers who previously have received the reading or math bonus Daily rate of pay + 50 / day for all other certified staff Daily rate of pay + 25 / day for classified staff (TAs and other support staff)

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

We are breaking our summer into two sessions (3 weeks each) to give teachers an opportunity to work one session or both if they choose. We have opted for a four day week with no school on Fridays to allow for longer weekends for students and teachers. Our pay structure is as follows: Daily rate of pay + \$75 / day for NBCT and teachers who previously have received the reading or math bonus Daily rate of pay + 50 / day for all other certified staff Daily rate of pay + 25 / day for classified staff (TAs and other support staff)

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
840 - Stanly County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

840 - Stanly County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Grades K-8 reading, math, and science: Focus on foundational skills as prerequisites for subsequent courses using “Bridging the Gaps” documents created by teachers to mitigate learning loss

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Grades 9-12 courses: Focus on foundational skills as prerequisites for subsequent courses

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

850 - Stokes County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Last Name

Q7_2. What is the **email address** of the primary contact?

Q7_3. What is the **phone number** of the primary contact?

Phone Number	336-593-8146
Phone Extension	237

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Anna
Last Name	McGee

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	336-593-8146
Phone Extension	218

Q1.

850 - Stokes County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☐ 150 hours
- ☒ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The purpose of the program shall be to provide in-person instruction in reading, math and science, as well as offer additional enrichment activities to address learning losses and negative impacts experienced due to COVID-19. This program will include Summer Reading Camp for students eligible to participate as defined in legislation. Summer School will take place face to face. The dates for Elementary Summer School are Monday through Friday, June 14-18, June 21-25, and June 28-July 2, July 12-16, July 19-23, and July 26-30. There will be two site locations. The structure of Elementary Summer School will be 2 certified teachers assigned to each classroom. The student day will be 8:30am to 1:30pm, daily. The teacher day will be 8am-2pm daily, with a period of planning. Instruction will be delivered through a variety of methods including flexible small group instruction, stations and rotations, whole group, and one to one. There will be daily social and emotional lessons, reading instruction, mathematics instruction, and science instruction. Students will attend varied stations such as phonemic awareness, phonics, vocabulary/word work, small flexible math, reading and science groups, computer/library, reading through science, mathematics; focusing on the major works of the grade, enrichment activities, and physical activity. We will provide a full time school counselor for both locations. We will provide enrichment opportunities such as music, media/technology, and art provided by enrichment teachers. We are also working with our local Arts Council to provide cultural arts opportunities. Last, we are partnered with Insight Human Services to provide additional opportunities for extended learning opportunities for students. Sample Schedule: SEL Morning Meeting, Reading Instruction 2.5 Hours, Math Instruction 1 Hour, Science Instruction 30 min., Recess, Breakfast, and Lunch Daily, and enrichment activities will vary but offered weekly.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

The purpose of the program shall be to provide in-person instruction in reading, math and science, as well as offer additional enrichment activities to address learning losses and negative impacts experienced due to COVID-19. This program will include Summer Reading Camp for students eligible to participate as defined in legislation. Summer School will take place face to face. The dates for Elementary Summer School are Monday through Friday, June 14-18, June 21-25, and June 28-July 2, July 12-16, July 19-23, and July 26-30. There will be two site locations. The structure of Elementary Summer School will be 2 certified teachers assigned to each classroom. The student day will be 8:30am to 1:30pm, daily. The teacher day will be 8am-2pm daily, with a period of planning. Instruction will be delivered through a variety of methods including flexible small group instruction, stations and rotations, whole group, and one to one. There will be daily social and emotional lessons, reading instruction, mathematics instruction, and science instruction. Students will attend varied stations such as phonemic awareness, phonics, vocabulary/word work, small flexible math, reading and science groups, computer/library, reading through science, mathematics; focusing on the major works of the grade, enrichment activities, and physical activity. We will provide a full time school counselor for both locations. We will provide enrichment opportunities such as music, media/technology, and art provided by enrichment teachers. We are also working with our local Arts Council to provide cultural arts opportunities. Last, we are partnered with Insight Human Services to provide additional opportunities for extended learning opportunities for students. Sample Schedule: SEL Morning Meeting, Reading Instruction 2.5 Hours, Math Instruction 1 Hour, Science Instruction 30 min., Recess, Breakfast, and Lunch Daily, and enrichment activities will vary but offered weekly.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Students will receive breakfast and lunch daily. The school day will run from 7:50 to 2:30 daily. Instruction will be given in math, English Language Arts, science, and an elective. The program will run five weeks with 6 hours of instruction per day to meet the 150 hour minimum. Students will receive four 90 minute blocks of instruction per day. During the elective time, students will receive 30 minutes of iReady and one hour of enjoyable activities to enhance the experience for our students. SEL activities will be built into this time as well using a situational curriculum that will be incorporated daily. As an enrichment activity, students will receive health education and music to spark interest and increase the level of enjoyment. For the middle school summer learning opportunity two components will drive our SEL supports. We will have a curriculum that has students explore situations and discuss outcomes and responses. We will also employ a counselor to offer support to students in a small group or individual time through the elective block as needed.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q2.

850 - Stokes County Schools

Section 2. **Ninth through Twelfth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Stokes County Schools will offer a five-week summer school to provide students with the opportunity to recover from learning loss brought on by COVID and school closures. All summer learning is offered face to face without a virtual option. High school students will focus on credit recovery. The summer option will include the weeks of : June 7 - 11, June 14 - 18, June 21 - June 25, June 28 - July 2, July 12 - 16. Students will have the opportunity to recover from learning loss and recover credits in Math, English, Science, and Social Studies to meet graduation requirements. These include all EOC courses. Elective Options will be run through OdysseyWare in-person. Guidance counselors will be used to assist with needed counseling and individualized support for students with Social and Emotional Learning. Students will begin the day with a grab and go breakfast and report to their first 3 hour recovery option. Students will then report to the cafeteria to receive lunch following all masking and distancing requirements of the plan at that time. Students will have an additional afternoon session to focus on another needed credit. A guidance counselor will work with small group and individual counseling to review specific student needs, encourage students on their progress, and assist students on their path to graduation and growth.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

850 - Stokes County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

K-5 Students are eligible to attend Summer School 2021 using the criteria listed below. Students do not have to meet all four components to be eligible for Summer School. However, students must meet at least two of the criteria to be eligible to attend Summer School. The only exception to this requirement is K-2 Reading based on RtA legislation. The third grade will follow guidelines based on proficiency and pathway information. Component 1 - Reading iReady Scale Score K - 397 or below, 1st grade - 455 or below, 2nd grade - 512 or below, 3rd grade - 537 or below, 4th grade - 562 or below, 5th grade 587 or below. Component 1B - Math iReady scale Score K - 365 or below, 1st grade - 407 or below, 2nd grade - 434 or below, 3rd grade - 456 or below, 4th grade - 473 or below, 5th grade - 488 or below. Component 2 - (Summative) K-2 - Received a 1 overall in Reading or Math on the Final Report Card 3-5 - Received an F in Reading or Math on Final Report Card Component 3 - Non-Proficient on EOG Component 4 - Tier 3 by MTSS. Grades 6-8 Students who failed tested areas to include Reading, Math, and Science. Students will be added to capacity to include students who had the lowest levels of proficiency in iReady Reading. K-5 Parents will receive a notification letter regarding Summer School with 4th Q report cards. At the completion of EOY assessments, invitations to Summer School will be sent. Parents that respond in the affirmative will fill out the Summer School enrollment form with information regarding transportation, location, medical, dietary, etc. Principals and teachers have been given Summer School Enrollment Records guides to assist them with the process. Grades 6-8 Students defined as at-risk will be notified by letter with the fourth progress report. These families will also receive a phone call of their child's current performance. Strategies of improvement will be shared. Final evaluations will be conducted with EOY iReady diagnostics and final grades. Students who still meet the at-risk criteria will receive the summer school registration. Principals and teachers will receive summer school enrollment records to guide them in providing appropriate, individualized instruction.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Any students who received an "F" will be able to participate and attempt credit recovery options. Any student who will not be moving forward with their cohort based on credits will be notified by school counselors of the need to recover credit to continue progressing with their peers. Any students who is not on schedule to progress to the next grade level will have their parents notified by email/telephone, and the registration form will be sent home.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Stokes County will incentivize Summer Learning for teachers by providing all teachers a bonus of up to 1200 dollars (based on the percentage of the total program worked). Teachers will be provided with a rate of 35 dollars per hour as well. We are offering a bonus for our non certified staff.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Stokes County will incentivize Summer Learning for teachers by providing all teachers a bonus of up to 1200 dollars (based on the percentage of the total program worked). Teachers will be provided with a rate of 35 dollars per hour as well. We are offering a bonus of 300 dollars for our noncertified staff.

Q4.

850 - Stokes County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☒ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.

850 - Stokes County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

850 - Stokes County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

860 - Surry County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

DeAnne

Last Name

Danley

Q7_2. What is the **email address** of the primary contact?

danleyd@surry.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	336-386-8211
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Lynn
Last Name	Holmes

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	336-386-8211
Phone Extension	

Q1.

860 - Surry County Schools

Section 1. Kindergarten through Eighth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

K-5 (in-person): SEL Teambuilder/Activities 15 minutes) Reading Teacher-Directed Reading (Time for Kids Nonfiction Readers) (30 minutes) Small-Group Rotations rotate 25 minutes each (100 minutes) Fluency Word Development Comprehension Writing SSR (20 minutes) with individual conferences (Read, Write, Talk) i-Ready Reading/Math rotate every other day (45 minutes) Teacher conferencing with students. Math Teacher-Directed 30 minutes Number Talk Math Task Math Small Groups 30 minutes Science 30 minutes (Read Aloud lessons are integrated into the Science. We are using Picture Perfect.) One enrichment activity (ex: sports, music, arts) 30 minutes 25 minutes of daily physical activity Lunch (20 minutes) to be provided daily. Breakfast will be provided daily

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

We will strive for a Teacher/Student ratio to be 1:15. We will use trained Teaching Assistants to support students as well to help keep numbers in small group instruction small. 11 program locations 30 minutes of physical activity daily.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades

4–8. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

K-5 (in-person): SEL Teambuilder/Activities 15 minutes) Reading Teacher-Directed Reading (Time for Kids Nonfiction Readers) (30 minutes) Small-Group Rotations rotate 25 minutes each (100 minutes) Fluency Word Development Comprehension Writing SSR (20 minutes) with individual conferences (Read, Write, Talk) i-Ready Reading/Math rotate every other day (45 minutes) Teacher conferencing with students. Math Teacher-Directed 30 minutes Number Talk Math Task Math Small Groups 30 minutes Science 30 minutes (Read Aloud lessons are integrated into the Science. We are using Picture Perfect.) One enrichment activity (ex: sports, music, arts) 30 minutes 25 minutes of daily physical activity Lunch (20 minutes) to be provided daily. Breakfast will be provided daily 6-8 6th-8th Grades (in person) SEL Teambuilder/Activities 30 minutes) ELA Teacher-Directed Reading (30 minutes) Small-Group Rotations rotate 25 minutes each (100 minutes) Fluency Word Development Comprehension Writing i-Ready Reading/Math rotate every other day (45 minutes) Teacher conferencing with students. CTE/Math/STEM/Science Integrated Instruction 120 minutes per day. Social Studies One enrichment activity (ex: sports, music, arts) 45 minutes 30 minutes of daily physical activity Breakfast and lunch (20 minutes) to be provided daily

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

We will strive for a Teacher/Student ratio to be 1:15. We will use trained Teaching Assistants to support students as well to help keep numbers in small group instruction small. 4 program locations 30 minutes of physical activity daily.

Q2.

860 - Surry County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

End of Course subjects offered: English II, Math I Biology and Math III Credit Recovery based on individual student needs. 8:00-3:00 Elective Courses: Strength and Conditioning, Band Camp, Vocal Music, and an Agriculture course. High School Guidance Counselors will be on campuses to meet with students on an individual basis for SEL support and high school 4-year planning. All teachers will begin class with SEL Supports/Teambuilders and SCS Leadership Framework lessons.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

4 locations

Q3.

860 - Surry County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students are identified as at-risk based on school attendance, grade performance, and the need for SEL support. All parents were sent home letters for participation along with 4th quarter progress reports. We will also utilize the EOY iReady Diagnostic Data and EOG test data.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students who have failed a course or have a failing grade for current courses. All parents received a letter for participation.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Staff members who do not receive a bonus based on National Board Certification or Performance pay will receive a 20% increase in their daily rate of pay on the days worked during summer camp.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Staff members who do not receive a bonus based on National Board Certification or Performance pay will receive a 20% increase in their daily rate of pay on the days worked during summer camp.

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☒ Yes, we plan to purchase i-Ready using ESSER funds
- ☐ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Q5.
860 - Surry County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.
In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio

- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

860 - Surry County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Additionally, our school system will host a Jumpstart program to provide additional support for transition grades rising Kindergarten and 6th-grade students. We currently have i-Ready for K-8 reading and K-5 math. We will purchase for 6-8 Math.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Additionally, our school system will host a Jumpstart program to provide additional support for transition grades rising 9th-grade students as well as at-risk rising 10th graders.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

870 - Swain County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Amanda

Last Name

Sutton

Q7_2. What is the **email address** of the primary contact?

asutton@swainmail.org

Q7_3. What is the **phone number** of the primary contact?

Phone Number

828-488-3480

Phone Extension

5322

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name

Katrina

Last Name

Turbyfill

Q7_5. What is the **email address** of the secondary contact?

kturbyfill@swainmail.org

Q7_6. What is the **phone number** of the secondary contact?

Phone Number

828-488-3129

Phone Extension

5133

Q1.

870 - Swain County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

☒ 150 hours

☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

☒ 150 hours

☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Proposed Time schedule for students 8:00 – 2:30 Monday – Thursday 8:00 – 12:00 Friday Academic Reading and Math – 4 hours Monday - Friday
STEM Activity/Science .5 hours Monday - Thursday Enrichment Activity .5 hours Monday-Thursday SEL Support (The Leader in Me lessons, group sessions, etc.) .5 hours Monday-Thursday Physical Activity .5 hours Monday - Friday Lunch .5 hours Monday – Friday

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio

- Number of program location(s)
- Physical activity

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Proposed Time schedule for students 8:00 – 2:30 Monday – Thursday 8:00 – 12:00 Friday Academic Reading and Math – 4 hours Monday - Friday STEM Activity/Science .5 hours Monday - Thursday Enrichment Activity .5 hours Monday-Thursday SEL Support (The Leader in Me lessons, group sessions, etc.) .5 hours Monday-Thursday Physical Activity .5 hours Monday - Friday Lunch .5 hours Monday – Friday

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q2.

870 - Swain County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Monday - Thursday 8:00-11:00 & 11:30 - 2:00 Course work 11:30-12:00 lunch Friday 8:00 - 11:30 Course work Lunch 11:30 - 12:00 Breaks as needed
End-of-Course subjects offered Math 1, Math 3, English 2, Biology Credit Recovery subjects offered - English 1,3 & 4 Earth Science, Physical Science,
World History, American History 1 & 2, Civics Elective Course offered - online Art Social-Emotional Learning (SEL) supports - EL support will be
delivered through rotation of available staff and on-demand as needed by dedicated worker and nurse

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

870 - Swain County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Process - Principals' selection based on formative assessment, class grades, and teacher recommendation. Parent contact/notification Letter to the parents of recommended students Social media blitz to the community (Facebook, Twitter, news media) Personal phone calls to at-risk student parent/guardian

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Parent contact/notification Letter to the parents of recommended students Social media blitz to the community (Facebook, Twitter, news media) Personal phone calls to at-risk student parent/guardian

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

\$750 signing bonus for all certified staff working both sessions \$500 signing bonus for all certified staff working one session 1.25 daily or hourly rate of pay for staff directly working with the summer program \$150 Equitable proficiency bonus sharing for certified staff outside of third grade \$250 End bonus for non-certified working 90% Staff entitled to receive the \$1200 signing bonus, but only working one session will receive ½ of the bonus

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

\$750 signing bonus for all certified staff working both sessions \$500 signing bonus for all certified staff working one session 1.25 daily or hourly rate of pay for staff directly working with the summer program \$150 Equitable proficiency bonus sharing for certified staff outside of third grade \$250 End bonus for non-certified working 90% Staff entitled to receive the \$1200 signing bonus, but only working one session will receive ½ of the bonus

Q4.

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.

For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

-K-3 students have used iStation throughout the school year as a pre-assessment for the grade level, as a post-assessment to record growth for the school year, and as a progress monitoring tool. It is in the best interest of students to continue using a familiar program to mark summer growth and proficiency.

We will provide a link to the iStation Correlation Chart upon request

-4-5 students will be assessed using MobyMax. Students have been using MobyMax since they began Kindergarten, therefore, they are knowledgeable on the use of the program.

We will provide the link to the MobyMax Correlation Chart (MTSS Tiers) upon request.

-6-8 students have used Achieve 3000 throughout the school year as a pre-assessment for the grade level, as a post-assessment to record growth for the school year, and as a progress monitoring tool. It is in the best interest of students to continue using a familiar program to mark summer growth and proficiency.

We will provide the link to the Achieve 3000 Lexile Proficiency Chart upon request.

-In order to optimize instructional hours, the end-of-year iStation benchmark for K-3 will be used as the summer camp pre-assessment.

-In order to optimize instructional hours, the end-of-year Achieve 3000 level set for 6-8 will be used as the summer camp pre-assessment.

-K-8 students will be using MobyMax for their pre-and post-assessments in math and science.

All links have been previously provided to our Regional Case Manager.

Q5.

870 - Swain County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.

In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

870 - Swain County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

STEM activities will be incorporated into each day. By incorporating STEM activities, science, technology, engineering, and mathematics will be integrated seamlessly with literacy, physical activity, and enrichment activities. STEM activities will include hands-on experiments, technology-based lessons, and off-campus field trips. The inclusion of STEM activities will motivate students to attend summer camps and facilitate student engagement.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region 5 - Piedmont Triad ▼

Select your LEA 292 - Thomasville City Schools ▼

Q7.

292 - Thomasville City Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Chris

Last Name

Kennedy

Q7_2. What is the **email address** of the primary contact?

kennedyc@tcs.k12.nc.us

Q7_3. What is the **phone number** of the primary contact?

Phone Number	3364744200
Phone Extension	

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name	Catherine
Last Name	Gentry

Q7_5. What is the **email address** of the secondary contact?

Q7_6. What is the **phone number** of the secondary contact?

Phone Number	3364744200
Phone Extension	

Q1.

292 - Thomasville City Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

- ☒ 150 hours
- ☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Third Grade 7:45-8:00- Breakfast/Morning Meeting 8:00-9:30- Reading (small group) 9:30-10:30- Math 10:30-11:45- Reading Scholar Time (Small Group) 11:45-12:15- Lunch 12:15-12:45- Reading Small Group / D.E.A.R (Drop Everything And Read) 12:45-1:15- Recess 1:15-2:00- Science 2:00-2:30- Specials 2:30-3:00- Second Steps/Social Emotional Second Grade 7:45- 8:15- Breakfast/Morning Meeting 8:15-9:15- Reading (Small Group) 9:15- 9:30- Restroom/Break & Brain Break 9:30- 10:30- Math 10:30-11:30- Scholar Time (Small Group) 11:30-11:45- Restroom & Brain Break 11:45-12:15- Lunch 12:15-12:30- D.E.A.R (Drop Everything And Read) 12:30-1:00- Science 1:00- 1:30- Specials 1:30-2:00 One On One/Small Group 2:00-2:30- Recess 2:30-3:00- Second Steps (SEL) First Grade 7:45-8:15: Breakfast / Morning Work 8:15-9:15: Reading (Small Group) 9:15-9:30: Restroom and Brain Break 9:30-10:30: Math 10:30-11:30: Scholar Time (Small Group) 11:30-12:00: Lunch 12:00-12:15: Restroom and Brain Break 12:15-12:30: D.E.A.R (Drop Everything and Read) 12:30-1:00: Specials 1:00- 1:30 Science 1:30-2:00: Recess 2:00-2:45: Writing 2:45-3:00: Second Steps (SEL) Kindergarten 7:45-8:15: Breakfast/Morning Meeting 8:15-9:15: Reading (Small Group) 9:15-9:30: Restroom and Brain Break Stud 9:30-10:30: Math 10:30-11:30: Scholar Time (Small Group) 11:30-12:00: Lunch 12:00-12:15: Restroom and Brain Break 12:15-12:30: D.E.A.R. (Drop Everything and Read) 12:30-1:00: Science 1:00-1:30: Recess 1:30-2:00: Specials 2:00-2:45: Writing 2:45-3:00: Second Steps (SEL) Specials will be media and PE. SEL supports will be provided through the Second Steps program already in use at TPS.

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Anticipated teacher/student ratio is 1:10. One location - Thomasville Primary School. Physical activity will be provided through recess period.

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Grades 4-5 program schedule: 7:45-8:15 Breakfast/Attendance/SEL Second Step Lessons (SEL) Small Group Team Building Exercises Weekly School-wide Meetings 8:15-9:30 ELA Small Group Instruction (all 10 teachers) Phonics Decoding Reading for Meaning General Strategies for Reading with Comprehension 9:30-10:45 Math Small Group Instruction (all 10 teachers) Number Knowledge Place Value Basic Operation Strategies 10:45-11:45 Lunch / Recess 11:45-12:45 Science Small Group Instruction (all 10 teachers) Matter Weather Force & Motion Human Body Animal (life cycle, adaptation) Animals (ecosystems) 12:45-2:50 Enrichment Clubs/Planning (all clubs will be aligned to core academics with students choosing from 10 options and participating in 2 each day; each club will last 60 mins.) Art Music STEM Computer Lab Games/Puzzles/Legos Reading Club Math Club Science Club Physical Fitness & Healthy Living Breakout Rooms / Amazing Race Writing Club NC State History 2:50 Prep for Dismissal 3:00 Dismissal Enrichment will be provided as a wheel of 10 activities tied to an academic core and each day each student will participate in 2 enrichment activities. Grades 6-8 program: Arrival/Breakfast/Harambe Time - SEL/Physical Activity - 7:45 - 8:15 Harambe Time (includes physical activity) - Instructional Focus - 8:15 - 8:30 1st Period - ELA - 8:33 - 9:18 2nd Period - 9:18 - 10:03 3rd Period - Math -10:06 - 10:51 4th Period - 10:51- 11:36 Lunch - 12:00 - 12:30 5th Period Science - 11:39 - 12:24 6th Period - 1:24 - 1:39 7th Period - Enrichment - 1:42 - 2:27 8th Period - 2:27 - 3:12 Harambe Time (includes physical activity) - Instructional Wrap Up - 3:15 - 3:30 The two periods for each subject area include a whole-group time and a small-group/individual time. Enrichment options will include STEM, Paxton-Patterson Career Lab, and PE. SEL will be incorporated into the daily Harambe meetings.

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Anticipated teacher/student ratio is 1:10. Grade 4-5 program will be provided at one location - Liberty Drive Elementary School; Grades 6-8 program will be provided at one location - Thomasville Middle School. Physical activity at LDES will be provided during recess period; at TMS during a dedicated physical activity period.

Q2.

292 - Thomasville City Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

The 9-12 program will be offered at Thomasville High School. The day will be divided into six one-hour blocks where students will be able to take either EOC courses, credit recovery, or elective courses. EOC courses offered will be English II, Math 1, Math 3, and Biology. Elective courses offered will include Principles of Business, Microsoft Apps Suite, and Spanish. All academic courses will be available for credit recovery through Edgenuity. SEL supports will be provided through a Summer Bridge program available to all students. In addition to the mandated requirements, THS will also offer the opportunity to recover CTE credentialing that students may have missed due to Covid, as well as ACT prep.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

One location - Thomasville High School

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students have been placed in three tiers based on risk factors, to include attendance, academic performance, EC/EL status, and McKinney Vento status. The top tier includes students who are Level I on formative assessments, EVAAS <30%, absences of more than 30 days, failing 1 or more courses, previously retained, MV/EC/EL students, and those highly recommended to be retained. The middle tier includes Level 2 on formative assessments, historical low performance on EOG, 1 grade level below on CBA, absences of more than 20 days, failing 1 course, or EVAAS <50%. The final tier is students who do not fall into one of the previous categories. The process for inviting students starts with a letter sent home in English and Spanish. The next plan will be a call from the teacher to request students to attend summer success program. This phone call will also include conversations about transportation. One last call will be made by the teacher as well for students who have not responded. Follow-up correspondence will be included with final K-8 report cards on June 2. We will also promote the program through the weekly communication calls from the school and from the district.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

Students have been prioritized into groups: current seniors who need summer school to graduate; current juniors who are off cohort track; any student who needs to earn credit recovery. The process for inviting students starts with a letter sent home in English and Spanish. The next plan will be a call from the teacher or staff member to request students to attend summer success program. This phone call will also include conversations about transportation. One last call will be made by the teacher or staff member as well for students who have not responded. Follow-up correspondence will be included with final report cards. We will also promote the program through the weekly communication calls from the school and from the district.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

For 10 month employees who work in the Summer Extension program, compensation will be daily rate of pay plus 25%.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Q4.

292 - Thomasville City Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

We plan to use our existing Istation account for CBE for grades K-3. We also plan to use our existing i-Ready account for grades 4-8.

Q5.

292 - Thomasville City Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Not applicable

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

292 - Thomasville City Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

Q_i.

School Extension Learning Recovery and Enrichment Program Plan

Pursuant to SL2021-7 (HB82) and SBE approval, each Local Administrative Unit must submit a School Extension Learning Recovery and Enrichment Program Plan.

This survey is to facilitate the submission of the 2020–2021 plan. You may leave and return to the survey at any time before the final submission. However, you cannot edit survey responses once you press submit.

After the final submission of the plan, NCDPI will contact the LEA with approval or any needed changes to the plan.

Q_i1. Select your SBE Region and LEA

Select your SBE Region

Select your LEA

Q7.

880 - Transylvania County Schools

Please provide contact information for your LEA's **primary** and **secondary contact**.

The **primary contact** is the person responsible for working with NCDPI to ensure the accuracy of data submitted to NCDPI. They will receive communications on program approvals and needed changes.

The **secondary contact** is the person designated to answer any questions if the primary contact cannot be reached. Secondary contacts are not required.

Q7_1. What is the **first** and **last name** of the primary contact?

First Name

Carrie

Last Name

Norris

Q7_2. What is the **email address** of the primary contact?

cnorris@tcsnc.org

Q7_3. What is the **phone number** of the primary contact?

Phone Number

8283293311

Phone Extension

Q7_4. What is the **first** and **last name** of the secondary contact?

First Name

Missy

Last Name

Ellenberger

Q7_5. What is the **email address** of the secondary contact?

mellenbe@tcnsc.org

Q7_6. What is the **phone number** of the secondary contact?

Phone Number

8288857374

Phone Extension

Q1.

880 - Transylvania County Schools

Section 1. **Kindergarten through Eighth Grade** School Extension Learning Recovery and Enrichment Program Plan Information

Q1_1a. The **K–5** program will operate for

☒ 150 hours

☐ 30 days

Q1_1b. The **grade 6–8** program will operate for

☒ 150 hours

☐ 30 days

Q1_2.

Indicate, by checking the box below, 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

☒ I assure that the program will include all of the above.

Q1_3.

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

- Budget plan
- Compensation plan
- Attendance policy and records

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q1_4. Will the program integrate the unit's RtA Reading Camp?

☒ Yes

☐ No

Q1_9.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_10.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_11.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–5**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_12.

In the space below, provide details about the following for the school extension program grades **4–5**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_13.

In the space provided, describe the typical day for students enrolled in the school extension program grades **6–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

This question was not displayed to the respondent.

Q1_14.

In the space below, provide details about the following for the school extension program grades **6–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

This question was not displayed to the respondent.

Q1_5.

In the space provided, describe the typical day for students enrolled in the school extension program grades **K–3**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Schedule: Session 1: June 7th-June 25th Session 2: July 26th-August 6th K-2 Daily Schedule: 7:45am-8:00am: Breakfast - 0 minutes 8:00-8:15am: SEL (Morning Meeting with Restorative Practices) - 15 8:20-11:00am: Reading Instruction 160 minutes 11:00-11:25am: Lunch 0 minutes 11:25-11:45am: Physical Activity 0 minutes 11:48am-12:18pm: Math Whole Group (Number Sense) 30 minutes 12:20-12:40pm: Enrichment Activity 20 minutes 12:42pm-1:02pm: Math Small Groups 20 minutes 1:02-3:15pm: Differentiated Reading Instruction (phonics, writing, spelling) 133 minutes 3:15pm: Dismissal 3rd Grade Daily Schedule: 7:45am-8:00am: Breakfast - 0 minutes 8:00-8:15am: SEL (Morning Meeting with Restorative Practices) - 15 8:20-11:00am: Reading Instruction 160 minutes 11:00-11:25am: Lunch 0 minutes 11:25-11:45am: Physical Activity 0 minutes 11:48am-12:18pm: Math Instruction 30 minutes 12:20-12:40pm: Enrichment Activity 20 minutes 12:42pm-1:02pm: Science Instruction 20 minutes 1:02-3:15pm: Differentiated Reading Instruction (phonics, writing, spelling) 133 minutes 3:15pm: Dismissal Enrichment Activities: *Roving Specialist at each elementary school (Art, Music, PE, and/or Media) *Community Enrichment "on campus" -Asheville Nature Center; Bricks for Kidz; Transylvania County Library Reading Incentive Program; Gem Mining; Two more visiting trips to be determined Social-Emotional Learning Supports: *TCS will have a full-time counselor working throughout the summer with all summer school locations. In addition, all classrooms will continue to use Restorative Practices for Morning Meeting and throughout the school day. Blue Ridge Mental Health will be an extra resource this summer when needed. CASEL Three Signature Practices will provide routine and SEL structure to our instructional day. 4.80 hours of reading instruction per day x 15 days = 72 hours 94.5 hours of Learning in Session 1 63 hours of Learning in Session 2 157.50 of learning hours offered

Q1_6.

In the space below, provide details about the following for the school extension program grades **K–3**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

-Our goal for grades K-8 is 1:15. -Adult/student ratio for the whole school environment will be 2:15 -9 Program locations for session 1; Session 2 location offerings could be less if student numbers indicate less interest. TBD

Q1_7.

In the space provided, describe the typical day for students enrolled in the school extension program grades **4–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Schedule: Session 1: June 7th-June 25th Session 2: July 26th-August 6th 4th-8th Grade Daily Schedule: 7:45am-8:00am: Breakfast - 0 minutes 8:00-8:15am: SEL (Morning Meeting with Restorative Practices) - 15 minutes 8:18-10:00am: Reading Instruction - 102 minutes 10:00am-10:25am: Physical Activity - 0 minutes 10:30am-11:30am: Science Instruction - 60 minutes 11:30am-11:50am: Lunch - 0 minutes 11:55am-12:55pm: Math Instruction - 60 minutes 12:58pm-1:28pm: Enrichment Activity - 30 minutes 1:30pm-3:15pm: Small Group Differentiated Sessions - 105 minutes 3:15pm: Dismissal Enrichment Activities: 4th and 5th Grade: *Roving Specialist at each elementary school (Art, Music, PE, and/or Media) **Field Trips "on campus" -Asheville Nature Center; Bricks for Kidz; Transylvania County Library Reading Incentive Program; Gem Mining; Two more visiting trips to be determined 6th-8th Grade: *Roving Elective Teacher at each middle school (offering various options for enrichment each week). *TBD: More enrichment opportunities are being scheduled (TC Arts Council, Mountain Roots) Social-Emotional Learning Supports: *TCS will have a full time counselor working throughout the summer with all summer school locations. In addition, all classrooms will continue to use Restorative Practices for Morning Meeting and throughout the school day. Blue Ridge Mental Health will be an extra resource this summer, when needed. CASEL Three Signature Practices will provide routine and SEL structure to our instructional day. 6.2 hours each day 93 hours in Session 1 62 hours in Session 2 Total of 155 hours of instruction offered

Q1_8.

In the space below, provide details about the following for the school extension program grades **4–8**. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

-Our goal for grades K-8 is 1:15. -Adult/student ratio for the whole school environment will be 2:15 -9 Program locations for session 1; Session 2 location offerings could be less if student numbers indicate less interest. TBD

Q2.

880 - Transylvania County Schools

Section 2. Ninth through Twelfth Grade School Extension Learning Recovery and Enrichment Program Plan Information

Q2_1. The program will operate for

- ☒ 150 hours
- ☐ 30 days

Q2_2.

Indicate, by checking the box below, that the program will include:

- End-of-Course subjects
- Access to modules and teacher support for credit recovery
- Access to an elective course

☒ I assure that the program will include all of the above.

Q2_3.

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

- Budget plan
- Compensation plan

☒ I assure that the LEA will maintain and, upon request, deliver the above.

Q2_4.

In the space provided, describe the typical day for students enrolled in the school extension program grades **9–12**. The following items must be addressed for plan approval:

- End-of-Course subjects offered
- Credit Recovery subjects offered
- Elective Course offered
- Social-Emotional Learning (SEL) supports

Dates: Session 1: June 7th-June 25th Session 2: July 26th-August 6th 9-12 Schedule: 7:30am-8:00am: Planning- 0 minutes 7:45am- 8:00am: Breakfast- 0 minutes 8:05am-8:15am: SEL support- restorative practices- 10 minutes 8:15am-10:20am: Focused EOC instruction; Credit Recovery; Elective instruction (dependent on student needs)- 125 minutes 10:20am-10:25am- Student break- 0 minutes 10:25am-12:15pm: Focused EOC instruction; Credit Recovery; Elective instruction (dependent on student needs)- 110 minutes 12:15pm- 12:35pm: Lunch- 0 minutes 12:35pm-2:35pm: Focused EOC instruction; Credit Recovery; Elective instruction (dependent on student needs)- 120 minutes 2:35pm-2:40pm- Student break- 0 minutes 2:40pm-3:00pm: physical activity- 20 minutes 3:00-3:15:Focused review- 15 minutes 3:15pm-3:45pm: Planning- 0 minutes 365 minutes of academic time per day (excluding 15 minutes for SEL & 20 minutes for physical activity) 6.083 hours of academic time per day (excluding 15 minutes for SEL & 20 minutes for physical activity) 91.245 total hours in Session 1 (15 days) 60.83 total hours in Session 2 (10 days) 152.075 total hours Social-Emotional Learning Supports: *TCS will have a full-time counselor working throughout the summer with all summer school locations. In addition, all classrooms will continue to use Restorative Practices for Morning Meeting and throughout the school day. Blue Ridge Mental Health will be an extra resource this summer when needed. CASEL Three Signature Practices will provide routine and SEL structure to our instructional day.

Q2_5.

In the space below, provide details about the following for the school extension program grades **9–12**. This response is optional.

- Number of program location(s)

Q3.

880 - Transylvania County Schools

Section 3. Outreach Efforts for the School Extension Learning Recovery and Enrichment Program

Q3_1.

In the space provided, please describe outreach efforts for the **K–8** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

K-8 Identifying At-Risk Students: *Istation Diagnostic for reading and math (K-5) *Exact Path Diagnostic levels and growth for reading and math (6-8) *NC Check Ins for grades 3-5 (Reading and Math) *Teacher feedback and records from Standards Based Grading *IXL Diagnostic levels for reading and math (grades K-8) *Review of students in the MTSS process Parent Contact: Potential At-Risk student families were notified of summer school dates in late February so summer calendars could be marked appropriately. Next, more specific student invitations were sent home on April 26th to students in grades K-12. Parents may choose for their students to attend Session 1, Session 2, or both sessions. Once we see how many At-Risk students are choosing the option for Summer School, we will then expand our outreach and open the opportunity to other academic learners.

Q3_2.

In the space provided, please describe outreach efforts for the **9–12** program, including the following:

- What process, consistent with [G.S. 115C-105.41\(a\)](#), is used to determine students identified as at-risk?
- How are parents/guardian(s) contacted to notify them of student eligibility?

9-12 Identifying At-Risk Students: * Loss of 2 or more credits during the 2020-2021 school year * Course credits: not enough credits to be promoted to the next grade level * Course credits: not on track to graduate * Review of students in the MTSS process * Exact Path Diagnostic levels for growth in reading and math (9-10) Parent Contact: Potential At-Risk student family invitations were sent home on April 26th to students in grades K-12. Parents may choose for their students to attend Session 1, Session 2, or both sessions. Once we see how many At-Risk students are choosing the option for Summer School, we will then expand our outreach and open the opportunity to other academic learners.

Q3_3.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **K–8** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Transylvania County summer school pay has been \$25 per hour for the last five years. This year, the payment will be increased to \$30 per year. In addition, each teacher will be paid for an extra hour of planning for the first week of summer school to allow for more in-depth plans and collaboration. Transylvania County Schools, as of April 26th, do have full staffing in place for Session 1.

Q3_4.

In the space provided, please describe the efforts taken to incentivize teacher participation in the **9–12** program, please include the following:

- Beyond the required signing bonus, what additional incentives will the LEA offer?

Transylvania County summer school pay has been \$25 per hour for the last five years. This year, the payment will be increased to \$30 per year. In addition, each teacher will be paid for an extra hour of planning for the first week of summer school to allow for more in-depth plans and collaboration. Transylvania County Schools, as of April 26th, do have full staffing in place for Session 1.

Q4.

880 - Transylvania County Schools

Section 4. Assessments Administered in the School Extension Learning Recovery and Enrichment Program

Q4_1.
For the K–8 program, i-Ready has been approved by NCDPI to be used as the Competency-Based Assessment (CBA) tool.

Does your LEA plan to use i-Ready?

- ☐ Yes, we plan to use our existing i-Ready account
- ☐ Yes, we plan to purchase i-Ready using ESSER funds
- ☒ No, we would like to use an existing alternate CBA tool. (Please list the CBA tool below. The Office of Digital Teaching and Learning will review your existing tool for approval.)

Elementary Schools:

Istation for Reading and Math

Middle Schools:

IXL Diagnostic and Progress Monitoring Measures OR
Exact Path through Edmentum

All of these programs have been in use this year and we would like to stay consistent with these programs through the summer to gauge student growth adequately.

Q5.

880 - Transylvania County Schools

Section 5. Year-Round School Extension Learning Recovery and Enrichment Program

Q5_1.
In the space provided, describe the typical day for year-round students enrolled in the school extension program grades **K–8**. The following items must be addressed for plan approval:

- Proposed schedule for delivering in-person instruction
- Proposed enrichment activity or activities
- Social-emotional learning (SEL) supports

Q5_2.

In the space below, provide details about the following for the school extension program grades **K–8** for year-round schools. This response is optional.

- Teacher/student ratio
- Adult/student ratio
- Number of program location(s)
- Physical activity

Q6.

880 - Transylvania County Schools

Section 6. Additional Information about the School Extension Learning Recovery and Enrichment Program

Q6_1. In the space provided, please include any additional information about the extension program for **K–8** students.

Q6_2. In the space provided, please include any additional information about the extension program for **9–12** students.

Q6_3. This is the last page of the survey. You will not be able to edit your responses once you press the submit button below.

