School Attendance and Student Accounting Manual

2021 - 2022





NORTH CAROLINA
State Board of Education
Department of Public Instruction

ADDITIONAL INFORMATION CAN BE FOUND ON THE DPI WEBSITE AT HTTPS://WWW.DPI.NC.GOV/DISTRICTS-SCHOOLS/DISTRICT-OPERATIONS/FINANCIAL-AND-BUSINESS-SERVICES/STUDENT-ACCOUNTING

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Chapter 1

Those Entitled to Attend School

Article IX of the Constitution of North Carolina provides for a general and uniform system of free public schools to be provided throughout the state, wherein equal opportunities shall be provided for all students.

I. TUITION AND AGE

All children of the State, ages 5 through 20, as provided in the law are entitled to attend the public schools. Tuition is to be free of charge to all children of the State, and to every person of the State less than 21 years old who has not completed a standard high school course of study. (G.S. 115C-1) This age provision is modified in the case of children moving into the State to make it their legal residence after having entered school for their first year in the state from which they have moved. (G.S. 115C-364)

Notwithstanding the provisions of any other statute and without regard for the place of domicile of a parent or guardian, the cost of a free appropriate public education for a child with disabilities who is placed in or assigned to a group home, foster home, or other similar facility, pursuant to state and federal law, is to be borne by the local board of education in which the group home, foster home, or similar facility is located. (G.S. 115C-111.3(a))

II THOSE ENTITLED TO ATTEND SCHOOL

Unless otherwise assigned by the local board of education, the following students are entitled to attend the school in the district or attendance area in which they are domiciled:

A. All students who have passed the fifth anniversary of their birth on or before August 31 of the year are entitled to enroll in the public schools. (G.S. 115C-364) Prior to the 2010-2011 school year, the date was Oct 16th.

1. G.S. 115C-364(a)(2) The child did not reach the age of 5 on or before August 31 of that school year but has been attending school during that school year in another state in accordance with the laws or rules of that state before the child moved to and became a resident of North Carolina.

2. G.S. 115C-364(a)(3) The child did not reach the age of five on or before August 31 of that school year, but would be eligible to attend school during that school year in another state in accordance with the laws or rules of that state, if all of the following apply:

(a) the child's parent is a legal resident of North Carolina who is an active member of the uniformed services assigned to a permanent duty station in another state,

(b) the child's parent is the sole legal custodian of the child,

(c) the child's parent is deployed for duty away from the permanent duty station,

(d) the child resides with an adult who is a domiciliary of a local school administrative unit in North Carolina as a result of the parent's deployment away from the permanent duty station.

B. A child who has passed the fourth anniversary of his/her birth on or before April 16 may enter kindergarten if presented for enrollment no later than the end of the first month of

the school year and if the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and that the child has the maturity to justify admission to the school. The State Board of Education has established guidelines for the principal to use in making this finding; (G.S. 115C-364)

The following link may also be helpful for school entry age requirements https://www.dpi.nc.gov/about-dpi/state-board-education/legal-affairs/resources.

C. All students under the age of 21 years who are domiciled in a school administrative unit who have not been removed from school for cause, or who have not obtained a high school diploma, are entitled to all the privileges and advantages of the public schools to which they are assigned by the local boards of education, (G.S. 115C-366).

Foreign Exchange students coming to North Carolina are not domiciles of North Carolina and must be enrolled as Visiting Students. North Carolina domiciled students receiving their education as Foreign Exchange Students outside North Carolina must not be shown as enrolled in NC Public Schools during this time.

D. It is the policy of the State that every child of a homeless individual and every homeless child have access to a free, appropriate public education on the same basis of all children who are domiciled in this State; (G.S. 115C-366)

E. At the local board of education's discretion, students who are 21 years of age or older before the beginning of the school year in which they wish to enroll. Tuition may be charged; (G.S. 115C-366.1(a)(4))

If a student is NOT identified as EC and starts school at the age of 21, the LEA would NOT get state funding for that student. If the student is identified as EC, the LEA would get state funding until the student reached the age of 22.

F. Children living in and cared for and supported by an institution established, operated, or incorporated for the purpose of rearing and caring for children who do not live with their parents are considered legal residents of the local education agency (LEA) in which the institution is located; (G.S. 115C-366)

G. A student who is not a domiciliary of an LEA may attend, without payment of tuition, the public schools of that LEA if all the following apply (G.S. 115C-366):

1. The student resides with an adult domiciliary of that unit as a result of the death, serious illness, or incarceration of a parent or legal guardian; the abandonment by a parent or legal guardian; abuse or neglect by the parent or legal guardian; the inability of the parent or legal guardian to provide adequate care and supervision due to his/her physical or mental condition; the relinquishment of physical custody and control of the student by the student's parent or legal guardian; the loss or uninhabitability of the student's home as a result of a natural disaster; or the parent or legal guardian is one of the following:
    1. A member or veteran of the uniformed services who is severely injured and medically discharged or retired, but only for a period of one year after the medical discharge or retirement of the parent or guardian. (115C-366)

2. A member of the uniformed services who dies on active duty or as a result of injuries sustained on active duty, but only for a period of one year after death. (115C-366)

2. The parent or legal guardian is on active military duty, and the commanding officer of the parent or legal guardian provides in a signed letter that the parent or legal guardian's military orders prevent the parent or legal guardian from physically residing with the student. The signed letter from the commanding office must indicate the time period that such military orders will be in effect. Active military duty training does not include periods for les less than 30 days. (115C-366)

3. The student is:
    a. Not currently under a term of suspension or expulsion from a school for conduct that could have led to a suspension or an expulsion from the local school administrative unite, or (115C-366(a3)(2))
    b. Currently under a term of suspension or expulsion from a school for conduct that would have led to a suspension or an expulsion from the local school administrative unit and is identified as eligible for special education and related services under the Individuals with Disabilities Education Improvement Act (115C-366(a3)(2))

4. Affidavits must be completed by the adult with whom the student resides and the student's parent, guardian, or legal custodian; (G.S. 115C-366)

H. A student who is not a domiciliary of an LEA may attend, without payment of tuition, the public schools of that LEA, if the parent or legal guardian is a member or veteran of the uniformed services who is severely injured and medically discharged, but only for a period of one year after the medical discharge or retirement of the parent or legal guardian.

I. A student who is not a domiciliary of an LEA may attend, without payment of tuition, the public schools of that LEA, if the parent or legal guardian is a member of the uniformed services who dies as a result of injuries sustained on active duty, but only for a period of one year after the death. (115C-366)

J. A student domiciled in one local school administrative unit may be assigned either with or without the payment of tuition to a public school in another local school administrative unit upon the terms and conditions agreed to in writing between the local boards of education involved and entered in the official records of the boards. The assignment shall be effective only for the current school year but may be renewed annually in the discretion of the boards involved. (115C-366)

K. A foreign exchange student may not initially enroll and attend a charter school where that charter school has instituted a lottery for admission to the school and where that school has a wait list of students, domiciled in the State of North Carolina wanting to attend the school at the time the foreign exchange student is presented for enrollment.

L. A student who is not a domiciliary of an LEA shall be permitted to register to enroll in the public schools of that LEA by remote means, including electronic means, prior to commencement of the student's residency in the LEA if all of the following apply:

(1) A parent or legal guardian is on active military duty and is transferred or pending transfer pursuant to an official military order to a military installation or reservation in the State.

(2) Upon request by the local school administrative unit where the student seeks to register to enroll, a parent or legal guardian provides a copy of the official military order transferring to a military installation or reservation located in the State.

(3) A parent or legal guardian completes and submits the local school administrative unit's required enrollment forms and documentation, except that proof of residency and documentation related to disciplinary actions pursuant to G.S. 115C-366(a4) shall not be required until the student transfers into the local school administrative unit, at which time they shall be required prior to commencing attendance.

The school shall make available to the student the same opportunities available to a student enrolled contemporaneously with domicilia, such as requesting or applying for school assignment, registering for courses, and applying for any other programs that require additional request or application.

A student enrolled pursuant to this subsection may not attend school in the local school administrative unit until proof of residency is provided in accordance with the requirements of the local school administrative unit. (115C-366)

M. A student who is not a domiciliary of a LEA shall be permitted to register to enroll in the public schools of that unit if that student resides in that LEA with a parent, legal guardian, or legal custodian on active military duty who is assigned by official military order to a military installation or reservation in the State. Nothing in this subsection shall be construed to curtail a local school administrative unit's authority pursuant to G.S. 115C-366(a5).

Residence and Domicile defined. - Residence simply indicates a person's actual place of abode, whether permanent or temporary, while domicile denotes one's permanent, established home as distinguished from a temporary, although actual, place of residence; furthermore, an unemancipated minor may not establish a domicile different from his parents, surviving parents, or legal guardian, but may reside in a place separate from his parents. Place of employment has no inherent effect on the establishment of a domicile. If a parent or legal guardian of a student is employed by the school system but is domiciled outside North Carolina the student is not entitled to attend school and must be considered a Visiting Student.

Foreign Exchange Student defined - A student, domiciled in a foreign county, which has come to the United States on a Student Visa (J-1) or a Cultural Exchange Visa (F-1) to participate in an educational study abroad program (one academic year or less) at a North Carolina public high school.

Access **Information on the Rights of All Children to Enroll In School** from the USED and US DOJ for questions about enrollment policies and practices.

III. PRIVATE AND HOME SCHOOL STUDENTS

Local boards of education who choose to admit students for a portion of the school day who are enrolled in private schools or home schools must develop policies related to the admission and attendance of those students. State tuition must not be charged.

North Carolina Virtual Public School (NCVPS) class:
Local boards of education may register **non-public school** students for a NCVPS class upon verification from the NCVPS that such enrollment will not exclude enrolled public-school students from registering for the class. The local board of education shall charge tuition, established by the State Board of Education in March of each year for all courses offered in the summer and following school year. The State Board will identify the portion of the tuition to be retained by the local board of education.

A non-public school student should have an Admission Status Code of Visitor – Standard Program on the demographics screen in PowerSchool. Non-public school students should not be included on the Principal's Monthly Report.

North Carolina Learn and Earn On-Line class:
Non-public school students have access to Learn and Earn On-Line courses by directly registering through the established community college or university on-line course registration process. Therefore, non-public school students do not need to register through a public school.

Home School:
Prior to withdrawing a student, a parent or legal guardian must provide proof that the Notice of Intent to Operate a School form has been received by the Division of Non-Public Education (DNPE). For further information, DNPE has a website at www.ncdnpe.org/ .

IV. DEFINITION OF A SCHOOL

A school is an organizational subdivision of a school system consisting of a group of pupils composed of one or more grade groups, organized as one unit with an assigned principal, or person acting in the capacity of principal, to give instruction of the type defined in the North Carolina Standard Course of Study, and housed in a school plant of one or more buildings.

Chapter 2

Rules and Regulations of the State Board of Education Governing Compulsory School Attendance and Student Accounting

I. COMPULSORY ATTENDANCE AGES

In accordance with G.S. 115C-378, every parent, guardian, or custodian in North Carolina having charge or control of a student between the ages of 7 and 16 years shall cause the student to attend school continuously for a period equal to the time which the public school to which the student is assigned is in session. Every parent, guardian, or custodian in North Carolina having charge or control of a child under age seven who is enrolled in a public school in grades Kindergarten through two shall also cause the child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session unless the child has withdrawn from school. No person shall encourage, entice, or counsel any child of compulsory age to be unlawfully absent from school. The parent, guardian, or custodian of a child shall notify the school of the reason for each known absence of the child, in accordance with local school board policy.

The term "school" is defined to embrace all public schools and any nonpublic schools which have teachers and curricula that are approved by the State Board of Education.

II. ASSIGNMENT AND ENROLLMENT

Each local board of education is authorized and directed to provide for the assignment to a public school of each child residing within the local education agency (LEA) who is qualified under the laws of North Carolina for admission to a public school. (G.S. 115C-366)

III REQUIREMENTS FOR ENTRANCE

A. A child, to be entitled to initial entry in the public schools, must have reached the age of five (5) on or before August 31 of the year in which the child is presented for enrollment, and must be presented for enrollment any time during the first 120 days of the school year. (G.S. 115C-364)

115C-364(c), 130A-109 - mandatory for the principal to require the parent to furnish a certified copy of the child's birth certificate. It permits when the certificate is not available for school authorities to accept "competent and verifiable evidence as secondary proof of age, specifically including but not limited to: (i) a certified copy of any medical record of the child's birth issued by the treating physician or the hospital in which the child was born, or (ii) a certified copy of a birth certificate issued by a church, mosque, temple, or other religious institution that maintain birth records of its members." The bill is silent on the time period for the parent to produce the birth certificate. (By contrast G.S. 130A-155 provides 30 days for immunization records).

B. A child who has passed the fourth anniversary of his/her birth on or before April 16 may enter kindergarten if presented for enrollment no later than the end of the first month of the school year and if the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted, and that the child has the maturity to justify admission to the school. The State Board of Education has established guidelines for the principal to use in making this finding. (G.S. 115C-364)

C. No child may attend a school (Pre-K-12), whether public, private, or religious, or a day-care facility as defined in G.S. 110-86(3), unless a certificate of immunization indicating that the child has received the immunizations required by G.S. 130A-152, is presented to the school or facility (G.S. 130A-155). "In North Carolina, every child present in this State shall be

immunized against diphtheria, tetanus, whooping cough, poliomyelitis, varicella (chicken pox), hepatitis B, haemophilus influenza type B (Hib), red measles (rubeola), mumps, and rubella."

D. No child (except hospital/homebound, staggered Kindergarten, Teacher-in-Treatment, or Medically Fragile) may be enrolled in membership unless they are present on their initial date of enrollment.

On-site is the location where instruction is being delivered and the student is physically in person supervised by school personnel.

- If a student is on-site on their initial date of enrollment and is present at least one-half of the instructional day, the student is "present on-site."

- The student is "present off-site" if a student is scheduled for remote instruction or offered remote instruction on their initial date of enrollment, a positive two-way communication is required between the student/parent/family and a school official designated by the school. For instance, a documented phone call or electronic communication or meeting. If an email is used to communicate, the date of the response from the student is considered the date of the initial enrollment. Evidence of work is not sufficient for the initial date of enrollment.

E. When a student transfers into the public schools of an LEA, the local board of education shall require that the student's parent, guardian, or custodian provide a statement made under oath or affirmation before a qualified official indicating whether the student is, at that time, under suspension or expulsion from attendance at a private or public school in this or any other state or has been convicted of a felony in this or any other state. (G.S. 115C-366)

IV ATTENDANCE

A. **Attendance must be taken each day of the school year in PowerSchool for on-site and remote instruction days.** In order to be considered in attendance, a student (except for hospital/homebound or staggered kindergarten) must be present on-site for the school day or at a place other than on-site with the approval of the appropriate school official for the purpose of attending an authorized school activity. Such activities may include field trips, athletic contests, student conventions, musical festivals, or any similar approved activity. Requirements for student attendance for remote instructional days shall be in accordance with the public-school unit's remote instruction plan.

B. A student is considered present for the purposes of daily attendance during a remote instruction day and with the exception of the student's initial enrollment day:

1. If a student completes their assignments for each remote instruction day, either online or offline; and/or

2. If a student has a daily check-in, a two-way communication, with the appropriate teacher(s)

a. In grade K-5, homeroom teacher
b. All other grade levels, each course teacher as scheduled

Public School units shall communicate the attendance procedures to the students and parents/families before the first day remote instruction begins. It is a local decision as to the method of this communication.

Except as noted in IV.A. and IV.B. above, a student must be present at least one-half of the school's instructional day in order to be recorded present for that day.

C. Hospital/Homebound

If a student is confined at home or in a hospital, is unable to attend school, and is receiving homebound instruction from his/her home school/LEA, he/she is to be considered Hospital/Homebound. Once school/LEA personnel have made contact (a face-to-face meeting) with the student to provide instruction, the student should be counted PRESENT. The student should continue to be counted present for the span of time during which regularly scheduled hospital/homebound instructional services are delivered. (Supporting documentation should be maintained at the school.)

Students who are identified as having a disability under the federal Individuals with Disabilities Education Improvement Act (IDEA) or the corresponding Article 9 of Chapter 115C of the NC General Statutes, and whose IEPs are developed according to the specifications of those laws may be considered Homebound based on the IEP.

The IEP of the above-mentioned student(s) must be developed by a duly constituted multidisciplinary team familiar with the student's unique, individual needs, using a variety of recent evaluative data and documentation. The IEP can legitimize an instructional day (or week) for a student with disabilities that is shorter than the instructional day (or week) for other, non-disabled students. In these cases, the Homebound Attendance Policy can be applied.

NOTE: PowerSchool will No-Show students if the user of the system goes to the Daily Headcount Adjustment screen to view students that have not initially attended school for the current school year. This screen is also to be used to adjust enrollment days of students that did not attend on their initial enrollment day. Students that are not in attendance on their initial enrollment day should have their enrollment day adjusted to the next instructional day. The only students that can be officially enrolled and absent on the enrollment day are students absent with the 1H/1M codes.

D. Lawful Absences

The superintendent, principal, or teacher who is in charge of a school has the right to excuse a student temporarily from attendance on account of sickness or other unavoidable cause. (Below are the valid/lawful excuses for temporary nonattendance of a student at school.)

1. **Illness or Injury**: When the absence results from illness or injury which prevents the student from being physically able to attend school.

2. **Quarantine**: When isolation of the student is ordered by the local health officer or by the State Board of Health.

3. **Death in the Immediate Family**: When the absence results from the death of a member of the immediate family of the student. For the purpose of this regulation, the immediate family of a student includes, but is not necessarily limited to, grandparents, parents, brothers, and sisters.

4. **Medical or Dental Appointments**: When the absence results from a medical or dental appointment of a student.

5. **Court or Administrative Proceedings**: When the absence results from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness. The Local Board of Education can be considered an administrative tribunal.

6. **Religious Observance**: School principals are required to authorize a minimum of two excused absences each academic year for religious observances required by faith of a student or a student's parent or legal guardian. The student shall be given the opportunity to make up any tests or other work missed due to this excused absence. (115C-379)

7. **Educational Opportunity**: When it is demonstrated that the purpose of the absence is to take advantage of a valid education opportunity, such as travel. Approval for such an absence must be granted prior to the absence. This would include, but is not limited to, a student serving as a legislative page or a governor's page.

8. **Local School Board Policy**: LEAs may excuse temporary or occasional absences for other reasons in accordance with local school board policies, provided that the student has been in attendance for at least one-half of a school day during the current school year.

9. **Absence related to Deployment Activities: -** A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting for the purpose of visiting said parent or legal guardian. (G.S. 115C-407.5Article V (E))

10. **Child Care:** Absences due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent are to be coded excused (lawful). (G.S.115C-375.5)

NOTE: PowerSchool Attendance Codes are listed in Appendix C.

NOTE: Suspension is not included in this list of Lawful (excused) absences but the "3" code for suspensions or expulsions is to be coded/mapped as an excused absence in the school's student information tracking system which is currently PowerSchool.

E. Medically Fragile

Students who are medically fragile are frequently absent from school, and their absences are directly related to their severe or life-threatening physical condition.

A medically fragile student is identified as follows:

A student who qualifies for special education in one of the existing categories of disability and for whom a licensed medical doctor has provided documentation that an associated or accompanying chronic illness is so severe as to affect the student's school attendance. A

medically fragile student is one whose illness frequently places him/her in life threatening situations. In addition, he/she may be technology- dependent for life support systems, i.e., tracheotomy, gastrostomy, etc.

Rare instances may exist in which a child does not qualify for special education as defined in the Individuals with Disabilities Education Act (IDEA). However, the child would unquestionably meet the definition of disabled under Section 504 of the Rehabilitation Act of 1973, and thus would be eligible for consideration as a medically fragile student.

The absence of medically fragile students will be reported as **1H** Absences on the Principal's Monthly Report.

NOTE: Medically fragile absences are not included by the Department of Public Instruction in the calculation of a school's attendance rate.

F. Staggered Kindergarten

Staggered Kindergarten enrollment programs are limited to the beginning of the school year. Kindergarten is the only grade for which a staggered enrollment program may be used. In order to allow staggered enrollment programs for Kindergarten to operate without adversely affecting a school's ADM or attendance rate, the following procedure is to be used.

1. Enroll all participating Kindergartners on Day 01.

2. Students should be counted present on days assigned to be at home

Kindergarten students that did not participate in the Staggered Kindergarten Program or are presented for enrollment after the program's termination should have an enrollment date on the first day they are present in accordance with Chapter 2 Section III.

G. Teacher-in-Treatment Program

Students who are participating in the Teacher-in-Treatment Program should remain in membership in their home school. Their days of participation should be posted as absences using the reason Teacher-in-Treatment. The absences will be reported as a 1H on the Principal's Monthly report.

Current Teacher-in-Treatment Program sites are:

PORT	Greenville	(252) 413-1950
ASAP Youth Focus (formerly Links)	Greensboro	(336) 317-2062
PORT Aberdeen (formerly Bethesda)	Aberdeen	(910) 944-2189
Swain Recovery Center Adolescent Prog.	Swannanoa	(828) 669-4161

Eckerd Youth Camps are not part of the Teacher-in-Treatment Program and should be considered as a non-public, appropriate educational program. Students enrolled in Eckerd Youth Camp facilities are to be withdrawn from your school using the W1 Code – Transferred to another school or appropriate educational program.

H. Unlawful Absences

For students who are entitled to attend public school and who have enrolled in a public

school, *unlawful* absence is defined as:

1. A student's willful absence from school with or without the knowledge of the parent; or

2. A student's absence from school for any reason other than those listed in Chapter 2, Section IV.D., under "Lawful Absences."

3. When students are not permitted to attend school because they lack proper immunization. Code **2B** in PowerSchool is suggested for immunization absence tracking.

4. When students are not permitted to attend school for no health assessment, Code **2C** in PowerSchool is suggested for no health assessment absence tracking.

NOTE: Unlawful absences must be recorded for proper calculation of average daily membership (ADM). Unlawful absences must also be recorded to meet the requirements of the Compulsory Attendance Law.

I. Definition of Student at Risk

A student at risk is a young person who because of a wide range of individual, personal, financial, familial, social, behavioral, or academic circumstances may experience school failure or other unwanted outcomes unless interventions occur to reduce the risk factors (NCSBE Policy DROP-001 I.B.)

Each school system and school shall develop and maintain identifiable and targeted dropout prevention and students at risk program to meet the needs of students at risk of school failure. (NCSBE Policy DROP-001 II.B.)

Alternative Learning Programs

Alternative Learning Programs are defined as services for students at risk of truancy, academic failure, behavior problems, and/or dropping out of school. These services should be designed to better meet the needs of students who have not been successful in the regular public-school setting. Alternative learning programs serve students at any level who (NCSBE Policy DROP-001 I.C.)

- are suspended and/or expelled,
- are at risk of participating in juvenile crime,
- have dropped out and desire to return to school,
- have a history of truancy,
- are returning from juvenile justice settings or psychiatric hospitals, or
- have learning styles that are better served in an alternative setting.

An alternative learning program must

- provide the primary instruction for selected at-risk students
- enroll students for a designated period of time, usually a minimum of one academic grading period

- offer course credit or grade level promotion credit in core academic areas and
- provide transition support to and from/between the school of origin and alternative learning program.

Alternative learning programs may also

- address behavioral or emotional problems that interfere with adjustments to or benefiting from the regular education classroom,
- proved smaller classes and/or student/teacher ratios,
- provide instruction beyond regular school hours,
- provide flexible scheduling, and/or
- assist students in meeting graduation requirements other than course credits

Alternative learning programs for at-risk students typically serve students in an alternative school or alternative program within the regular school. Alternative schools may vary from other schools in such areas as teaching methods, hours, curriculum, or sites, and they are intended to meet particular learning needs (NCSBE Policy DROP-001 I.D.)

Administrative Guidelines
Each school system and school shall develop and maintain identifiable and targeted dropout prevention and students at risk program to meet the needs of students at risk of school failure. Plans shall be maintained at the LEA and be available for review by Department of Public Instruction staff. LEAs are encouraged to develop a personal education plan for each identified student at risk. (NCSBE Policy DROP-001 II.B.-C.)

J. Suspensions and Expulsions

1. Short-Term Suspension (G.S. 115C-390.5)

i. The principal shall have authority to impose short-term suspension on a student who willfully engages in conduct that violates a provision of the Code of Student Conduct authorizing short-term suspension.

ii. If a student's short-term suspensions accumulate to more than 10 days in a semester, to the extent the principal has not already done so, he or she shall invoke the mechanisms provided for in the applicable safe schools plan.

iii. A student subject to short-term suspension shall be provided the following:
1. The opportunity to take textbooks home for the duration of the suspension.
2. Upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with the assignment.
3. The opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

2. Short-Term Suspension Procedures (G.S. 115C-390.6)

i. Except as authorized in this section, no short-term suspension shall be imposed upon a student without first providing the student an opportunity for an informal hearing with the principal. The notice to the student of the

charges may be oral or written, and the hearing may be held immediately after the notice is given. The student has the right to be present, to be informed of the charges and the basis for the accusations, and to make statements in defense or mitigation of the charges.

ii. The principal may impose a short-term suspension without providing the student an opportunity for a hearing if the presence of the student creates a direct and immediate threat to the safety of other students or staff, or substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the notice of the charges and informal hearing described in subsection (i) of this section shall occur as soon as practicable.

iii. The principal shall provide notice to the student's parent of any short-term suspension, including the reason for the suspension and a description of the alleged student conduct upon which the suspension is based. The notice shall be given by the end of the workday during which the suspension is imposed when reasonably possible, but in no event more than two days after the suspension is imposed. The notice shall be given by certified mail, telephone, facsimile, e-mail, or any other method reasonably designed to achieve actual notice.

iv. If English is the second language of the parent, the notice shall be provided in the parent's primary language, when the appropriate foreign language resources are readily available, and in English, and both versions shall be in plain language and shall be easily understandable.

v. A student is not entitled to appeal the principal's decision to impose a short-term suspension to the superintendent or local board of education. Further, such a decision is not subject to judicial review. Notwithstanding this subsection, the local board of education, in its discretion, may provide students an opportunity for a review or appeal of a short-term suspension to the superintendent or local board of education.

3. **Long-Term Suspension** (G.S. 115C-390.7)

i. A principal may recommend to the superintendent the long-term suspension of any student who willfully engages in conduct that violates a provision of the Code of Student Conduct that authorizes long-term suspension. Only the superintendent has the authority to long-term suspend a student.

ii. Before the superintendent's imposition of a long-term suspension, the student must be provided an opportunity for a hearing consistent with G.S. 115C-390.8.

iii. If the student recommended for long-term suspension declines the opportunity for a hearing, the superintendent shall review the circumstances of the recommended long-term suspension. Following such review, the superintendent (i) may impose the suspension if it is consistent with board policies and appropriate under the circumstances, (ii) may impose another appropriate penalty authorized by board policy, or (iii) may decline to

impose any penalty.

iv. If a teacher is assaulted or injured by a student and as a result the student is long-term suspended or reassigned to alternative education services, the student shall not be returned to that teacher's classroom unless the teacher consents.

v. Disciplinary reassignment of a student to a full-time educational program that meets the academic requirements of the standard course of study established by the State Board of Education as provided in G.S. 115C-12 and provides the student with the opportunity to make timely progress towards graduation and grade promotion is not a long-term suspension requiring the due process procedures described in G.S. 115C-390.8.

4. Long-Term Suspension Procedures (G.S. 115C-390.8)

i. When a student is recommended by the principal for long-term suspension, the principal shall give written notice to the student's parent. The notice shall be provided to the student's parent by the end of the workday during which the suspension was recommended when reasonably possible or as soon thereafter as practicable. The written notice shall provide at least the following information:

1. A description of the incident and the student's conduct that led to the long-term suspension recommendation.

2. A reference to the provisions of the Code of Student Conduct that the student is alleged to have violated.

3. The specific process by which the parent may request a hearing to contest the decision, including the number of days within which the hearing must be requested.

4. The process by which a hearing will be held, including, at a minimum, the procedures described in subsection (v) of this section.

5. Notice that the parent is permitted to retain an attorney to represent the student in the hearing process.

6. The extent to which the local board policy permits the parent to have an advocate, instead of an attorney, accompany the student to assist in the presentation of his or her appeal.

7. Notice that the parent has the right to review and obtain copies of the student's educational records before the hearing.

8. A reference to the local board policy on the expungement of discipline records as required by G.S. 115C-402.

ii. Written notice may be provided by certified mail, fax, e-mail, or any other

written method reasonably designed to achieve actual notice of the recommendation for long- term suspension. When school personnel are aware that English is not the primary language of the parent or guardian, the notice shall be written in both English and in the primary language of the parent or guardian when the appropriate foreign language resources are readily available. All notices described in this section shall be written in plain English, and shall include the following information translated into the dominant non-English language used by residents within the local school administrative unit:

1. The nature of the document, i.e., that it is a long-term suspension notice.

2. The process by which the parent may request a hearing to contest the long- term suspension.

3. The identity and phone number of a school employee that the parent may call to obtain assistance in understanding the English language information included in the document.

iii. No long-term suspension shall be imposed on a student until an opportunity for a formal hearing is provided to the student. If a hearing is timely requested, it shall be held, and a decision issued before a long-term suspension is imposed, except as otherwise provided in this subsection. The student and parent shall be given reasonable notice of the time and place of the hearing.

1. If no hearing is timely requested, the superintendent shall follow the procedures described in G.S. 115C-390.7(c).

2. If the student or parent requests a postponement of the hearing, or if the hearing is requested beyond the time set for such request, the hearing shall be scheduled, but the student shall not have the right to return to school pending the hearing.

3. If neither the student nor parent appear for the scheduled hearing, after having been given reasonable notice of the time and place of the hearing, the parent and student are deemed to have waived the right to a hearing and the superintendent shall conduct the review required by G.S. 115C-390.7(c).

iv. The formal hearing may be conducted by the local board of education, by the superintendent, or by a person or group of persons appointed by the local board or superintendent to serve as a hearing officer or hearing panel. Neither the board nor the superintendent shall appoint any individual to serve as a hearing officer or on a hearing panel who is under the direct supervision of the principal recommending suspension. If the hearing is conducted by an appointed hearing officer or hearing panel, such officer or panel shall determine the relevant facts and credibility of witnesses based on the evidence presented at the hearing. Following the hearing, the superintendent or local board shall make a final decision regarding the

suspension. The superintendent or board shall adopt the hearing officer's or panel's factual determinations unless they are not supported by substantial evidence in the record.

v. Long-term suspension hearings shall be conducted in accordance with policies adopted by the board of education. Such policies shall offer the student procedural due process including, but not limited to, the following:

1. The right to be represented at the hearing by counsel or, in the discretion of the local board, a non-attorney advocate.

2. The right to be present at the hearing, accompanied by his or her parents.

3. The right of the student, parent, and the student's representative to review before the hearing any audio or video recordings of the incident and, consistent with federal and State student records laws and regulations, the information supporting the suspension that may be presented as evidence at the hearing, including statements made by witnesses related to the charges consistent with subsection (viii) of this section.

4. The right of the student, parent, or the student's representative to question witnesses appearing at the hearing.

5. The right to present evidence on his or her own behalf, which may include written statements or oral testimony, relating to the incident leading to the suspension, as well as any of the factors listed in G.S. 115C-390.2(g).

6. The right to have a record made of the hearing.

7. The right to make his or her own audio recording of the hearing.

8. The right to a written decision, based on substantial evidence presented at the hearing, either upholding, modifying, or rejecting the principal's recommendation of suspension and containing at least the following information:

a. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated.

b. Notice of what information will be included in the student's official record pursuant to G.S. 115C-402.

c. The student's right to appeal the decision and notice of the procedures for such appeal.

vi. Following the issuance of the decision, the superintendent shall implement the decision by authorizing the student's return to school or by imposing the suspension reflected in the decision.

vii. Unless the decision was made by the local board, the student may appeal the decision to the local board in accordance with G.S. 115C-45(c) and policies adopted by the board. Notwithstanding the provisions of G.S. 115C-45(c), a student's appeal to the board of a decision upholding a long-term suspension shall be heard and a final written decision issued in not more than 30 calendar days following the request for such appeal.

viii. Nothing in this section shall compel school officials to release names or other information that could allow the student or his or her representative to identify witnesses when such identification could create a safety risk for the witness.

ix. A decision of the local board to uphold the long-term suspension of a student is subject to judicial review in accordance with Article 4 of Chapter 150B of the General Statutes. The action must be brought within 30 days of the local board's decision. A person seeking judicial review shall file a petition in the superior court of the county where the local board made its decision. Local rules notwithstanding, petitions for judicial review of a long-term suspension shall be set for hearing in the first succeeding term of superior court in the county following the filing of the certified copy of the official record.

5. **365-Day Suspension for Gun Possession** (G.S. 115C-390.10)

i. All local boards of education shall develop and implement written policies and procedures, as required by the federal Gun Free Schools Act, 20 USC § 7151, requiring suspension for 365 calendar days of any student who is determined to have brought or been in possession of a firearm or destructive device on educational property, or to a school-sponsored event off of educational property. A principal shall recommend to the superintendent the 365-day suspension of any student believed to have violated board policies regarding weapons. The superintendent has the authority to suspend for 365 days a student who has been recommended for such suspension by the principal when such recommendation is consistent with board policies. Notwithstanding the foregoing, the superintendent may modify, in writing, the required 365-day suspension for an individual student on a case-by-case basis. The superintendent shall not impose a 365-day suspension if the superintendent determines that the student took or received the firearm or destructive device from another person at school or found the firearm or destructive device at school, provided that the student delivered or reported the firearm or destructive device as soon as practicable to a law enforcement officer or a school employee and had no intent to use such firearm or destructive device in a harmful or threatening way.

ii. The principal must report all incidents of firearms or destructive devices on educational property or at a school-sponsored event as required by G.S. 115C-288(g) and State Board of Education policy.

iii. Nothing in this provision shall apply to a firearm that was brought onto educational property for activities approved and authorized by the local board of education, provided that the local board of education has adopted

appropriate safeguards to protect student safety.

iv. At the time the student and parent receive notice that the student is suspended for 365 days under this section, the superintendent shall provide notice to the student and the student's parent of the right to petition the local board of education for readmission pursuant to G.S. 115C-390.12.

v. The procedures described in G.S. 115C-390.8 apply to students facing a 365-day suspension pursuant to this section.

vi. Students who are suspended for 365 days pursuant to this section shall be considered for alternative educational services consistent with the provisions of G.S. 115C-390.9.

6. Expulsion (G.S. 115C-390.11)

(a) Upon recommendation of the superintendent, a local board of education may expel any student 14 years of age or older whose continued presence in school constitutes a clear threat to the safety of other students or school staff. Prior to the expulsion of any student, the local board shall conduct a hearing to determine whether the student's continued presence in school constitutes a clear threat to the safety of other students or school staff. The student shall be given reasonable notice of the recommendation in accordance with G.S. 115C-390.8(a) and (b), as well as reasonable notice of the time and place of the scheduled hearing.

1. The procedures described in G.S. 115C-390.8(e)(1)-(8) apply to students facing expulsion pursuant to this section, except that the decision to expel a student by the local board of education shall be based on clear and convincing evidence that the student's continued presence in school constitutes a clear threat to the safety of other students and school staff.

2. A local board of education may expel any student subject to G.S. 14-208.18 in accordance with the procedures of this section. Prior to ordering the expulsion of a student, the local board of education shall consider whether there are alternative education services that may be offered to the student. As provided by G.S. 14-208.18(f), if the local board of education determines that the student shall be provided educational services on school property, the student shall be under the supervision of school personnel at all times.

3. At the time a student is expelled under this section, the student shall be provided notice of the right to petition for readmission pursuant to G.S. 115C-390.12.

(b) During the expulsion, the student is not entitled to be present on any property of the local school administrative unit and is not considered a student of the local board of education. Nothing in this section shall prevent a local board of education from offering access to some type of alternative educational services that can be provided to the student in a manner that does not create safety risks to other students and school staff.

7. A student must be recorded present in school when participating in any disciplinary techniques grouped under the term "in-school suspension."

8. When a student is expelled while under suspension, his/her withdrawal (W2) should be posted on the day the expulsion takes effect. The absences incurred during the suspension remain on the student's record.

9. Whenever a student is assigned a long-term suspension to include the remainder of the school year or a short-term suspension is converted to a long-term suspension to include the remainder of the school year, a W2 withdrawal code should be posted to that student's record on the date of assignment or conversion. If there are absences for Code 3-Suspensions recorded, they should remain.

10. **Alternative Education Services** (G.S. 115C-390.9)
    (a) Students who are long-term suspended shall be offered alternative education services unless the superintendent provides a significant or important reason for declining to offer such services. The following may be significant or important reasons, depending on the circumstances and the nature and setting of the alternative education services:

        1. The student exhibits violent behavior.

        2. The student poses a threat to staff or other students.

        3. The student substantially disrupts the learning process.

        4. The student otherwise engaged in serious misconduct that makes the provision of alternative educational services not feasible.

        5. Educationally appropriate alternative education services are not available in the local school administrative unit due to limited resources.

        6. The student failed to comply with reasonable conditions for admittance into an alternative education program.

    (b) If the superintendent declines to provide alternative education services to the suspended student, the student may seek review of such decision by the local board of education as permitted by G.S. 115C-45(c)(2). If the student seeks such review, the superintendent shall provide to the student and the local board, in advance of the board's review, a written explanation for the denial of services together with any documents or other information supporting the decision.

11. **Request for Readmission** (G.S. 115C-390.12)
    (a) All students suspended for 365 days or expelled may, after 180 calendar days from the date of the beginning of the student's suspension or expulsion, request in writing readmission to the local school administrative unit. The local board of education shall develop and publish written policies and procedures for the readmission of all students who have been expelled or suspended for 365 days, which shall provide, at a minimum, the following process:
        (1) The process for 365-day suspended students.

a. At the local board's discretion, either the superintendent or the local board itself shall consider and decide on petitions for readmission. If the decision maker is the superintendent, the superintendent shall offer the student an opportunity for an in-person meeting. If the decision maker is the local board of education, the board may offer the student an in-person meeting or may make a determination based on the records submitted by the student and the superintendent.

b. The student shall be readmitted if the student demonstrates to the satisfaction of the board or superintendent that the student's presence in school no longer constitutes a threat to the safety of other students or staff.

c. A superintendent's decision not to readmit the student may be appealed to the local board of education pursuant to G.S. 115C-45(c). The superintendent shall notify the parents of the right to appeal.

d. There is no right to judicial review of the board's decision not to readmit a 365-day suspended student.

e. A decision on readmission under this subsection shall be issued within 30 days of the petition.

(2) The process for expelled students.

a. The board of education shall consider all petitions for readmission of expelled students, together with the recommendation of the superintendent on the matter and shall rule on the request for readmission. The board shall consider the petition based on the records submitted by the student and the response by the administration and shall allow the parties to be heard in the same manner as provided by G.S. 115C-45(c).

b. The student shall be readmitted if the student demonstrates to the satisfaction of the board or superintendent that his or her presence in a school no longer constitutes a clear threat to the safety of other students or staff.

c. A decision by a board of education to deny readmission of an expelled student is not subject to judicial review.

d. An expelled student may subsequently request readmission not more often than every six months. The local board of education is not required to consider subsequent readmission petitions filed sooner than six months after the previous petition was filed.

e. A decision on readmission under this section shall be issued within 30 days of the petition.

(b) If a student is readmitted under this section, the board and the superintendent have the right to assign the student to any program within the school system and to place

reasonable conditions on the readmission.

(c) If a teacher was assaulted or injured by a student, and as a result the student was expelled, the student shall not be returned to that teacher's classroom following readmission unless the teacher consents.

12. Assignment of Student to a Particular School (G.S. 115C-366(a5))

Notwithstanding any other law, a local board may deny admission to or place reasonable conditions on the admission of a student who has been suspended from a school under G.S. 115C-390.5 through G.S. 115C-390.10 or who has been suspended from a school for conduct that could have led to a suspension from a school within the local school administrative unit where the student is seeking admission until the period of suspension has expired. Also, a local board may deny admission to or place reasonable conditions on the admission of a student who has been expelled from a school under G.S 115C-390.11 or who has been expelled from a school for behavior that indicated the student's continued presence in school constituted a clear threat to the safety of other students or staff as found by clear and convincing evidence, or who has been convicted of a felony in this or any other state. If the local board denies admission to a student who has been expelled or convicted of a felony, the student may request the local board to reconsider that decision in accordance with G.S. 115C-390.12. When a student who has been identified as eligible to receive special education and related services under the Individuals with Disabilities Education Act, 20 U.S.C. § 1400, et seq., is denied admission under this subsection, the local board shall provide educational services to the student to the same extent it would if the student were enrolled in the local school administrative unit at the time of the suspension or expulsion, as required by G.S. 115C-107.1(a)(3).

The following definitions apply in this section:
Educational decisions. – Decisions or actions recommended or required by the school concerning the student's academic course of study, extracurricular activities, and conduct. These decisions or actions include enrolling the student, receiving and responding to notices of discipline under G.S. 115C-390.5 through G.S. 115C-390.12, attending conferences with school personnel, granting permission for school-related activities, granting permission for emergency medical care, receiving and taking appropriate action in connection with student records, and any other decisions or actions recommended or required by the school in connection to that student (G.S.115C-366(h)(3)).

NOTE: The suspension and expulsion information from the North Carolina 2011 legislation session can be found at www.ncga.state.nc.us/enactedlegislation/sessionlaws/html/2011-2012/sl2011-282.html.

NOTE: The absence of a student which results from the suspension or expulsion of that student for misconduct may not be used for a compulsory attendance violation action. Absences caused by out-of-school suspension are not a factor in the administration of the Ten Day Rule (below).

K. Ten Day Rule

The State Board of Education Ten Day Rule states that when a student accumulates ten consecutive days of unlawful absences, he/she is to be withdrawn from funded membership

as of the first day following his/her last day in attendance. The PowerSchool software automatically handles the administration of the Ten Day Rule. The software functions as follows:

a. On the day following the 10th consecutive unlawful absence, the student in violation of the 10 Day Rule will no longer be counted in the calculation of ADM as of the first day of the consecutive absences. However, he/she will continue to be enrolled in the school and attendance is to be taken with the appropriate reason code. If the student has 10 consecutive unexcused absences causing violation days and returns on the 11th day or after and this occurs in one school month, the 10 days will stay as violation days, but the student will not show as a violation. If the student has 10 or more consecutive violation days occurring over a span of multiple months, the days will be reflected as violations depending on when the PMR data is processed as well as the student's violation status.

b. If and when the student returns to school, he/she is simply to be counted present for the days in attendance. Beginning on the first day the student returns and is counted present the student will once again be included in the calculation of the school's ADM. However, the consecutive violation days will continue to be excluded from ADM.

c. If and when it is determined the student with consecutive violation days is not returning to the school and is to be withdrawn, the withdrawal is to be posted on the first day after the student's last day in attendance.

d. Students under age 16 who are unlawfully absent for more than 10 consecutive absences are not to be withdrawn until their whereabouts are known or it is determined they have left the attendance area. Once students who continue to reside in the school's attendance area have been located, they should continue to be coded unlawfully absent as long as the reasons for their absences are unlawful.

e. If any student, regardless of age, is in violation of the Ten Day Rule on the last day of the school year, before submission of the Month 09 PMR, action must be taken to withdraw the student using the W2 Code on the first day after his/her last day in attendance.

NOTE: In PowerSchool, if a student is to be withdrawn, absences on and after the withdrawal date must be manually removed**.**

All eligible students, regardless of their Ten Day Rule status who are in membership at the school and are present on the day of the administration of the state required assessment, are required to participate in the testing. The testing results for the student will not be included in school growth or Annual Measurable Objectives (AMOs) if the student does not meet the 140 day accountability membership requirement. Either the Regional Accountability Coordinator or Accountability Services should be contacted before June 30 of the testing year to request adjustments.

L. Student Chronic Absenteeism (NCSBE Policy ATND-004)

Student chronic absenteeism is a risk factor for adverse student outcomes.

"Student Chronic Absentee" is a student who is enrolled in a North Carolina public school for at least 10 instructional days at any time during the school year, and whose total

number of absences is equal to or greater than 10 percent of the total number of days that such student has been enrolled at such school during such school year;

This definition applies to all students enrolled in a school, including those who have not reached the compulsory attendance age, as well as those who have reached or exceeded the compulsory attendance age.

Student chronic absenteeism refers to missing an excessive number of instructional days, for any reason– excused, unexcused, disciplinary – that a student is at risk of falling behind.

Student chronic absenteeism differs from truancy which only measures unexcused absences.

V. RULES OF PROCEDURE IN LAW ENFORCEMENT

The Compulsory Attendance Law (G.S. 115C-378) states every parent, guardian, or custodian in North Carolina having charge or control of a student between the ages of 7 and 16 years shall cause the student to attend school continuously for a period equal to the time which the public school to which the student is assigned is in session. It prohibits any person from encouraging, enticing, or counseling the child to be unlawfully absent from school. The parent, guardian, or custodian of the child is required to notify the school of the reason for each known absence of the child, in accordance with local school policy.

NOTE: Parents who refuse to comply with the health regulations of a community, such as compulsory vaccination, thereby causing a student to be excluded from the school, or parents who permit a student to stay at home or to be employed in any way contrary to the Child Welfare Law (Chapter 110 of the General Statutes), are responsible for the nonattendance of the student.

Each LEA must enforce the state laws and regulations which relate to compulsory attendance. LEAs may adopt rules which allow teachers to consider a student's absences in the computation of the student's grades. (16 NCAC 6E.0103) School personnel have additional legal responsibilities for student attendance. They are listed below.

Duties of the Teacher

The teacher is essential in the enforcement of the Compulsory Attendance Law. It is his/her duty:

1. To inform students and parents of the value and importance of regular school attendance through:

- **a.** Classroom activities,
- **b.** Programs and announcements at parent-teacher association and teachers' meetings, and
- **c.** The development of public sentiment in the community for regular school attendance;

2. To ascertain the cause of nonattendance and thus determine when an absence is lawful or unlawful (G.S. 115C-379); (The practice of requiring written excuses is recommended as a means of obtaining information as to the cause of absences.

However, when a teacher obtains knowledge through another means that the cause of an absence is lawful, and a written excuse is not provided, such absences should be reported as lawful.)

NOTE: In PowerSchool, the teacher is considered the lead teacher.

3. To record absences and absence reason codes accurately to ensure implementation of the Ten Day Rule; (See Section IV.K. above.)

4. To maintain accurate student accounting records; (Attendance records shall be kept for each day of the school year.) and

5. To maintain the same student records for extended school day programs as those in regular school, in addition to those required in Chapter 3 of this publication, which relate to extended day student accounting records. (G.S. 115C-307[f][g]; G.S. 115C- 308)

B. Duties of the Social Worker

1. The primary responsibility of the social worker is to ensure the regular attendance of all students. The social worker shall, as prescribed by the law, investigate all violators of the Compulsory Attendance Law. (G.S. 115C-381)

2. The social worker must:

a. Investigate all violators of the Compulsory Attendance Law reported to him/her by the principal;

b. Work with the student and his/her family to analyze the causes of the absences and determine steps, including adjustments of the school program and obtaining supplemental services, to eliminate the problem; and

c. Have authority to report and verify on oath, the necessary criminal warrants or other documents for the prosecution of violations of the Compulsory Attendance Law.

C. Duties of the Principal

The principal, as executive officer of the school, has the following responsibilities for the enforcement of the Compulsory Attendance Law and the provisions of the North Carolina Administrative Code as approved by the State Board of Education:

1. He/she must, insofar as it relates to his/her activities, utilize the means outlined above in Section V. under "Duties of the Teacher" to inform students, parents, and teachers as to their respective duties with regard to school attendance. He/she must also perform his/her duties as specified above in Section V. under "Duties of the Social Worker."

2. He/she must provide such prescribed forms for use by himself/herself and the teachers working under his/her supervision. These forms should be secured from the local superintendent.

3. The principal or the principal's designee must notify the parent, guardian, or

custodian of his/her child's excessive absences after the child has accumulated three unlawful absences in a school year. After not more than six unlawful absences, the principal or the principal's designee must notify the parent, guardian, or custodian by mail that he or she may be in violation of the Compulsory Attendance Law and may be prosecuted if the absences cannot be justified under the established attendance policies of the State and local boards of education.

After 10 accumulated unexcused absences in a school year, the principal or the principal's designee shall review any report or investigation prepared under G.S. 115C-381 and shall confer with the student and the student's parent, guardian, or custodian, if possible, to determine whether the parent, guardian, or custodian has received notification pursuant to this section and made a good faith effort to comply with the law. If the principal or the principal's designee determines that the parent, guardian, or custodian has not made a good faith effort to comply with the law, the principal shall notify the district attorney and the director of social services of the county where the child resides. If the principal or the principal's designee determines that the parent, guardian, or custodian has made a good faith effort to comply with the law, the principal may file a complaint with the juvenile court counselor pursuant to Chapter 7B of the General Statutes that the child is habitually absent from school without a valid excuse.

4. In the case of a student or parent being reported to the court for failure of the student to attend school, and the principal is called as a witness, it shall be the principal's duty to appear when so called at the time and place specified and have with him/her the teacher's report of unlawful absence. The teacher may also be called as a witness.

5. He/she must ensure that students are withdrawn on the day following their last day in attendance.

6. He/she must report, in writing, all cases of suspension or expulsion to the social worker and to the local superintendent.

D. Duties of the Superintendent

The superintendent of the LEA is responsible for creating and encouraging public sentiment favorable to regular school attendance and to the enforcement of the Compulsory Attendance Law and the provisions of the North Carolina Administrative Code as approved by the State Board of Education.

1. He/she must endeavor to obtain cooperation among all concerned - students, parents, teachers, principals, social workers, and court officials - in the administration of the Compulsory Attendance Law.

2. Through teachers' meetings, parent-teacher association meetings, newspapers, periodical releases, and other media, he/she must keep the public informed about the value, importance, and necessity of regular school attendance. He/she must advise principals and teachers as to their duties and responsibilities in respect to the enforcement of the law.

3. He/she must arrange with the social worker for meetings with teachers and principals

for discussions concerning school attendance and the enforcement of the Compulsory Attendance Law.

4. He/she must provide such forms and materials as are necessary for the administration of the Compulsory Attendance Law and of the rules and regulations of the State Board of Education and distribute these materials to the school principals. (G.S. 115C-276)

5. He/she must maintain data on each student suspended for more than 10 days or expelled. (G.S. 115C-276)

E. Penalty for Law Violation

Any parent, guardian, or other person violating the provisions of the Compulsory Attendance Law is guilty of a class 1 misdemeanor. (G.S. 115C-380)

VI. ATTENDANCE POLICIES

North Carolina G.S. 115C-84.2 has been rewritten by Session Law 2012-145 that says schools must have a minimum of 185 days **or** 1,025 hours of instruction. Attendance policies related to minimum days of attendance for course credit or promotion are established or authorized by the local board of education in each LEA, provided no other attendance policy (relating to minimum days of attendance, etc.) has been established in State Board of Education policy or state law.

VII. AVERAGE DAILY MEMBERSHIP

A. Enrollment is an increasing number which should not decrease after it is reported. Once enrolled, students will remain in membership until they have withdrawn. Membership is obtained by subtracting withdrawals from enrollments.

B. Average daily membership (ADM) for each school month is based on the sum of the number of days in membership for all non-violating students in individual LEAs, divided by the number of days in the school month. Initial allotments are based on the higher of the prior year's actual first two months of ADM or the projected higher of first two months of ADM.

C. Where classes are offered less than five days a week, all students shall be included in all enrollment figures for a 20 day month. However, a student shall be counted in **membership** only those days on which classes are offered. (Example: Classes offered four days a week in a regular school month of 20 days, would have only 16 days of classes, thus each student would only be counted 16/20 of a month in ADM.)

D. Students who are enrolled for only a fractional part of the school month by days will receive only a fractional part of the membership. (Example: A student enrolled three days a week would be shown in membership only 12 days per school month; the Principal's Monthly Report would show corresponding membership, sum of pupils in membership, etc.)

E. In situations where learning labs are utilized, the same procedure as in Item VII.C. above, shall be followed. (Example: A student who attends learning lab two days per week for six hours would be counted in ADM based only on the two days per week. The ADM would be 8/20 of a month.)

F. Students who participate part time in supervised work programs will be counted in membership only during that portion of their work schedule that they are under the supervision of LEA personnel and in an approved program of Workforce Development Education (formerly Vocational and Technical Education) in the North Carolina Department of Public Instruction.

G. To be included in ADM, a student must have a class schedule that is at least one half of the school's instructional day. Students who have a schedule less than one half of an instructional day must be assigned as visiting students and will not be included in ADM.

NOTE: No-Show and Enrollment date adjustment - PowerSchool will No-Show students if the user of the system goes to the Daily Headcount Adjustment screen to view students that have not initially attended school for the current school year. This screen is also to be used to adjust enrollment days of students that did not attend on their initial enrollment day. Students that are not in attendance on their initial enrollment day should have their enrollment day adjusted to the next instructional day. A student is not in membership for the school year until they have been present for their first day of attendance. If a student does not show for the first 10 days of the school year, regardless of age, they must be removed from the school's enrollment as a no show.

No child (except hospital/homebound, staggered Kindergarten, Teacher-in-Treatment, or Medically Fragile) may be enrolled in school unless they are present at school on the date of initial enrollment.

H. Pre-Kindergarten

Pre-kindergarten refers to a group or class that is part of a public school program or nonpublic program funded by state or federal sources to provide pre-kindergarten and is taught in the year or years preceding kindergarten. Include all groups or classes that are (a) supported with state or federal funds for pre-kindergarten or public education funds or fees charged by the local education agency, (b) administered by a public school or local education agency or local nonpublic agency contracted to provide pre-kindergarten with state or federal funding and (c) offered to children who are below the kindergarten age requirement, or meet some other criterion that establishes the state or local definition of pre-kindergarten.

Examples of pre-kindergarten include, but are not limited to, public school pre-kindergarten programs, Head Start programs that are administered by a local education agency, Head Start programs administered by nonpublic agencies, nonpublic community-based child care centers or agencies contracted to provide pre-kindergarten with state or federal funds, education services provided to students with disabilities who are below kindergarten age, or programs that are considered school district enterprise operations, that is, they are supported in part by fees for services.

Pre-kindergarten children are not included in Average Daily Membership calculations. Students Admitted and Registered in PowerSchool as MST1 in grade level PK are reported on the Principal's Monthly Report in a manner that excludes them for any calculations and totals. Students in grade levels P0, P1, P2 and P3 will also be MST1 and will not be included in Average Daily Membership. The totals for P0 – P3 will be grouped under the PK totals on the PMR.

All Pre-kindergarten students attending a public-school environment shall be assigned to a school number assigned by the NC DPI and recognized in the Educational Directory and Demographical Information Exchange (EDDIE).

Pre-Kindergarten students in a non-public school environment (non-public school/location) who are receiving services should be assigned to the "program school" which is delivering the service. The program school numbers are as follows:

- Exceptional Children*: 292
- EL: 293
- Migrant: 294
- Homeless: 297

NOTE: If a student is enrolled in the EC school and another program(s), the student shall be enrolled in school 292 and the other programs shall be indicated as an attribute.

Pre-Kindergarten students shall be counted present on days assigned to be at home using the attendance code Nonobligatory (PK Use Only).

Pre-Kindergarten "Child Find "Process

"Child Find" is a continuous process of public awareness activities, child screening and evaluation processes designed to locate, identify, and refer as early as possible all young children with disabilities and their families who are in need of preschool special education (Part B/619) services under the Individuals with Disabilities Education Act (IDEA). There are strict compliance requirements around the timeline for the completion of this process. In addition, requirements for eligibility determination do not include a birth certificate, proof of residence, or any other information that may be required for eligibility determination for special education services (e.g., race, ethnicity). Further, for this process to begin a child must first be enrolled in PowerSchool so that his/her information may be entered into the ECATS special education database. Therefore, children who are not enrolled in a Pre-Kindergarten class and are going through the Child Find process are exempt from the requirement of producing a birth certificate, proof of residence, or any other requirement for enrollment into PowerSchool that is outside the requirements for eligibility determination to enroll in ECATS. However, these requirements must be met prior to a child enrolling in a Pre-Kindergarten public school classroom.

Initial enrollment of children who are not in a Pre-Kindergarten class in a public-school program and who are in the Child Find process should be enrolled in program school 292 and coded as N1 After the Child Find process is complete, enrollment may change based on the result of the process. For example, if the IEP teams places a child in a Pre-Kindergarten public school classroom, then the family must provide the birth certificate and proof of residence before the enrollment code is changed to E1. If a child is found not eligible, or the Child Find process was stopped for other reasons, the child would be withdrawn from PowerSchool.

Further guidance for pre-kindergarten can be accessed on the NC Early Learning Network at https://nceln.fpg.unc.edu/ec-preschool-coordinator-resources-guiding-practices.

VIII. AVERAGE DAILY MEMBERSHIP CALCULATION

Average Daily Membership (ADM) is a calculation using data from the Principal's Monthly Report. The calculation uses the number of days in the school month and the number of Non-violation (NVIO) Membership Days. The number of days in the school month is found in PowerSchool on the PMR Interval Setup page at Start page > School Setup > PMR Interval Setup. Membership days are found in the PMR column labeled Membership Days NVIO.

NOTE: All schools must have 20 days in months 1 and 2. If general statute or State Board of Education policy allows a school to be funded using ADM from a month other than months 1 or 2, that month must also have only 20 days. The other days in the calendar are to be distributed evenly throughout the rest of the school year.

The ADM calculation is as follows:

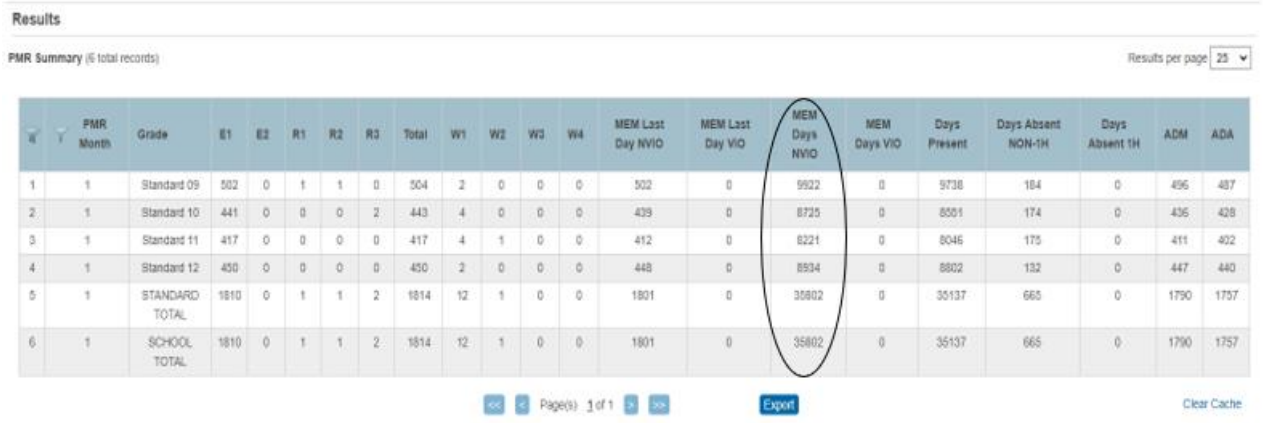
Membership Days NVIO divided by Number of Days in the School Month rounded to the nearest whole number. This is done for EACH GRADE LEVEL. This produces the ADM by grade level. Once the grade level ADM is calculated all grade levels ADM are added together to determine the ADM for the school. Each school's ADM in the LEA is added together to determine the LEA's ADM.

Using the PowerSchool PMR below as an example, the ADM is:

Membership Days (NVIO)		Days in Month				Grade Level ADM
11116	/	20	=	555.8	rounded to	556
8562	/	20	=	428.1	rounded to	428
8134	/	20	=	406.7	rounded to	407
7386	/	20	=	369.3	Rounded to	369
					School's ADM	1760

To figure the LEA's ADM you would do the above calculation for each school and then add the Schools' ADM together.

Membership Days NVIO identified in the PMR in PowerSchool.



Results

PMR Summary (6 total records)

Results per page 25

#	PMR Month	Grade	E1	E2	R1	R2	R3	Total	W1	W2	W3	W4	MEM Last Day NVIO	MEM Last Day VIO	MEM Days NVIO	MEM Days VIO	Days Present	Days Absent NON-1H	Days Absent 1H	ADM	ADA
1	1	Standard 09	502	0	1	1	0	504	2	0	0	0	502	0	9922	0	9738	184	0	496	487
2	1	Standard 10	441	0	0	0	2	443	4	0	0	0	439	0	8725	0	8551	174	0	436	428
3	1	Standard 11	417	0	0	0	0	417	4	1	0	0	412	0	8221	0	8046	175	0	411	402
4	1	Standard 12	450	0	0	0	0	450	2	0	0	0	448	0	8934	0	8802	132	0	447	440
5	1	STANDARD TOTAL	1810	0	1	1	2	1814	12	1	0	0	1801	0	35802	0	35137	665	0	1790	1757
6	1	SCHOOL TOTAL	1810	0	1	1	2	1814	12	1	0	0	1801	0	35802	0	35137	665	0	1790	1757

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Best 1 of 2 Average Daily Membership (ADM)
In order to assist LEAs/Charters with their budgeting and planning process, the "Best 1 of 2 ADM" report is prepared by school for planning purposes. This report shows the higher ADM of the first or second school month, for each grade level in each school, and sums the results by grade level across the LEA. This method of calculating Best 1 of 2 is not the same as the method used for the State allotment formulas and therefore, should not be compared to those figures that will be provided with your state planning allotments. This information is provided to help you create your LEA/Charter internal budget only.

IX. AVERAGE DAILY ATTENDANCE

Average daily attendance (ADA) is based on the sum of the number of days in attendance for all students divided by the number of days in the school month. No state allotments are based on ADA.

X. ADM CREDIT FOR PARTIAL OR COMPLETE CLOSING OF MILITARY, FEDERAL, OR PRIVATE SCHOOLS

ADM credit may be granted to an LEA for students who have not been in projected ADM figures due to partial or complete closings of schools as follows:

A. Requests for credit must include the following:

1. The name of the closed school, grade span, and the date it closed;

2. The specific grade levels discontinued in partially closed schools;

3. A roster of the affected students, by name and grade level, that have actually enrolled in the LEA; and

4. A signed certification by the local superintendent stating that the above enrollment has taken place.

B. Adjustments may also be made for groups of students entering an LEA's ADM for the first time resulting from military or economic factors considered to be beyond normal expansion of the LEA. Students in this category shall be certified to be enrolled by the superintendent, and shall be identified by name, grade level, and parent occupation.

C. The number of students transferring into the LEA shall be added as follows:

1. If a request for change in ADM due to a school(s) closing is received by the School Reporting Section prior to the issuance of the planning allotments (January of each year), the number of students shall be added to projected ADM and may affect the planning allotment depending on the relative sizes of projections and prior best one of the first two months ADM.

2. If the request for change in ADM due to the transfer is received by the School Reporting Section after the issuance of the planning allotments and no later than June 15, the number of students shall be added to the projected ADM and may affect the initial allotment depending on the relative sizes of projected ADM.

3. If the request for change in ADM due to the transfer is received after the issuance

of the Initial Allotment, an LEA may make a written request for an allotment adjustment from the School Reporting Section. Such requests must include the information outlined in IX.A. and B.

4. Upon determination of the validity and accuracy of the above transfer(s), the School Reporting Section will certify and report the changes in ADM to the Statistical Research Section which will, in turn, recalculate projected ADM figures for the affected LEA and forward the revised data to the Budget and Allotment Section for possible allotment adjustments.

5. Any ADM credit considered above will be granted within funds available.

CHAPTER 3

Student Accounting for Extended School Day Programs and Hospital Schools

I. EXTENDED SCHOOL DAY PROGRAMS

The following regulations shall be observed in the keeping of records for extended school day programs.

A. Students attending extended school day programs during summer months shall not be included in statistics of the regular school year.

B. Students who are attending the extended school day program and are enrolled in a regular school program shall be counted in average daily membership (ADM) only in the program where they spend the major portion of their time. (Students may be counted only once.)

C. Students shall be enrolled and included in student statistics reports in the school where they are in attendance. If the extended school day program is a separate school, a school number shall be assigned by the State Department of Public Instruction, Information Analysis and Reporting Section, and separate reports shall be filed monthly.

D. Students in extended school day programs shall be included on the appropriate Principal's Monthly Report for extended school day programs at the school where classes are conducted, unless these students are also in membership in the regular school program. The ADM of these students is to be included in the calculation of the teacher allotment for LEAs.

1. Students who attend learning labs on an unscheduled format are not to be counted in membership on days they are not scheduled to regular class.

2. Students scheduled to learning labs on days that they are not scheduled to class are to be counted in membership on those days.

E. ADM for extended school day programs should be calculated as provided in Chapter 2, Part VII.

II. HOSPITAL SCHOOLS

Hospital schools throughout the state (examples: UNC Hospitals at Chapel Hill and Duke) have unique situations which require individual methods of student accounting. The use of alternative student accounting methods must be approved by the School Financial Reporting Section.

CHAPTER 4

Class Size

The School Reporting Section is responsible for monitoring local board of education compliance with class size maximums in accordance with G.S. 115C-301 and Session Law 2017-9 (House Bill 13).

I. ADMINISTRATION OF CLASS SIZE

A. Individual Class Size Maximums

During the first two months of school (40 instructional days), no class size maximum requirements exist as long as the LEA wide class size average maximums for each grade are not exceeded.

At the end of the second school month and for the remainder of the school year, the size of an individual class may exceed the LEA-wide ratio by three students so long as the LEA-wide average class size maximums are not exceeded.

Kindergarten to 3rd Grade

Fiscal Year	All Classes Within LEA Maximum Average	Individual Class Maximum
2018-19	20	23
2019-20	19	22
2020-21	18	21
2021-22 and beyond		
Kindergarten	18	21
Grade 1	16	19
Grade 2	17	20
Grade 3	17	20

In grades 4-12, local school administrative units shall have the maximum flexibility to use allotted teacher positions to maximize student achievement.

When a class contains a combination of grades for more than one grade, the maximum class size is determined by the grade span classification of the students constituting the majority in the class.

When a class contains a combination of grades for more than one grade, and the number of students is equal in each grade, the maximum class size is determined by the lowest grade classification of the students.

B. If individual class size exceeds the individual class maximum in grades K, 1, 2, or 3 at the end of the second school month and for the remainder of the school year, the local board has the responsibility to follow the steps set forth in section II. Class Size Compliance.

C. The LEA-wide class size average is calculated as follows:

Number of students in the LEA in a language arts class for the grade, excluding exceptional children classes.

Divided by

Number of lead teachers assigned to the language arts class for that grade.

The average is rounded to the nearest whole number and compared with the maximum.

Lead teachers have equal responsibility for all the students in the class. Lead teachers do not include pull out teachers, teachers who work with select students, or teacher assistants.

The LEA wide average shall be met from the first instructional day through the entire school year.

LEAs are not eligible to receive a waiver from this requirement.

D. Class size maximums apply to all K-3 teachers, including those which are state, federally, and locally funded.

E. Exemptions

1. Schools Exempt from Class Size
The following schools are exempt from class size

- Charter schools
- Regional School
- Laboratory schools
- Restart schools
- Schools approved by the State Board of Education as part of the Advanced Teaching Roles Pilot (ending 2019-20)
- Project LIFT schools in Charlotte-Mecklenburg Schools (per S.L.2017-57 Section 7.15(C)(1)
- The R3 Career Pathways Program in Pitt County Schools

2. Classes Exempt from Class Size

- Program Enhancement Classes, defined as
  - **a.** Arts disciplines, including dance, music, theater, and visual arts
  - **b.** Physical education and health programs
  - **c.** World Languages
  - **d.** Other supplemental classes as defined by the State Board of Education
- Dual Language Immersion Classes are exempt per S.L.2017-57-7.15(c1)
- Class size requirements for kindergarten through third grade shall not apply to dual language immersion classes in which:
  - At least one third of the students' dominant language is English and

- Instruction involves both English and a target foreign language with a minimum of 50% of core content taught in the target foreign language in order to promote dual language proficiency for all students.

II. CLASS SIZE COMPLIANCE

It shall be the responsibility of the LEA to assure that the class size for kindergarten through third grade are met.

The following procedure shall be followed:

1. Any teacher who believes that the class size maximums have not been met shall make a report to the principal and superintendent.
2. The superintendent shall immediately determine whether the requirements have in fact not been met.
3. If the superintendent determines the requirements have not been met, he or she shall make a report to the next local board of education meeting.
4. The local board of education shall take action to meet the requirements of the statute.
5. If the local board cannot organizationally correct the exception, it shall immediately apply to the State Board of Education for additional personnel or a waiver of the class size requirements.

III. WAIVERS DUE TO EXCESS CLASS SIZE

A. Delegated Authority

The State Superintendent of Public Instruction is authorized to review and respond to, on behalf of the State Board of Education, a LEA's request for a waiver of class size requirements for individual classes.

B. Permissible Reasons to Request a Waiver

The State Board of Education or its delegate, shall not grant waivers for excess class size in Kindergarten through third grade, except under the following circumstances:

a) Emergencies, or acts of God that impact the availability of classroom space or facilities.

b) An unanticipated increase in student population of an individual school in excess of two percent (2%) of the average daily membership of that school.

c) Organizational problems in geographically isolated local school administrative units in which the average daily membership is less than one and one-half per square mile.

d) Classes organized for a solitary curricular area.

e) A charter school closure.

C. Waiver Request Form

Requests for individual class size exception waivers require the completion of a form supplied by the Division of School Business.

The individual class size waiver request form can be found at: https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/student-accounting#forms.

D. Deadlines

a) Requests for individual class size waivers for classes which are out of compliance after the first 40 days of instruction must be submitted immediately after the local board has determined that a correction cannot be made and no later than November 30 of the current school year.

b) Class size compliance must be maintained for the entire school year and classes that become out of compliance during the year must either be corrected, or a class size waiver may be requested if it meets the criteria set out below.

E. Waiver Considerations

The SBE, or its delegate, shall review all waiver applications and ensure that each request meets the legislated allowable reasons. In addition, waivers will only be considered if the request meets all of the following:

a) No individual class size waiver has been requested for that specific school and grade during the previous school year, and

b) The waiver is for no more than two students above the established class size maximums, and

c) The local board of education cannot organizationally correct the exception, and

d) The LEA is in compliance with the LEA-wide average for all grades.

F. Waiver Approval

Approved waivers remain in effect for the remainder of the current school year.

Upon approval of a class size waiver, the State Board or Education, or its delegate, shall report on all waivers to the Joint Legislative Commission on Governmental Operations within 30 days of the grant of the waiver.

The report shall include:

- the local school administrative unit,
- school,
- class or classes for which the waiver was granted,
- the statutory grounds for the waiver,
- the terms of the waiver.

The waiver for excess class size in kindergarten through third grade is not effective until the State Board, or its delegate, submits the report to the Joint Legislative Commission on Governmental Operations.

G. Waiver Denial

Upon notification that the State Board of Education has denied the waiver, the local board, within 30 days of receipt of the State Board notification, shall take action necessary to correct the exception. A report of the action taken to alleviate the exception shall be sent to the Division of School Business within 30 days of receipt of State Board notification that the waiver was denied.

Within 60 days of notification by the State Board, the Superintendent of Public Instruction shall request an updated report from the local board of education on the size of each class in kindergarten through third grade for each school within the local school administrative unit.

IV. PENALTY FOR NON-COMPLIANCE

If the Superintendent of Public Instruction finds that a local board of education is continuing to exceed class size requirements, the State Board may impose the penalty until such time the schools in the LEA meet the class size requirements for kindergarten through third grade.

If the State Board of Education determines that a local superintendent has willfully failed to comply with the requirements of this section, no State funds shall be allocated to pay the superintendent's salary for the period of time the superintendent is in noncompliance. The local board of education shall continue to be responsible for complying with the terms of the superintendent's employment contract.

V. BIANNUAL REPORTS

At the end of October and end of February of each school year, each local board of education, through the superintendent, shall file a report, based on information provided by the principal, for each school within the local school administrative unit with the Superintendent of Public Instruction. The report shall be filed in a format prescribed by the Superintendent of Public Instruction and shall include the organization for each school in the local school administrative unit, including the following information:

A. For each class in each grade level at each school, the following:

1. The duties of the teacher.
2. The source of funds used to pay for the teacher.
3. The number of students assigned to the class, including all exceptions to individual class size maximums in kindergarten through third grade that exist at that time.

B. For each school, the following:

1. The number of program enhancement teachers. For the purposes of this subdivision, program enhancement teachers are teachers who teach any of the

following:

2. Arts disciplines, including dance, music, theater, and the visual arts.
3. Physical education and health programs.
4. World languages.
5. The source of funds used to pay each program enhancement teacher.

C. The average class size for each grade from kindergarten through third grade in the local school administrative unit.

D. Any other information the Superintendent of Public Instruction may require.

A local superintendent shall complete a sworn affidavit attesting that the superintendent has complied with the reporting requirements and include that affidavit with the biannual reports on individual class size.

CHAPTER 5

School Calendar

I. OPENING AND CLOSING DATES

G. S. 115C-84.2 states that local boards of education shall determine the dates of opening and closing the public schools. Except for year-round schools, the opening date for students shall be no earlier than the Monday closest to August 26, and the closing date for students shall be no later than the Friday closest to June 11. On a showing of good cause, the State Board of Education may waive the requirement that the opening date for students be no earlier than the Monday closest to August 26 and may allow the local board of education to set an opening date no earlier than the Monday closest to August 19, to the extent that school calendars are able to provide sufficient days to accommodate anticipated makeup days due to school closings. A local board may revise the scheduled closing date if necessary, in order to comply with the minimum requirements for instructional days or instructional time. The opening and closing dates apply to instructional days only as teacher workdays may be scheduled outside of these dates. G. S. 115C-84.2 requires the school calendar must:

1. Have a minimum of 185 days or 1,025 instructional hours.
2. Cover at least nine calendar months.
3. Have a minimum of 10 annual vacation leave days.
4. The remaining days scheduled should be for use as teacher workdays, additional instructional days, or other lawful purposes.
5. Have the same or an equivalent number of legal holidays occurring within the school calendar as those designated by State Personnel Commission for State employees.
6. Not have Sunday as an instructional or staff workday.
7. Not have Veterans Day as an instructional or staff workday.
8. Local Boards shall designate two (2) workdays on which teachers may take accumulated vacation leave. Local Boards may designate the remaining workdays as days teachers may take accumulated vacation leave.

In addition, teachers are paid for a term of 10 months (G.S.115C-302.1) and therefore, the calendar should not schedule instructional days or workdays on a Saturday. A Saturday may be used as a makeup day for an inclement weather day when the school has been closed.

Exemptions from the opening and closing dates:

- Year-round schools (must be designated as such in the Educational Directory and Demographical Information Exchange (EDDIE)
- Charter schools
- Schools designated as having a modified calendar for the 2003-04 school year or planned to have a modified calendar in 2003-04. This includes those schools that have been identified by the SBE as High Priority or Continually Low Performing.

NOTE: Clarification of Instructional Hours - Though definitely a part of school life, some activities, such as the following, are not considered to be part of instructional time: changing classes, homeroom, lunch, pep rallies, and school dances. Local boards of education will decide which other activities are instructional, and therefore considered part of the instructional time.

A. Definitions

Modified Calendar School
A school that a local board designated as having a modified calendar for the 2003-2004 school year or any school that was part of a planned program in the 2003-2004 school year for a system of modified calendar schools, so long as the school operates under a modified calendar continuously since the 2003-04 school year or the year planned in 2004.

> **NOTE:** The modified calendar approved in 2004 has 9 weeks of instruction followed by a 2-week break. The only schools that are approved to have this calendar are the schools designated with a modified calendar in Wake County Public Schools.

Year-round school
A school with a single- or multi-track instructional calendar to provide instructional days throughout the entire school calendar year, beginning July 1 and ending June 30, by utilizing at least one of the following plans:

a. A plan dividing students into four groups and requiring each group to be in school for assigned and staggered quarters each school calendar year.

b. A plan providing students be scheduled to attend four quarters of between 43 and 47 instructional days each school calendar year, with vacation periods for students of between 14 and 18 days separating each quarter.

c. A plan dividing the school calendar year into five nine-week sessions of classes and requiring each student to attend four assigned and staggered sessions out of the five nine-week sessions to complete the student's instructional year.

d. In a LEA with both single- and multi-track instructional calendars, a plan for a single-track instructional calendar that is identical to at least one track of a multi-track instructional calendar adopted by the local board that meets the requirements of either a. or c. above.

Public School Unit (PSU)
Any of the following:
a. A local school administrative unit.
b. A charter school.
c. A regional school.
d. A school providing elementary or secondary instruction operated by one of the following:
    a. The State Board of Education, including schools operated under Article 7A and the Article 9C of this Chapter.
    b. The university of North Carolina under Article 29A of Chapter 116 of the General Statutes.

B. Remote Instruction 115C-84.3 (2021-2022 School Year Only)* (SL 2021-130)

Intended to give public school units a limited ability to use remote instruction during severe weather or other emergencies that have traditionally caused school closures. **It is separate**

from the special COVID 19 remote instruction provisions in the bill, which are discussed below in Section C.

(a) Remote instruction means instruction delivered to students in a remote location outside of the school facility, whether synchronously or asynchronously. Instructional days or hours provided through any of the following shall not be considered remote instruction:

(1) North Carolina Virtual Public School courses.
(2) E-learning courses that meet the requirements of G.S. 115C-238.85*.
(3) Institution of higher education courses, as provided in Article 16 of this Chapter or G.S. 115D-20(4).
(4) Homebound instruction required for a student by an individualized education program, as defined in G.S. 115C-106.3(8), or a section 504 (29 U.S.C. § 794) plan.
(5) Instruction provided to a student during a short- or long-term suspension.

* LEAs may use e-learning providers other than NCVPS if the provider meets all of the following requirements:
(1) Obtain accreditation by a regional accrediting agency such as, but not limited to, AdvancEd or the Southern Association of Colleges and Schools (SACS);
(2) Employ teachers who hold teaching licenses from states that participate in the NASDTEC Educator Identification Clearinghouse; and
(3) Ensure that courses offered to North Carolina students are aligned to the North Carolina Standard Course of Study.

(b) All PSUs who plan to provide remote instruction in lieu of closing during severe weather or other emergencies must submit a remote instruction plan to the State Board of Education. The State Board of Education shall submit these plans, with a summary, annually to Joint Legislative Education Oversight Committee.

(c) Remote instruction may be used when schools are unable to open due to severe weather, energy shortages, power failures or other emergency situations. The days may be scheduled prior to the anticipated event or after the fact.

(d) PSUs have a maximum number of remote days/hours that are permitted to be used to meet the 185/1025 minimum instructional days/hours. The number of remote instruction days/hours permitted differs based on the whether the PSU is located in a county that has received a good cause waiver on the start and end dates.

- PSUs located in a county that has received a good cause waiver: Any LEA, charter school, regional school, innovative school, or lab school that is located in a county that has received a good cause waiver in that school year may provide up to 15 remote instruction days or 90 remote hours per academic year.

- PSUs located in a county that has not received a good cause waiver: Remote instruction is limited to 5 days or 30 hours per academic year.

C. Remote Instruction for COVID-19 Emergencies

A PSU may shift a school or classroom from in person to remote instruction due to COVID exposures that results in insufficient personnel or student quarantines. These unplanned shifts are

temporary and are not included in the remote instruction requirements of section C.

Remote instruction due to unplanned shifts from in-person to remote instruction is separate from the planned remote instruction restrictions in Section C. ie. The days/hours of remote instruction due to a COVID emergency are not included in the maximum allowable remote instruction days.

A PSU shall report to DPI any shift from in -person to remote instruction due to COVID exposures within 72 hours of the shift

D. 2021-22 Planned Virtual Instruction

PSUs may provide virtual instruction to a student with the consent of that student's parent or legal guardian in accordance with a virtual instruction plan. PSUs shall submit a virtual instruction plan to DPI by October 1, 2021. DPI shall submit these plans to JLEOC and the Working Group on Virtual Academies. PSUs are prohibited from providing virtual instruction after June 30, 2022, except if a LEA was assigned a school code to operate a virtual academy by May 1, 2021 or has received expressed authority from the General Assembly.

Cooperative Innovative High Schools-GS 115C-238.53

Calendar law 115C-84.2 no longer applies to these schools.

i. CIHS shall provide instruction each school year for at least 185 days or 1,025 instructional hours during nine calendar months, and may include the use of remote instruction in accordance with G.S. 115C-84.3

ii. CIHS shall comply with laws and policies relating to the education of students with disabilities.

Charter Schools –GS 115C-218.85

The school shall provide instruction each year for at least 185 days or 1,025 hours over nine calendar months and may include the use of remote instruction accordance with G.S. 115C-84.3.

Regional Schools – GS 115C-238.66

Required to have 185 days or 1,025 hours of instruction covering at least nine calendar months and may include the use of remote instruction in accordance with G.S. 115C-84.3.

E. Report on School Start and Release Times

G.S. 115C-84.2(a1) requires each local board of education to report to the State Board of Education on the start time and release time for each school under control of the local board of education. “Start time” shall mean the time of day when academic classes begin for the majority of students enrolled in the school, and “release time” shall mean the time of day when academic classes end for the majority of students enrolled in the school.

F. Report on School Start and End Dates

G.S. 115C-84.2(a2) requires each local board of education to report to the Superintendent of Public Instruction and the State Board of Education on the start and end dates of the instructional calendar for students for the next academic year. Annually by April 1, the local board of education shall report this information for each school under the control of that board and shall identify the statutory

exception authorizing an earlier start date for all schools that start earlier than the Monday closest to August 26.

II. SCHOOL CLOSINGS DUE TO INCLEMENT WEATHER AND OTHER EMERGENCIES

Requirements and Procedures

Requirements of G.S. 115C-84.2 and State Board of Education policy relative to school closings due to inclement weather and emergency conditions are summarized below:

A. **School Calendar:** Each local board of education shall adopt a school calendar to include a minimum of 185 days or 1,025 hours of instruction covering at least nine calendar months. The school calendar shall include a plan for making up days and instructional hours missed when schools are not opened due to inclement weather and may include the use of remote instruction in accordance with G.S. 115C-84.3.

If school is closed early due to inclement weather, the State Board of Education shall allow the day and the scheduled amount of instructional hours to count toward the required minimum number of days and instructional hours. If school buses are in route to schools when school is canceled for the day, then the day and instructional hours scheduled for that day will count toward the required minimum.

B. **Make-Up Days:** The school calendar shall include a plan for making up days and instructional hours missed when schools are not open due to inclement weather and may include the remote instruction in accordance with G.S. 115C-84.3.

G.S. 115C-84.2 places certain limitations on the scheduling of make-up days. All days in the school calendar must fall within the fiscal year. School shall not be held on Sundays. Veteran's Day shall be a holiday for all public school personnel and for all students enrolled in the public schools.

A local board may revise the scheduled closing date of school if necessary, in order to comply with the minimum requirements for instructional days or instructional time within the limits of G.S.115C-84.2.

C. **Reporting Missed Days:** Local boards of education shall report to the State Board all days for which schools are closed for students during the school year. This report shall include the total number of days and reasons missed, by date, and the dates of make-up days. The Department of Public Instruction shall collect this information at the end of each school year.

D. **Individual School Closings:** Beginning with the 1998-99 school year, the State Board of Education will no longer approve the suspension of days from the required minimum 185-day or 1,025 hour school term for individual school closings. G.S. 115C-84.2 does not authorize the State Board to suspend days or hours for individual school closings.

E. **Superintendent Authorized to Close Schools:** The Superintendent of a local education

agency, in the event of an emergency, act of God, or any other conditions requiring the termination of classes before the end of a school day, may suspend the operation of any school for that particular day; and the day and the scheduled amount of instructional hours shall count toward the required minimum.

III. WAIVER REQUESTS

Waivers may be requested for the opening and closing dates or in accordance with Session Law 2012-145. An LEA cannot request a waiver for any other provision in the G.S. 84.2, e.g., pay schedules, days in the month for salary purposes or the number of school calendar days. LEA Based Calendar Waiver request forms must be submitted to DPI by August 15 of the preceding school year. Waivers may be requested for all schools in the LEA if the LEA meets the "Missed Days" eligibility using the LEA Based Calendar Waiver Request for Weather Related Causes form. Calendar Waiver Request forms can be located on the Financial and Business Services' Web Page at https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/student-accounting#forms.

Waiver from open dates

The State Board may waive the open dates for showing of good cause and allow the LEA to set an opening date no earlier than the Monday closest to August 19.

Definition of "good cause"

"Good cause" is limited to severe weather conditions and is defined as all schools being closed for eight or more days during any four of the last ten years. Partial day closures are not included.

NOTE: There is no longer a waiver for the 185 day calendar.

Missed Days

The State Board of Education may waive the opening date requirement for any LEA within a county where all schools have been closed for a full day, eight or more days per year during any four of the last ten years because of severe weather conditions, energy shortages, power failures or other emergency situations. The list of LEAs eligible to submit a request can be found at https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/school-calendar-legislation#calendar-resources-for-leas.

Process

- The Division of School Business will publish the LEA ten year history of missed days and identify those LEAs which are eligible to request a LEA-wide waiver
- The LEA will choose one of two ten year periods to determine their eligibility for a waiver. The first ten year period option includes the last ten years (excluding the current year). The second ten year period option includes the last ten years (including the current year).
- The LEA that chooses option one must submit a waiver request by August 15 for State Board of Education approval or denial during their calendar development for the following school year.
- The LEA that chooses option two must submit a waiver by April 1 of the current year for State Board of Education approval or denial for the following school year.

If approved, the waiver will be applicable to all schools within the LEA.

CHAPTER 6

Student Accounting Codes

NOTE: In PowerSchool we have the ability to have granular coding. Codes created by an LEA must be approved by DPI and mapped correctly in PowerSchool for accurate state reporting. When selecting the appropriate code, consider policy for the correct selection. The granular coding does not override the importance of selecting the appropriate code for the Principal's Monthly Report. If an LEA creates a code that is not approved by DPI and/or mapped accurately, the school's PMR data will be incorrect, which could result in reduced funding.

I. ENROLLMENT CODES

When a student enters school, designate such entrance by the appropriate code. Withdrawals occurring during the summer months are posted as part of the record of the immediately preceding school year.

NOTE: A student is not to be indicated as enrolled with an enrollment date until the student has actually started attending in the current school year. If a student is absent on the day of enrollment in the current school year or has not attended ½ of the instructional day, the **enrollment date must be changed to the actual day the student is in attendance.** The only exception to this is a 1H student.

NOTE: The Daily Headcount Adjustment function in PowerSchool will show students that need enrollment data adjustments. The school staff must go to this screen to adjust enrollment issues such as updating enrollment dates to the correct day and also no- show students as needed. Students must be marked absent on non-attended school days to allow the headcount adjustment report to work properly in PowerSchool.

NOTE: The N1 enrollment code is only to be used for program school entries.

Codes

E1 - Initial Entry - No Previous Public School Enrollment

Student's first enrollment in a public school this school year. The student has not been enrolled in a public school in North Carolina or another state this school year, although the student may have been enrolled in a non-public school this school year either in North Carolina or another state. The E1 code should be used for all students from a country other than the United States who enroll in a North Carolina public school for the first time.

E2 - Initial Entry - Previous Public School Enrollment Outside State

Student's first enrollment in a public school in North Carolina this school year. The student was enrolled previously in a public school in another state this school year.

R1 - Re-entry - Previous Internal W1

Student's subsequent enrollment in this school this school year. The student is withdrawn as an internal transfer and re-entered into another grade/homeroom/attendance category in the same school and under the same principal. The R1 date and W1 date must be the same.

NOTE: PowerSchool does not automatically do the W1/R1 in the background of the system. The school staff will have to withdraw the student as a W1 and re-enter the student as a R1 on the same day of the withdrawal for any grade level changes and attendance status changes. Make sure this

W1/R1 process is done using the same day to not lose a day of membership for the student.

R2 - Transfer Entry - Previous North Carolina Public School Enrollment in Same LEA

Student's first enrollment in this school this school year. Student transferred during this school year from a public school in the same LEA. For the purpose of assigning the R2 code, a charter school should be viewed as part of the LEA in which it is located. Students transferring from one Charter School to another during the school year should be coded R2 if both Charters are within the same LEA.

R3 - Transfer Entry - Previous North Carolina Public School Enrollment in Another LEA

Student's first enrollment in this school this school year. Student transferred during this school year from a public school in another North Carolina LEA.

R5 - Re-entry - Previous External W1

Student's subsequent enrollment in this school this school year. The student withdrew from the school as an external W1 and is re-entered into the same school as the student was located before the withdrawal.

R6- Re-entry - Previous W2

Student's subsequent enrollment in this school, this school year. The student withdrew from the school as a W2 and is re-entered into the same school as the student was located before the withdrawal.

When a student withdraws from a North Carolina public school, enrolls in a public school in another state or in a non-public school, and then returns to a North Carolina public school, he/she is to be coded as if the transfer was from the original North Carolina public school.

II. ADMISSION STATUS CODES

The following are valid Admission Status codes that are to be used as defined by the North Carolina Department of Public Instruction:

MST1 Member - Standard Day Program

This code should be applied to students that are to be included in Average Daily Membership funding and are not enrolled in an Extended Day Program. These students are included in Principal's Monthly Report Data. In grade levels KI- 13 and XG.

NOTE: PK and P0 – P3 students will be coded as MST1 for reporting needs only, not ADM.

VST1 Visitor - Standard Day Program

This code should be applied to students that are NOT to be included in Average Daily Membership funding and are not enrolled in an Extended Day Program.

NOTE: Foreign Exchange students would be coded as VST1.

MED1 Member - Extended Day Program

This code should be used for any student who is enrolled in a North Carolina Public School and is also registered in an extended day program. This program extends beyond the regular school day.

These students are included in the Average Daily Membership (ADM) and reported in Grade Level Extended Day 6 - 12 on the PMR.

VED1 Visitor - Extended Day Program
This code should be used for any student who is enrolled in a North Carolina Public School as a visiting student and is also registered in an extended day program. This program extends beyond the regular school day. These students are not included in the Average Daily Membership (ADM).

VST2 Visitor – Temporary Status
This code should only be used for students that have not been withdrawn from their previous N.C. Public school but are attending a new school. The student must be updated with the appropriate code before the PMR is approved and once the student is withdrawn from the previous school. This code status will generate a fatal error on the PMR.

The assignment of Admission Status codes should not be based on whether or not a student is to be administered a required state assessment. The code is not used to determine if a student is or is not to be tested. If you have concerns, please contact either an accountability consultant or a Regional Accountability Coordinator.

Additional Clarification of Membership and Visitor Status
Member students are included in ADM calculations for school funding with the exception of PK grade level students. Visitor students are not included in ADM calculations and various UERS data collections which include but are not limited to PMR, GRS and RP. Selecting the status of member or visitor for a student should accurately reflect the student's status for all the local school's reporting needs to the state.

NOTE: Users of the student information system for reporting student data are reminded that inaccurate reporting of student data is considered as falsifying student information (115C-307(g), 115C-288(b), 115C-276(p)).

Students that should be considered for MST1 (Member – Standard Day Program) or MED1 (Member – Extended Day Program) status

Grade Levels 1-13 and XG
Students in grades KI - 13 and XG are populated as in membership (regular day or extended) if they fall within the following guidelines:

- A student is not a foreign exchange student
- A student enrolled in a Standard Day Program (MST1)
- A student enrolled in an Extended Day Program (MED1)
- A membership student is to be scheduled in classes at least ½ of the instructional school day
- A student that is enrolled in the public school and identified as medically fragile
- A student that is in enrolled in the public school and in the Teacher in Treatment Program.
- Students that are neither Private School Students nor Home Schooled Students and are properly enrolled in one (1) or more NC Virtual Public School courses

PK and below grade levels
Students in grade levels of P0-P3 will be grouped under the PK totals in the PMR. The PK and

below grade level students are populated with the status of MST1 but due to the grade level, are not included in ADM or PMR totals.

NOTE: In PowerSchool, users will see grade levels that may look different from the reported grade level. These grades are 0 = KI, -1 = PK4, -2 = PK3, -3 = PK2. The number with the PK indicates in this note the age of the student.

Students that should be considered for VST1 (Visitor – Standard Day Program) or VED1 (Visitor – Extended Day Program) status

- A student that is a foreign exchange student
- A student that is not enrolled for classes for at least ½ of the instructional school day
- A student is not included in membership if the student is in membership in another N.C. public school on the same calendar days. An example of this would be a student in membership in school A. The student is taking a class or classes in school B. The student would be MST1 in school A and VST1 in school B.

Additional information on student enrollment status can be found in the "Those Entitled to Attend School" section in Chapter 1 of this manual and the "Compulsory School Attendance and Student Accounting" section in Chapter 2 of this manual.

III. ATTENDANCE CODES

NOTE: Granularity in PowerSchool is for assistance with coding. All codes with a preceding 1 are lawful and a preceding 2 are unlawful. Codes must be approved by DPI and mapped to reporting codes. If an LEA creates an attendance code that is not approved by DPI and mapped accurately for lawful and unlawful reporting, the school's PMR data will be incorrect which could result in reduced funding.

Code 1 - Lawful Absences

When satisfactory evidence of a lawful absence is provided to the appropriate school official, the absence should be coded as lawful. (See Chapter 2, Section IV)

Code 1H - Teacher-In-Treatment and Medically Fragile

The 1H absence code reports on the PMR for students who have been identified as medically fragile and for students who are enrolled at one of the Teacher-In-Treatment sites. (See Chapter 2, Section IV)

NOTE: 1H absences are lawful. Adjustments are made in the calculation of Average Daily Attendance (ADA) so that 1H absences do not adversely affect a school's ADA.

NOTE: When a student is homebound or hospitalized and IS NOT receiving hospital/homebound services, he/she is to be considered lawfully absent and coded 1.

Code 2 - Unlawful Absences

Students who are willfully absent from school without a lawful excuse (see Chapter 2, Section IV) are to be considered unlawfully absent. (The Ten Day Rule applies.)

Code 3 - Suspensions

The absence of a student which results from the suspension or expulsion of that student for misconduct may not be used for a compulsory attendance violation action. (The Ten Day Rule does not apply to suspension days.)

NOTE: Code 3 is to be mapped to excused absence in PowerSchool – refer to note in chapter 2 under Lawful Absences.

Code 3A – In-School Suspension

Used for attendance purposes in relation to in-school suspensions. Code 3A is to be mapped to present in PowerSchool.

Expulsions

Students who are expelled are to be withdrawn from school as per directions stated in Chapter 2, Section IV.

Early Check Out

Use to track students who were present for the day and checked out early by a parent or guardian. Time should be entered for the duration the student was present for the day. Example: Time in: 8:15 a.m. Time Out: 2:30 p.m.

School Sponsored Activity

Use to document student participation in school sponsored activities that occur during the instructional day outside of their scheduled courses.

Present On-Site

On-site is the location where instruction is being delivered and the student is physically in person supervised by school personnel.

Present Off-Site

Present code in PowerSchool used for any student who is receiving instruction off-site.

IV. WITHDRAWAL CODES - SCHOOL YEAR

Students must be withdrawn on the day following their last day in attendance. However, an absence may precede a withdrawal in the following three instances: (1) when the Absence Reason is a suspension, (2) when the Absence Reason is Medically Fragile or Teacher-in-Treatment, and (3) when the withdrawal is the result of the student's death. If withdrawing a student after the last day present causes absences to remain after the withdrawal, those absences must be removed.

When a student withdraws from school during the school year, such withdrawals are to be designated by the appropriate codes listed below.

NOTE: - If an LEA creates a withdrawal code that is not approved by DPI and not mapped accurately, the school's PMR data will be incorrect which could result in reduced funding.

Codes

W1 - Transfer Withdrawal

Student withdrew for one of the following reasons:

- Transferred to another grade
- Transferred to another admission status
- Transferred to another school or appropriate educational program
- Transferred to an out of state school or appropriate educational program if request for records has been received.

NOTE: PowerSchool does not automatically record the W1/R1 in the background of the system. The school staff will withdraw the student as a W1 and re-enter the student as a R1 on the same day of the withdrawal for any grade level changes and admission status changes. Make sure this W1/R1 process is done using the same day to not lose a day of membership for the student.

NOTE: When a student is enrolled in any state-operated/supported program, private hospital facility with an accredited instruction program, or hospital with a public school number, he/she should be withdrawn from his/her home school LEA.

W2 - Early Leaver Withdrawal - No Plan to Return Current School Year

Student withdrew for one of the following reasons and will not return to school during the current school year:

- Prior to compulsory attendance age
- Dropped out
- Long Term Suspension
- Expelled
- Transfer to community college or other post-secondary institution prior to graduation or completion of a program of studies
- Transferred to an out of state school or appropriate educational program if no request for records has been received.

W2T - Adult High School Program Withdrawal – Enrollment in the Program is required

Students who leave a public school and enroll in an Adult High School (AHS) are to be coded W2T once the local education agency has received written verification that the student has officially enrolled in a community college Adult High School diploma program.

NOTE - Effective school year 2015/16, students withdrawing from high school prior to graduation to attend and Adult High School program shall be coded as W2T with evidence of enrollment. The code of W2T will remain in effect unless the student leaves the AHS program or until the scheduling year of graduation for the student's 4-year or 5-year cohort upon which time the W2T code will be changed to a W2 unless verification of the AHS program completion is documented. Students verified as completing the Adult High School program with continuous enrollment in the program by the scheduled graduation of the cohort will be transitioned to W6 High School Graduate.

NOTE: Current regulations state that any student coded as a W2 (Early Leaver) during the previous spring who is in membership on the 20th day of the next school year will not be counted as a dropout.

W3 - Death Withdrawal

W4 - Early Completer Withdrawal

Student completed the current year (as part of a formal instructional program) before the end of the school year calendar for one of the following reasons:

- Graduated mid-year
- Completed instructional program and received a diploma or certificate.

The W4 withdrawal code should be posted to a student's record who graduates mid- year or who finishes a formal instructional program, such as extended day, and earns a diploma or certificate at some point other than the end of the school year.

The W4 code should not be used when students are moved from one grade to another within the school during the year or when they are promoted to a higher grade in another school during the year. The W1 withdrawal code should be used in both instances.

The W4 code should not be used at the end of the school year when students leave for vacation prior to the last day of school. The coding of a student's absence for vacation days at the end of the year will depend upon the principal's determination as to whether the days of absence are excused or unexcused. The principal may determine that some activities, such as a trip to a place of historical significance, may have sufficient educational value to cause a student's absence to be lawful. Thus, a student who leaves for excused reasons (such as illness or an educationally-valuable trip) should be recorded as lawfully absent through the end of the school year.

The W4 code should not be used at the close of the school year when graduation occurs prior to the last day of school. LEAs may excuse temporary or occasional absences for reasons other than those stated in Chapter 2, Section IV, Section “D" when the absences are in accordance with local school board policies.

W6 - High School Graduate

Student completed the current school year at the end of the school year calendar and is <u>not</u> expected to return because of high school graduation.

Year Round School to Traditional School Transfers

If a student moves from a year round school (YRS) calendar to a traditional calendared school (TCS) and both schools are in the same LEA, the student should not be in Standard Membership (MST1 or MED1) at both schools on the same school calendar day. Typically, a school has 185 school calendar days in a school year. School calendar days (1 - 185) should not be confused with calendar days.

The student should be re-enrolled as a visiting student (VST1) using the enrollment Code R2 at the TCS until the number of school days have passed on that school calendar that he was reported in membership at the YRS. On the proper school calendar day, the student's Admission Status Code should be shown as changing from Visiting (VST1) to Standard Day (MST1). This prevents a student from being in standard membership at two schools in the same LEA on the same school calendar day.

Example:
The student is in standard membership for 40 days at YRS. The student transfers to a TCS in the same LEA. The student should be in visitor membership (VST1 or VED1) status at the TCS for any school days up to and including the 40th school day and in standard membership (MST1 or MED1) from school days 41-185 at TCS.

V. WITHDRAWAL CODES - SUMMER

After the end of the school year, additional information may be obtained about a student's completion/withdrawal for the previous school year

If it is determined, during the same school year, that a child previously coded as a W2 has transferred to another school or another appropriate educational program, his/her withdrawal may be re-coded as a W1 prior to EOY. The student must have enrolled prior to the beginning of the subsequent school year, or on the earliest possible date of entrance to the receiving program after withdrawal from school. ("School year" is defined as the period beginning with the first day of the school year and ending with the day before beginning of the next school year.) Due to the collection of PMR data in PowerSchool, withdrawal codes must not be changed after EOY that would result in having conflicting information in the system compared to the collected PMR data. The updates needed can be documented at the local school level. This change is not related to the W2T changes that may be needed.

PowerSchool Transfer Withdrawal

When a school using PowerSchool receives a formal request for student records because a student is transferring to another school the following procedure should be followed in order for the student to be enrolled at the new school in a timely manner:

- If the transfer is during the school year, the student should be withdrawn on the appropriate day within 48 hours;
- If the student has been promoted or retained, PowerSchool should be adjusted so that the student is withdrawn during the End of Year process (EOY) process;
- If EOY has been completed, the student should be withdrawn within 48 hours;
- Student records should be copied, and the copies sent to the requesting school within 30 days.

NOTE: If a student's grade level is to be changed from what it was at the end of the school year due to an administration change or error before the next school year starts, in PowerSchool use the W1/E1 process. Every student must have an appropriate entry code such as E1 at the beginning of the school year (not an R1 code).

VI. NC VIRTUAL PUBLIC SCHOOLS ATTENDANCE CATEGORY

Students that are neither Private School Students nor Home Schooled Students and are properly enrolled in one (1) or more NC Virtual Public School courses should be registered in their Base School using the Admission Status Member - Standard Day or Member - Extended Day. This should be done regardless of the number of courses the student is taking as "Face-to-Face" classes. All classes should be properly scheduled in PowerSchool.

CHAPTER 7

Maintenance and Transfer of School Records

I. GUIDELINES

Records Preservation

1. The Division of Archives and Records, North Carolina Department of Natural and Cultural Resources, recommends permanent records be microfilmed two years after the student graduates or leaves the school. For more information regarding preservation of student records, contact the Government Records Section at (919)814-6840.

2. The Division of Archives and Records, North Carolina Department of Natural and Cultural Resources has established guidelines for the retention of LEA and school records in its publication, ***Records Retention and Disposition Schedule for Local Education Agencies***. This document can be found on the Internet at: https://files.nc.gov/dncr-archives/documents/files/local_education_agencies_19990219_0.pdf

3. For purposes of an Average Daily Membership (ADM) Audit, the Division of School Business recommends that all manual attendance and entry-withdrawal documents be maintained for one year following the school-year for which the documents were used.

4. The North Carolina Department of Public Instruction does not maintain transcripts or student records. For General Education Diploma (GED) transcripts or information, please call the North Carolina Community College System at 919.807.7100 or you may visit their web site at https://www.nccommunitycolleges.edu/college-and-career-readiness/adult-high-school-ahs.

   For information about K-12 public school records, please contact your school system directly. Also, please contact the school district if your school has been closed or consolidated. If they did not maintain the records for a closed school, please contact the North Carolina Office of Archives and Records online at https://archives.ncdcr.gov/ or by telephone 919.814.6840.

II. SOCIAL SECURITY NUMBER

The Department of Public Instruction **will not** use a student's Social Security Number (SSN) as a statewide unique student identification number. The Family Educational Rights and Privacy Act (FERPA) has identified the SSN as non-directory information. Schools **cannot require** a parent, guardian, or student to provide a Social Security Number.

A. Schools **must** enter the SSN if provided, in PowerSchool. The SSN field in PowerSchool is not a required field and can be left blank only if the SSN is unknown or not provided.

B. Federal law prohibits a school from requiring a student to report his/her SSN.

C. NCDPI / LEAs / Schools may not collect a SSN from an individual unless authorized by law to do so or unless the collection of the SSN is otherwise imperative for the performance of that agency's duties and responsibilities as prescribed by law and the need is clearly documented.

NOTE: Students will be entered into PowerSchool with a Unique Identifier (UID). School

staff members are to verify the UID of a student to eliminate the possibility of creating a duplicate.

III. TRANSFER OF STUDENT RECORDS

When any child transfers from one school system to another school system, the receiving school shall, within 30 days of the child's enrollment, obtain the child's record from the school from which the child is transferring. If the child's parent, custodian, or guardian provides a copy of the child's record from the school from which the child is transferring, the receiving school shall, within 30 days of the child's enrollment, request written verification of the school record by contacting the school or institution named on the transferring child's record. Upon receipt of a request, the principal or the principal's designee of the school from which the child is transferring shall not withhold the record or verification for any reason, except as is authorized under the Family Educational Rights and Privacy Act. Any information received indicating that the transferring child is a missing child shall be reported to the North Carolina Center for Missing Persons. (G.S. 115C -403)

CHAPTER 8

Student Accounting Audits

The School Reporting Section audits average daily membership (ADM) records. The items audited are set forth in this Chapter.

I. AVERAGE DAILY MEMBERSHIP AUDITS

The audit of ADM records is authorized by North Carolina General Statute 115C-276(p), 115C-288(b), and 115C-307(g). These statutes state, in effect, any superintendent, principal, teacher, or other school employee of the public schools, who knowingly and willfully makes or procures another to make any false reports or records respecting daily attendance of students in the public schools shall be guilty of a class 1 misdemeanor, and the certificate of such person to teach in the public schools of North Carolina will be revoked by the State Superintendent of Public Instruction.

The purpose of the audit is to determine the reported student membership is accurate, and the student attendance accounting system in use is being maintained and producing accurate data.

I. *Authorization:*

a. N.C. General Statute 115C-301. This statute deals with the allocation of teachers. Initial teacher allotments are based on the higher of the prior year's actual first two months of ADM or the projected higher of the first two months of ADM.

b. N.C. General Statutes 115C-276(p), 115C-288(b), and 115C-307(g). Auditing of the ADM is authorized by the above statutes which address the duties of administration and teachers of the school

II. *The object of this audit is:*

a. To determine that the school's student membership, as reported, is accurate;

b. That accurate student attendance records are being maintained;

c. That State Board of Education attendance policies and procedures are being followed.

III. *Criteria for selection of the School to be audited:*

a. Schools with student accounting concerns encountered by School Business Services or any other area of the Department of Public Instruction; or

b. Request by local boards of education, school administration or their representatives; or

c. In conjunction with Charter Renewal; or

d. Concerns on Principal's Monthly Report (PMR); or

e. Confirmation of the Average Daily Membership (ADM).

IV. *Pre-Audit Procedures:*

a. Obtain reports or screen prints from the PowerSchool portion of the North Carolina Home Base Student Information System.

1. PMR(s) for the month(s) being audited;

2. Consecutive Absences Report;

3. PMR Instructional Minutes Setup;

4. PMR Interval Setup;
5. Bell Schedule;
6. Attendance Code;
7. Attendance Preferences;
8. Student list (Active and Inactive);
9. Staff list
10. Any and all other reports as needed

V. *Site Audit:*

a. Meet with principal, headmaster, or his/her representative to:

1. Explain the purpose of the audit and audit procedures;
2. Determine when to perform a student count in conjunction with school representative that is least possible disruption of normal school.
3. Determine if Student Count will be done via Alpha check-off, Period Roll Call, or Head Count.
4. Request the following:
    a. All individual pupil records (IPRs) or access to their location,
    b. Entry/Withdrawal records if not included in IPRs,
    c. Copies of Absentee Reports for the days of the school month being audited,
    d. Copies of Sign In/Out records for the days in the school month being audited,
    e. Copies of any manual attendance data for the days in the school month being audited.
5. Advise the school representative that the following records may also be needed should additional substantiation be required:
    a. School admission application forms,
    b. Internal pupil accounting records,
    c. Bus records,
    d. Lunchroom records,
    e. Lottery records.

b. Review IPRs to determine:

1. Student Name,
2. Date of Birth,
3. Domicile,
4. Vaccination record,
5. Admission Documentation,
6. Proper Entry Code and Admission Status Code usage.

c. Compare individual students' absences totals and the absence codes between any

manual records provided and the Daily/Meeting Attendance Reports for Home Base.

1. Compare all enrollment and withdrawn dates and codes with any manual documentation provided or in the IPRs.
2. Confirm the proper application of the 10-Day Rule of Student Accounting.
3. Make copies of supporting documents or detailed notes of concerns found during the audit

Procedure When Deliberate Falsification of Records is Determined

1. The consultant will immediately notify the Director for the Division of School Business.
2. The consultant will impound those records needed to substantiate falsification.
3. The Director of the Division of School Business will determine what further action will be taken.

Post-Audit Procedures:

1. The consultant will prepare a final audit findings report.
2. An error rate of 5 percent of the total enrollments, as reported on the PMR, is considered the maximum acceptable within established audit standards. Error rates in excess of 5 percent will cause the audited school to be placed on probationary status. Schools placed on probationary status will be subjected to a re-audit during the following school year.
3. The Director for the Division of School Business will send a final audit findings letter to the local superintendent.

CHAPTER 9

State Standards for Early Admission to Kindergarten

I. STATE BOARD POLICY

Policy ID Number: KNEC-001
Administrative Procedures Act Reference Number and Category: 16 NCAC 6E.0105

The 1997 General Assembly passed legislation allowing a child who has reached his/her fourth birthday by April 16 to enter kindergarten if he or she demonstrates an extraordinary level of academic ability and maturity. In determining eligibility, the principal shall convene a committee of educational professionals who will assist him/her in making decisions about each individual child. Criteria that shall be considered include the following:

- Aptitude
- Achievement
- Performance
- Observable Student Behavior
- Motivation to Learn
- Student Interest

Student Aptitude
A child eligible to enter school early shall be precocious in academic and social development and score at the 98th percentile on a standard individual test of intelligence such as the **Stanford-Binet, the Wechsler Preschool and Primary Scale of Intelligence**, **The Kaufman Anderson**, or any other comparable tests, that shall be administered by a licensed psychologist. Although superior aptitude is a strong indicator of extraordinary academic ability, every child with a score at the 98th percentile in intelligence may not need early admission to kindergarten. Some children could have a negative experience if the demands of a structured school day are imposed too early.

Achievement
Children entering kindergarten early shall be functioning two to three years beyond their peers. Children eligible for early admission to kindergarten shall score at the 98th percentile on either Reading or Mathematics on a standard test of achievement such as the **Metropolitan Readiness Test, the Stanford Early School Achievement Test, the Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics TEMA), the Test of Early Reading Ability (TERA)**, or any other comparable tests. The licensed psychologist who administers the aptitude test may administer the achievement test or have a member of his/her professional staff administer the test. Also, an impartial professional educator who is trained in the use of the instrument may administer such a test as long as he/she has no potential conflict of interest in the outcome of the assessment.

Performance
Children displaying a need to enter kindergarten early shall be able to perform tasks well above their age peers. Some indicators the principal may observe are the child's ability in independent reading, problem solving skills, advanced vocabulary, and some writing fluency. A child ready for kindergarten would not necessarily demonstrate precociousness in all of these areas. The parents shall submit a sample of student work showing outstanding examples of ability in any of the following areas: art, math, writing, dramatic play, creative productions, science, social interactions, etc. For further indication of performance, the principal may instruct a teacher to complete an informal reading assessment.

Observable Student Behavior/Student Interest
If a child is to be successful in early admission, he/she should be socially and developmentally mature enough to be in a structured school setting for a full school day. The child should be capable of following verbal instructions and functioning independently within a group. Not every child with extraordinary academic ability is mature enough to attend public school early. The school system shall require two recommendation letters with specific documentation of physical and social maturity from preschool teachers, childcare workers, pediatricians, or other adults with direct knowledge of the child. Documentation checklists that might be useful are the **California Preschool Competency Scale,** the **Harrison Scale**, or any other comparable scale of early social development.

Motivation/Student Interest
A child ready for early admission to kindergarten should be eager to learn and be excited about a new school experience. These children should display a thirst for knowledge consequently pushing the parents for new and challenging learning situations. If only the parent is interested in the child's attending school, early admission is not a good option. Principals or his/her designee shall determine this information in an informal interview with the child and in a more structured interview with the parent. An appropriate interview with a child would take place in a warm and inviting environment, such as the kindergarten classroom. The child might even be invited to spend a day with a kindergarten teacher. Questions the principal or his/her designee should ask the child would concentrate on the personal interests of the child. A child who is ready for school should respond with enthusiasm when asked to tell about a special collection or a topic about which he/she has a great deal of knowledge or extreme interest. A child who is a candidate may be one who watches the *Discovery Channel*, reads everything he/she can find about dinosaurs, be able to carry on a discussion about volcanoes, etc.

Timelines
A parent wishing to submit his/her child for consideration for early admission to kindergarten shall present to the principal of his/her local school the required information within the first thirty (30) calendar days of the school's instructional year. All testing must be administered after the April 16th that follows the child's fourth birthday. The principal will act on the request within three (3) weeks. If the child is admitted to kindergarten, before the end of the first ninety (90) calendar days of the child being enrolled, the principal may rescind his/her approval based on substantial evidence documenting that the child is not adjusting satisfactorily to the school setting. Before a child may be exited from school, the parent must be invited to assist in the development of intervention strategies. If the strategies are not successful and the decision is made to remove the child from school, parents must be given at least ten (10) days' notice to arrange childcare if needed.

Local Flexibility
Although the State Board of Education has adopted these statewide standards defining requirements for early admission to kindergarten, each local education agency may add additional information needed from a parent or make very specific requirements in each category for consideration.

NOTE: 1997 House Bill 1099 states that it is the responsibility of the principal to find that the child has extraordinary academic ability and has the maturity to justify admission to school and, further, it is the responsibility of the parents/guardians to present information to the principal to support that the child has extraordinary academic ability and is appropriately mature to justify early admission.

Information for the Receiving School
Although early admission to kindergarten does not automatically place a child in the program for academically gifted students, the child obviously has very special learning needs. Once the child has been enrolled ninety (90) calendar days or at any time before ninety (90) calendar days once the school is satisfied the child has adjusted satisfactorily and will remain in school, the child shall be reviewed by the Gifted Identification Team. If the team recommends the child receive services, either a *Differentiated Education Plan* or an *Individual Differentiated Education Plan* shall be developed.

Questions concerning the early admission to Kindergarten should be addressed to the Office of Early Learning, 984.236.2740.

CHAPTER 10

School Identification Number Assignment

I. SCHOOL NUMBER ASSIGNMENT

North Carolina Department of Public Instruction assigns Local Education Agencies (LEA) unique identification numbers. Unique school numbers are also assigned by NCDPI.

Requests to add new schools should be submitted in the Educational Directory and Demographical Information Exchange (EDDIE) approximately four to six months before the school is scheduled to enroll students.

- Alternative schools should be approved by Alternative Learning Programs before requesting a school number in EDDIE.
- Cooperative Innovative High (CIH) Schools should be approved by the State Board of Education (SBE) before requesting a school number in EDDIE.
- Pre-K Schools that contain pre-kindergarten students only are not assigned school numbers and are not included in EDDIE. Pre-K only schools may be given a local use number (0-299) by their LEA and entered in PowerSchool. Contact your district's NC SIS Coordinator or the Home Base Support Center for more information.
- Numbers 000-299 are reserved for local use in PowerSchool but are not used in EDDIE. Contact your district's NC SIS Coordinator or the Home Base Support Center for more information.

NCDPI is the only entity that has the jurisdiction over school numbering. Until a NCDPI assigned number is established the use of any identifying number is unauthorized. EDDIE is the authoritative source for school numbers. EDDIE information is located on the Financial and Business Services' web page https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/demographics-and-finances/eddie.

II. LEA AND SCHOOL INFORMATION

The Educational Directory and Demographical Information Exchange (EDDIE) is an online application containing LEA (school district) and school information such as LEA numbers, school numbers, administrative contacts, school types, grade levels, calendar types, program types, addresses, and more. This information is maintained and edited by subscribed users at the LEAs and Charter Schools. EDDIE does not contain individual teacher or student information. EDDIE is the authoritative source for NC school information and feeds multiple systems including Accountability, PowerSchool, NC School Report Cards, and is used to meet federal reporting requirements.

LEAs and charter schools are responsible for ensuring their data are complete, accurate, and current.

EDDIE information, including the procedure for subscribing and a list of subscribed users, is located at https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/demographics-and-finances/eddie. Anyone may view information contained in EDDIE, only subscribed users have access to edit and update their information.

CHAPTER 11

OTHER REPORTS

Membership by Grade, Race, and Sex Report

The Membership by Grade/Race/Sex Data (GRS) is collected at the same time as the first school month Principal's Monthly Report (PMR). The data is for each student in membership on the last day of the 1st school month. The data is used for reporting purpose to local, state, and federal agencies, and other organizations. Both traditional grade levels of Kindergarten through 13th grade and Extended Day 9th through 13th grades data is included. XG grade level is also included. Ethnic categories collected are American Indian, Asian, Hispanic, Black, White, Native Hawaiian/Pacific Islander and Two or More. Each of the above is further disaggregated by male and female.

Retention and Promotion Report

The Retention and Promotion Report (RP) is a collection of individual records of student progress from the recently completed school year including summer school activity. The report is submitted to NCDPI in October from all LEAs and Charter Schools on a pre-determined date. The number of students retained and promoted must match the number of students in membership on the last day (MLD) as reported on the 9th Principal's Monthly Report of the reporting school year.

R/P codes indicate retention reason:

Local Academic Standard - LEA set their own standards in course areas (reading, math, social studies) and number of credits in order to be promoted to the next grade.
The course credit most often occurs at the high school level.

Local Attendance Standard - LEAs frequently set standards and requirements for the number of days of absent the students must not exceed in order to be promoted. For example, an LEA may have a policy that states a student will be retained if he or she is absent 20 days.

Local Administrative Decision as granted by General Statute 115C-288.

State Standards - defined by the Statewide Student Accountability Standards

When the activity is associated with a summer school, the school is identified as Local Summer School (LOCS). The coding structure of retention and promotion is the same for summer school as with regular school.

APPENDIX A INTERNET WEBPAGE LINKS

North Carolina Public Schools Home Page
https://www.dpi.nc.gov/

NCDPI Financial & Business Services Home Page
https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services

School Allotments
https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/allotments-%E2%80%94-funding-public-school-units

School Attendance & Student Accounting Manual
https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/student-accounting

UERS Data Transfer Schedule
https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/school-district-finance-operations

Home Base
https://www.dpi.nc.gov/educators/home-base

EDDIE
https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/demographics-and-finances/eddie

Division of Non-Public Education
https://ncadmin.nc.gov/about-doa/divisions/division-non-public-education

Financial and Business Services Staff Directory
https://www.dpi.nc.gov/about-dpi/education-directory/department-public-instruction/office-state-superintendent#fbs

General Statues of North Carolina (Elementary & Secondary Education)
https://www.ncleg.gov/Laws/GeneralStatuteSections/Chapter115C

State Board of Education Policy Manual
https://simbli.eboardsolutions.com/SB_ePolicy/SB_PolicyOverview.aspx?S=10399

Immunization Laws
https://www.immunize.nc.gov/schools/ncruleslaws.htm

APPENDIX B Exceptions for Data Review

Exception Code	Severity	Title	Business Rule Checked	Action (Next Steps)
PMR-PRECHECK-A	FATAL – This is a validation check that runs prior to the collection. If there are no pre-check exceptions found, then the data collection and subsequent data validation steps should be executed.	Students with multiple matching enrollment records	List students who have one or more identical enrollment records (matching school number, entry date, and exit date within the current school). No data will be collected until all duplicate enrollment records are resolved.	For each listed student, select Transfer Info and examine the current and historical enrollment records. Duplicate and overlapping entry and exit dates across records are not permitted. Edit the entry and/or exit dates of records that would cause this exception.
PMR-0	FATAL	PMR Calendar Not Configured	Ensure the PMR (Intervals) calendar has been properly configured, including for all tracks at track schools. No data will be collected until this step is taken.	Configure the PMR (Intervals) Calendar for this school under Start Page > School Setup > PMR Interval Setup.
PMR-1	INFO	R1 entries due to enrollment changes	List of students who have an Entry Code of R1 in the current year AND have a grade level or membership status change.	If the information is correct no further action is needed.
PMR-2	INFO	Students listed on PMR and no longer enrolled	List of students initially enrolled as an E1 who have been withdrawn from PowerSchool. Note that NO SHOW students are always excluded from the PMR.	If the information is correct no further action is needed.
PMR-3	FATAL	Student double counted in membership	List of students in the current PMR month who have a greater number of days in membership than the total number of days in the month. This is only possible when a student has transferred from one school to another and achieves more membership days (as MST1 or MED1) than allowed in a PMR month in the current LEA.	Review the enrollment records for each student. Adjust the entry/exit date on the previous or current enrollment to ensure the total number of membership days for the month are not exceeded. Then, create another enrollment record to bridge the gap using an Admission Status of VST1 (or VED1 as appropriate).
PMR-4	INFO	Students with non-funded admission status	List of students whose Admission Status is VST1, VED1, VST2 or left blank.	If the information is correct no further action is needed.
PMR-5	FATAL	Students assigned to incorrect admission status for grade level	Students in grade levels less than 6 may not have an Extended Day admission status (MED1 or VED1).	Change the admission status for each student to MST1 (or VST1). This is done on the transfer info page, for any current year enrollment records.
PMR-6	WARN	Students with Extended Day status assigned to Standard Day track	Students with an Extended Day status should only be assigned to an Extended Day track in a track school. This check is designed as a warning for students in grade levels 6 or greater.	Change the admission status for each student to MST1 (or VST1), or reassign the student to an Extended Day track. If an invalid track exists on the students Modify Info page, set the track to blank for a non-track school. This typically happens when a student transfers from a track school to a non-track school.
PMR-7	WARN	Student with Standard Day status assigned to Extended Day track	Only students with an extended day status (MED1 or VED1) may be assigned to an Extended Day track.	Change the admission status for each student to MED1 (or VED1), or reassign the student to a Standard Day track.
PMR-8	FATAL	Students not assigned to a valid Race/Ethnicity	All students must have a valid race/ethnicity value specified.	Edit the student record to declare a valid race/ethnicity value. If the student has a race/ethnicity value filled in, just hit submit at the bottom

PMR-9	FATAL	Student missing admission status	All students must have an admission status to be counted for the PMR. The valid funding codes are MST1 and MED1. Admission status cannot be blank or null.	Enter the appropriate admission status code for each student listed, under their Transfer Info page. Be sure to enter this for all current year enrollment records.
PMR-10	FATAL	Students not assigned to a valid track	Ensure that all students are assigned to a valid track. This check is only performed in track schools.	For each listed student, edit the student record and set the value for track to a valid value on the Modify Information page.
PMR-11	FATAL	Students with multiple E1 entries in the same school year	A student may have only ONE entry code of E1 within the same school year.	For each student, edit current and previous enrollments on the Transfer Info page to set an appropriate entry code, usually R1 in this case. Be sure to only edit enrollment records in the current school year.
PMR-12	FATAL	Students with multiple E2 entries in the same school year	A student may have only ONE entry code of E2 within the same school year.	For each student, edit current and previous enrollments on the Transfer Info page to set an appropriate entry code, usually R2 in this case. Be sure to only edit enrollment records in the current school year.
PMR-13	FATAL	Students with exit code W4 in grade level less than 10	Students may not have an exit code of W4 (Early Completer) for grade levels less than 10.	Enter the appropriate exit code for each student.
PMR-14	INFO	Students with Exit Code W4 in grade level 10 or higher	List students with an exit code of W4 (Early Completer) in grade levels 10 and above.	If the information is correct no further action is needed.
PMR-15	FATAL	Students with overlapping enrollment records	List students with enrollment records that have overlapping entry and exit dates. Ideally enrollment records are contiguous and not overlapping. Overlapping records have the potential to cause reporting and other errors in the system.	For each student, examine the enrollment records and edit the entry or exit dates as appropriate to eliminate overlapping dates.
PMR-16	FATAL	Students with missing or invalid entry code	List students where their enrollment record is missing the entry code or contains an entry code that is not linked to a code recognized by DPI.	For each student, examine the enrollment records and enter a valid entry code.
PMR-17	FATAL	Enrolled students with no schedule	List students who are currently enrolled but are not scheduled for any classes.	For each student, schedule the student for one or more classes, or post an exit date and code if the student is no longer in this school.
PMR-18	FATAL	Initial R1/R5/R6 enrollment code invalid	Ensure that the R1, R5 and R6 codes are not the initial enrollment code for a student starting the school year or transferred to a new school after the start of the school year.	For each listed student, examine the enrollment records and update the initial entry code for the current school from R1, R5, or R6 to E1 or E2 if this is the first N. C. public school the student has attended in the current school year. If this is not the first public school in N. C. that the student has attended in the current school year, change the "re-entry" code to be R2 or R3. Refer to the SASA manual for guidelines of code use.
PMR-19	FATAL	Student missing valid Gender	All students must have a valid gender for reporting requirements	Enter a valid gender for all students.

PMR-20	FATAL	Students with missing or invalid exit code	List students where their enrollment record is missing the exit code or contains an exit code that is not linked to a code recognized by DPI.	For each student, examine the enrollment records and enter a valid exit code.
PMR-21	WARN	Students absent on first day of enrollment	A student cannot be absent on their day of enrollment. Students must be present 1/2 of the instructional day to be considered in membership. The only exception to this is a 1H absence.	Review the Daily Headcount Adjustment report. Any student that has an absence on their enrollment date must be update by either changing the enrollment date to the students first day of attendance or no-showing the student. Any student with a 1H absence on their enrollment date, can be left as is with no change, if the reported absence is correct.
PMR-22	FATAL	Students with a VST2 status	Student with an Admission Status of VST2 are in a temporary status of enrollment. VST2 indicates that the student's previous school has not released them in the current school year. The status of VST2 must be corrected before the PMR is approved.	Confirm that the previous school of attendance has released the VST2 student. Update the enrollment date and the Admission Status as required before approving the PMR.
PMR-23	FATAL	Students with invalid or unofficial student numbers	Identify students who have a student number greater than 10 digits, or a number less than 30000. Each student must have a valid state- assigned number. Students may also be listed if their student number and state-assigned student number do not match.	Contact the Home Base helpdesk for assistance on the process to obtain valid state-assigned identifiers for these students and to ensure the State Student ID matches the Student Number.
PMR-24	FATAL	Students with enrollment dates prior to start of school	Identify students who have an entry date any time prior to the school start date. These students cannot be counted on the PMR unless their entry date is set to the first day of school or later. Students should be listed even if they have an admission status other than MST1 or MED1.	Review the enrollment records for each student in the list. Modify the entry date to reflect the first day of school, or the first day each student actually attended school. Also, ensure course enrollment dates match first day of school enrollment.
PMR-25	WARN	Students assigned to a track	Ensure that all students are not assigned to a track given that this is not a track school.	For each listed student, edit the current student record and remove the value for track on the Modify Information page.
PMR-26	WARN	Initial R2/R3 enrollment code invalid	Ensure that the R2 and R3 codes are not used as initial entry codes for the first public school attended in N. C. in the current school year. R2 or R3 are used when a student transfers from another N. C. public school in the same school year. The original public school in the current year must have a E1 or E2 code.	For each listed student, examine the enrollment records and update the entry code from R2 or R3 to E1 or E2. For each listed student, examine the enrollment records and update the entry code from R2 or R3 to E1 or E2. If the R2 or R3 code is correct, check the original enrollment record for the year to verify it is not blank and is E1 or E2. Refer to the SASA manual for guidelines of code use.
PMR-27	FATAL	Students with too few instructional minutes for PMR reporting	List all students where their daily instructional minutes is typically 50% or less of the total instructional minutes for a regular school day. These are generally students with only a few scheduled classes. As such they cannot be counted in ADM. These students should be excluded from the PMR by identifying them with an admission status of visitor (VST1 or VED1).	Review each student on the list. If the student does not have a full schedule and is repeatedly showing as absent on the PMR their admission status should be changed to VST1 or VED1.

PMR-28	FATAL	Students not counted due to bad entry and exit dates	Identify students who have an exit date prior to the entry date in the current school year. These students are not currently counted on the PMR because it is not clear whether these students should be counted or not. If so, the entry date must be prior to the exit date.	Review the enrollment records for each student in the list. Modify the described enrollment record to ensure the exit date is later than the entrydate.
PMR-29	WARN	Daily Instructional Minutes not configured	The value for Daily Instructional Minutes is not properly configured for the school. This value represents the total daily instructional minutes in a regular school day not including lunch periods or time between classes.	Configure the Daily Instructional Minutes from the PMR Interval Setup page located under Start Page > School Setup > PMR Instructional Minutes Setup. Enter the number of instructional minutes in a regular school day in the range 180 to 480 minutes.
PMR-30	WARN	Students with 10 consecutive unexcused absences (10Day Rule)	List students who have 10 consecutive unexcused absences.If a student is in violation on the last day of the school year, the student must be withdrawn the day after the last day of attendance before the 9th month PMR iscompleted.	If a student is in violation on the last day of the school year, the student must be withdrawn using the W2 Code on the first day after his/her last day of attendance before the 9th month PMR is approved. If the violation occurs before the 9th month/last school day, the school has no actions to take. The student in violation will not be included in ADM for the days that are violation of the 10 Day Rule occurred
PMR-31	Fatal	Schools with Instructional Days Beyond June 30th	No school should have instructional days past June 30th.	Several tables within PowerSchool are affected by this error, please Contact Home Base Support Center to obtain instructions on how to update your school calendar to reflect proper end date and to receive instructions on how to properly update all other tables needing to be updated due to this error.
PMR-32	Fatal	Membership Last Day (MLD) for Reporting Month equals Zero.	Verify that the current year calendar is correct.	
PMR-33	WARN	Student Enrolled in Invalid Grade	Student's grade level must be within the grades offered at the school enrolled.	From Transfer Info check the enrollment and/or re-enrollment records and verify that the grade level is appropriate for the school enrolled.
PMR-34	WARN	Kindergarten Student with Birthdate Prior to August 31st	Only kindergarten students who have reached their 5th birthday on or before August 31st of the current school year are permitted to attend the public schools of North Carolina unless they satisfy one of the exception criteria. Those exceptions are the student reaches their 4th birthday on or before April 16th with proper documentation presented to the Principal of the school or did not reach the age of 5 years old on or before August 31st of the school year but has been attending during the school year in another state in accordance with the laws or rules of the state before moving and becoming a resident of North Carolina.	If the student meets the criteria based on G.S. 115C-364 or 115C-364 (a3) no further action is needed.

Note: This list may be updated periodically.

APPENDIX C ATTENDANCE CODES

Present On-Site

Present Off-Site – 1R

Illness or Injury – 1A

Medical or Dental Appointments 1B

Death in the Immediate Family – 1C

Quarantine – 1D

Court or Administrative Proceedings – 1E

Religious Observance – 1F

Educational Opportunity – 1G

Teacher-in-Treatment – 1H

Local School Board Policy – 1I

Child Care – 1K

Excused Tardy – 1L

Medically Fragile – 1M

Absence related to deployment activities – 1N

Early Check Out – 1P

School Sponsored Activity – 1Q

Unlawful Absences – 2A

Lack of Immunization – 2B

No Health Assessment – 2C

Unexcused Tardy – 2L

Suspensions or Expulsions – 3

In-School Suspension – 3A

Nonobligatory (PK Use Only) – 1X

SASA Revision Changes

2021–2022 SASA Revision Changes

- Chapter 1 Those Entitled to Attend School
  - II Those Entitled to Attend School
    - G.1.1. Removed per S.L. 2021-9 Section 1(a)(g)
    - G.2. Interpretation of S.L. 2021-9 Section 1(a)(h) added
    - M. Interpretation of S.L. 2021-9 Section 1.(b) added
- Chapter 2 Rules/Regulations…Compulsory School Attendance and Student Accounting
  - III Requirements for Entrance
    - D. Modified to clarify present off-site on the initial date of enrollment and to differentiate between "scheduled or offered" remote instruction on initial date of enrollment
  - IV Attendance
    - D.6. Modified language to be consistent with G.S. 115C-379
    - J. G.S. 115C-105.47(b)(5) and (b)(6) repealed by Session Laws
  - VII Average Daily Membership
    - G. Modified to clarify when a student is in membership for the school year and when to drop no show students from the school's enrollment
- Chapter 5 School Calendar
  - I Opening and Closing Dates
    - A.b. Definition for year-round school modified
    - D. Interpretation of G.S. 115C-84.2(f)(5)
    - Definition of Public School United added
    - B. 2020 – 2021 School Calendar Only removed
    - B. Remote Instruction 115C-84.3 added for 2021-2022 school year (SL2021-130)
    - C. Remote Instruction for COVID19 Emergencies added (SL2021-130)
    - D. 2021-22 Planned virtual Instruction added (S654)
  - II School Closings Due to Inclement Weather and Other Emergencies
    - A. Added language to be consistent with SL2021-130
    - B. Added language to be consistent with SL2021-130

2020–2021 SASA Revision Changes

- Chapter 1 Those Entitled to Attend School
  - I Tuition and Age
    - G.S. 115C-140.1 repealed by Session Laws
    - Interpretation of G.S. 115C-111.3(a) added
  - II Those Entitled to Attend School
    - 2. Changed from G.S. 115C-364 to G.S. 115C-364(a)(2) to reflect the correct statute reference
    - 3. Added interpretation of G.S. 115C-364(a)(3)
    - H. G.S. 115C-383 repealed by Session Laws
- Chapter 2 Rules/Regulations…Compulsory School Attendance and Student Accounting
  - III Requirements for Entrance
    - D. Modified to add the definition of on-site and the requirements to determine initial enrollment for the purpose of remote learning

- IV Attendance
  - A. – B. Modified to differentiate between on-site and off-site instruction. remote instruction
  - G. Modified to provide an updated list of teacher-in-treatment sites
  - I. Added references to NCSBE Policy DROP-001 I.B. – D. and NCSBE Policy DROP-001 II.B.-C.
  - J. 7. Removed. G.S. 115C-391 repealed by Session Laws
- VII Average Daily Membership
  - H. Modified to include Pre-K school assignments and the child find process

- Chapter 5 School Calendar
  - I Opening and Closing Dates
    - A. Definitions added for modified calendar and year-round school
    - B. Interpretation of 2020 – 2021 School Calendar law added
    - C. G.S. 115C-84.2(a1) reference added for state reporting collection
    - D. G.S. 115C-84.2(a2) reference added for state reporting collection
- Chapter 6 Student Accounting Codes
  - III Attendance Codes
    - Modified to include present on-site and present off-site attendance codes
- Appendix A Internet Webpage Links
  - Modified to include updates to links for new webpage
- Appendix C Attendance Codes
  - Modified to include new attendance codes for present on-site, present off-site, and PK use only
- Verified all document and webpage links throughout the manual and updated where needed
- Removed link to SASA Manual from cover page
- Updated contact for Inquiries or Complaints

2019-2020 SASA Revision Changes

- Chapter 4 Class Size
  - I Administration of Class Size
    - Paragraph A: Revised column heading for individual class maximum
    - Paragraph B: Revised part of first sentence to 'If individual class size exceeds the individual class maximum'.

2018-2019 SASA Revision Changes

- Chapter 1 Those Entitled to Attend School
  - II Those Entitled to Attend School
    - Paragraph N added
- Chapter 2 Rules/Regulations of SBE Governing Compulsory School Att. and School Acct.
  - IV Attendance
    - Paragraph H: Added No Health Assessment Attendance Code
- Chapter 4 Class Size
  - I Administration of Class Size
    - Revised individual class size waiver for SL 2018-2
  - III Waiver Due to Excess Class Size
    - Added school wide K-3 class size waiver for disaster areas due to Hurricane Florence
  - V Biannual Reports

        - Added reports due at end of October and February
- Chapter 5 School Calendar
    - Added flexibility in the school calendar law SL 2018-135 SB2
- Chapter 6 Student Accounting Codes
    - III Attendance Codes
        - Added Code 3A In-School Suspension
        - Added Early Check Out paragraph
        - Renamed PowerSchool Authorized Absences to School Sponsored Activity & revised
- Chapter 7 Maintenance and Transfer of School Records
    - I Guidelines Records Preservation 01-04-16
    - Page 59 updated links in Paragraphs 2 and 4
- Appendix A Internet Webpage Links
    - Updated link for Record Retention and Disposition

2017-2018 SASA Revision Changes

- Cover Page
    - Added link to SASA Manual
- Chapter 2 Rules/Regulations of SBE Governing Compulsory School Att. and Student Acct
    - IV Attendance
        - Paragraph I renamed Definition of Student at Risk and revised
        - Paragraph L: Added student chronic absenteeism
- Chapter 4 Class Size
    - I Administration of Class Size
        - Paragraphs A – E revised
        - Paragraph F added
    - II Class Size Compliance renamed
        - Paragraphs A – B revised
    - III Waiver Due to Excess Class Size
        - Paragraphs A – F revised
    - IV Penalty for Non-Compliance added
    - V Biannual Reports added
- Updated contact for Inquiries or Complaints

2016-2017 SASA Revision Changes

- Table of Contents
    - Chapter 6 Student Accounting Codes
        - I. Enrollment Codes: note added for enrollment code of N1 for program schools
    - Appendix B Exceptions for Data Review
        - Added PMR 32 exception

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