



HOUSE BILL 47: Disaster Recovery Act of 2025 - Part I, Sec. 2G.1: School Extension Learning Recovery Program

2025-2026 General Assembly

Analysis of: S.L. 2025-2, Sec. 2G.1

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Prepared by: Legislative Analysis
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Section 2G.1 of S.L. 2025-2 (House Bill 47) requires local school administrative units (LEAs) in the following counties affected by Hurricane Helene to offer a School Extension Learning Recovery Program (Program) following the 2024-2025 school year for students in grades four through eight: Ashe, Avery, Buncombe, Burke, Haywood, Henderson, Madison, McDowell, Mitchell, Rutherford, Transylvania, Watauga, and Yancey. Any charter school within any of these counties can elect to participate in the Program.

To be eligible for the Program, students must have been enrolled in a participating LEA or charter school during the 2024-2025 school year. The Program must give first priority to students who have not reached proficiency in reading or mathematics by the end of the 2024-2025 school year. Participation is voluntary and the parent or guardian of a student must provide consent for a student to enroll in the Program.

Whenever possible, a student must participate at the school the student was enrolled in for the 2024-2025 school year. A student who was enrolled in a charter school that elects not to participate in the Program can attend the Program in the participating LEA closest to the student's residence.

A participating LEA or charter school must develop and submit a plan to the Department of Public Instruction (DPI) for its Program no later than 30 days prior to the final instructional day of the 2024-2025 school year. DPI must notify the participating LEA of any recommended changes within 21 days.

The plan for the Program must meet the following requirements:

- Is separate and apart from the 2024-2025 school year rather than an extension of the school year.
- Includes at least 72 hours of instruction that meets the following:
 - Includes at least three hours of daily instructional time (excluding time for lunch, transition periods, and physical activity).
 - Includes at least one hour of enrichment activity, such as sports, music, or arts.
 - Includes a period of physical activity during the instructional day.
 - Does not provide instruction on Saturdays.
 - Provides instruction in person.
 - Provides grade level course offerings in reading, mathematics, or a combination of both.
- Provides meal service for each instructional day.
- Provides transportation services to the school.
- Identifies the assessment that will be administered at the beginning and end of the Program to evaluate student progress.

Participating LEAs and charter schools must employ teachers and other school personnel as temporary employees on a contract basis. These temporary employees are not considered employees or teachers for the purposes of the Teachers and State Employees Retirement System (TSERS) or the State Health Plan and their earnings are not treated as compensation for the purpose of TSERS. Additionally, these employees are not eligible to accrue paid leave during their temporary employment.

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Participating LEAs and charter schools must select assessments from a list provided by DPI for students to complete at the beginning and conclusion of the Program. Assessment results must be shared with all teachers of record for that student for the 2025-2026 school year.

By October 15, 2025, participating LEAs and charter schools must report all of the following to DPI:

- The number of students offered first priority enrollment in the Program, and the total number of students that enrolled in the Program.
- The attendance record of enrolled students.
- Results of the assessment given to students at the beginning and end of the Program.
- The number of students who progressed to the next grade level and the number of students who were retained in the same grade level after participating in the Program.

By January 15, 2026, DPI must report on the following to the Joint Legislative Education Oversight Committee (JLEOC):

- Implementation of the Program.
- The information required to be reported by participating LEAs to DPI.
- A copy of each Program plan submitted to DPI, including any changes recommended by DPI, the reason the change was recommended, and whether the recommendation was followed.
- Any other data or information DPI deems relevant.

The Office of Learning Research at the University of North Carolina at Chapel Hill (OLR) must study the effectiveness of the Program. OLR must report the results of the study to the JLEOC by January 15, 2027. This section appropriates \$9 million to DPI for the Program. Any remaining funds will revert to the Helene Fund on October 15, 2025.

This section became effective March 19, 2025.