



# PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, *Superintendent of Public Instruction*

WWW.DPI.NC.GOV

February 25, 2021

To: Chief Academic Officers  
Read to Achieve Contacts

From: Amy Rhyne, Director  
NCDPI Office of Early Learning

**RE: Charter Specific Information**

The following information is being provided in efforts to ensure Charters have the information needed to continue supporting our earliest readers. Charter legislation has not changed at this time, therefore Charters continue to have flexibility with the following:

**Read to Achieve Reading Camp**

Charter Schools maintain flexibility and may choose to conduct Read to Achieve reading camp. If a charter chooses to provide Read to Achieve reading camp, funds are allotted in PRC 016 and are to be used to fulfill the legislative requirements listed below. If a charter chooses not to conduct RtA reading camp, the funds provided in PRC 016 will revert back to the state.

Please complete the [survey](#) indicating if your charter school plans to conduct a Read to Achieve reading camp.

"Reading camp" means an additional educational program outside of the instructional calendar provided by the local school administrative unit as a literacy intervention that shall be offered to (i) any third grade student who does not demonstrate reading proficiency and (ii) any second grade student who demonstrates difficulty with reading development. Local school administrative units may offer a reading camp as a literacy intervention to any first grade student who demonstrates difficulty with reading development. Parents or guardians of the student offered a reading camp as a literacy intervention shall make the final decision regarding the student's reading camp attendance. 115C-83.7A

Reading camps shall meet the following requirements:

- (1) Offer at least 72 hours of reading instruction to yield positive reading outcomes for participants.
- (2) Be taught by compensated, licensed teachers selected based on demonstrated student outcomes in reading proficiency or in improvement of difficulties with reading development.
- (3) Allow volunteer mentors to read with students at times other than during the 72 hours of reading instruction.

**PRC 016**

RtA reading camp funds are expected to be provided to all PSUs in March 2022. Please note that all PRC 016 (RtA Reading Camp funds) must be spent to provide reading instruction and support during reading camp as outlined in legislation.

**Read to Achieve Reading Camp Bonuses**

There are two reading camp bonuses outlined in SB 387: signing bonus and performance bonus. Charters can use funds in PRC 036 to pay for reading camp bonuses.

**OFFICE OF EARLY LEARNING**

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## **Signing Bonus:**

The \$1200 signing bonus is for teachers who meet the following criteria:

1. Is associated with high growth in reading based on EVAAS data.
2. Was awarded a reading performance bonus administered by the Department of Public Instruction. (This bonus is administered to 3rd, 4th and 5th grade teachers based on reading EVAAS)
3. Accepts employment to provide instruction during a reading camp.

*\*Example: You have a teacher that taught 2nd grade during the 21-22 school year, but during the 20-21 school year they taught 4th grade and received a performance bonus. That teacher CAN receive the signing bonus if they choose to teach during the RtA Summer Reading Camp since they have received a DPI administered performance bonus.*

## **Performance Bonus:**

The \$150 performance bonus is given to teachers at the end of 3rd grade RtA Reading Camp for each 3rd grade student not demonstrating reading proficiency assigned to that teacher who demonstrated reading proficiency on an alternative assessment at the end of reading camp.

## **Literacy Intervention Plans and Individual Reading Plans (SB387)**

Charter Schools are not required to complete Literacy Intervention Plans or Individual Reading Plan as outlined in SB 387 at this time. If a charter chooses to move forward with developing these plans, please contact [tonia.parrish@dpi.nc.gov](mailto:tonia.parrish@dpi.nc.gov) for additional guidance and support.

## **Upcoming Webinars offered by the IABS Division**

### **Option #1- Charters & Non-Traditional Schools March Regional MTSS Coordinators Meeting:**

**Date:** Wednesday, March 9, 2022

**Time:** 9:00 am - 12:00 noon

**Who Attends?:** MTSS Implementers, including District MTSS, Behavior, & SEL Coordinators

**Registration Link:** <https://ncgov.webex.com/ncgov/j.php?RGID=r638b4f247982c60e5a1d9120926ab83f>

### **Option #2- Charters & Non-Traditional Schools March Regional MTSS Coordinators Meeting:**

**Date:** Thursday, March 10, 2022

**Time:** 9:00 am - 12:00 noon

**Who Attends?:** MTSS Implementers, including District MTSS, Behavior, & SEL Coordinators

**Registration Link:** <https://ncgov.webex.com/ncgov/j.php?RGID=r5d2d5baac11980111dad60af729a56ba>

## **LETRS<sup>®</sup> Training**

Charter Schools are not named in legislation to receive LETRS training. However, we have met with Lexia Voyager Sopris to share that several Charters are interested in receiving this training. Lexia Voyager Sopris has shared that Charters can individually reach out to work on a contract and training plan. If a charter is interested you may wish to use PRC 036 or other available funds to provide LETRS training. Charters may reach out to Jeffrey for more information. (Jeffrey.Vincent@[lexialearning.com](http://lexialearning.com))

## **PRC 036 funds**

Charter Schools receive literacy funds in PRC 036 which includes twice retained funds for supplemental tutoring. Charters were notified in January if they had students identified as twice retained. Additional funds in PRC 036 may be used to provide curriculum, materials, and training aligned to the Science of Reading.

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## **Science of Reading Resources**

“Science of Reading” (SoR) means evidence-based reading instruction practices that address the acquisition of language, phonological and phonemic awareness, phonics and spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Visit [NCDPI SoR Page](#) for additional resources.

## **Literacy at Home-Digital Children’s Reading Initiative**

In order to provide continuing support for North Carolina’s youngest readers, The North Carolina Department of Public Instruction Office of Early Learning has developed and released “[Literacy at Home](#).” This digital resource provides literacy activities at each grade level, pre-kindergarten through fifth grade. Families and communities may access this resource for activities that specifically target the literacy skills of phonemic awareness, phonics, fluency, vocabulary, reading comprehension, and oral language. When children grow in each of these foundational areas they are well on their way to becoming proficient readers.

As the 2021-2022 school year quickly comes to an end we applaud the continuous support each of you provide for NC teachers and students. We will continue to keep you informed and updated as we have additional guidance and information that pertains to NC Literacy efforts!

If you have any questions, please contact [tonia.parrish@dpi.nc.gov](mailto:tonia.parrish@dpi.nc.gov) who serves as the Read to Achieve contact for charter schools.

Dr. David Stegall, Deputy Superintendent of Innovation  
Tonia Parrish, Read to Achieve Section Chief  
Dan Tetreault, OEL Project Manager

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