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## Calendar Requirements – Missed Days

Note: DPI has requested from the General Assembly modifications to the law to provide flexibility to the impacted PSUs. The request is similar to the flexibility provided to PSUs impacted by Hurricanes Florence and Mathew in 2018, [SL2018-135 Section 1.1](#). Updated information will be posted to our What's New page when legislative action is taken.

**Please be prepared to report on missed instructional and missed workdays to address legislative requests.**

This section contains an overview of the current legislation about the school calendar and the use of remote instruction. Please reference the legislation and SBE policy linked below for details. If you have questions about the SASA manual, please contact Student Accounting ([StudentAccounting@dpi.nc.gov](mailto:StudentAccounting@dpi.nc.gov)).

### Legislation and SBE policy

- Remote instruction: [GS 115C-84.3.pdf](#)
- School calendar: [GS 115C-84.2.pdf](#)
- [SASA Manual](#)

LEAs, charter schools, cooperative innovative high schools, and regional schools must provide minimum of 185 days or 1,025 hours of instruction covering at least nine calendar months. ([SASA](#), p. 50)

### School closings due to inclement weather and other emergencies

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 make-up days or remote instruction. ([SASA](#), p. 53)

## 1. Make-up days

A local board may revise the closing date of a school or PSU if necessary to comply with the minimum requirements for instructional days or instructional time. Make-up days may not be held on Sundays or Veterans' Day. ([SASA](#), p. 53)

## 2. Remote instruction

- a. The PSU has received a calendar waiver: May use **up to 15 remote instruction days or 90 remote instruction hours** when schools are unable to open. ([SASA](#), p. 54, [G.S. 115C84.3 \(b\)](#))

*PSUs that are located in the following counties may use up to the 15 remote instruction days or 90 remote instruction hours: Alleghany County, Ashe County, Avery County, Graham County, Haywood County, Jackson County, Madison County, Mitchell County, Swain County, Watauga County, and Yancey County.*

- b. PSUs not located in the counties listed in 2.a. may use **up to 5 remote instruction days or 30 remote instruction hours** when schools are unable to open. ([SASA](#), p. 54, [G.S. 115C-84.3 \(b\)](#))

## Recording attendance on remote instructional days

PSUs shall communicate the attendance procedures to students and parents/families before the first day remote instruction begins. It is a local decision as to the method of this communication. ([SASA](#), p.30)

Attendance must be taken each day of the school year for on-site and remote instruction days. Requirements for attendance on remote instruction days shall be in accordance with PSU's remote instruction plan. ([SASA](#), p.30)

*A student is considered present on a remote instruction day if:*

- A student completes their assignments for each remote instruction day, either online or offline; and/or
- A student has a daily check-in, a two-way communication, with the appropriate teacher(s)
  1. In grades K-5, homeroom teacher
  2. All other grade levels, each course teacher as scheduled ([SASA](#), p.31)

## DISPLACED STUDENTS

Students displaced by Helene may enroll in areas of the state that received little or no impact from the disaster. Please read the following carefully regardless of whether your district or school was disrupted by the storm and flooding.

## School Assignment for Displaced Students

Students displaced by storm damage to their homes are protected by the [McKinney-Vento Homeless Education Act](#). Depending on the student's best interest, the student has the right to remain in their school of origin or enroll in the school assigned to their temporary home, even if they do not have the records normally required for enrollment

Many facilities and roads have been damaged that may affect a student's ability to return to their school of origin.

Please see the section at the end related to ENROLLING DISPLACED STUDENTS.

### *Additional Information*

- A student displaced by the storm has the right to remain in their school of origin (i.e., the school the student attended when permanently housed, or in which the student was last enrolled) if that is in their best interest, even if the place they are currently staying is not in that school's district attendance zone;
- If it is in the student's best interest to change schools, homeless and/or displaced students must be immediately enrolled in a new school, **even if they do not have the records normally required for enrollment** (many required documents may be lost or unavailable because of the storm);
- **Transportation services must be provided** to or from a student's school of origin, at the request of a parent, guardian, or, in the case of an unaccompanied youth, the local liaison;
- **Homeless students must have access to all programs and services for which they are eligible**, including special education services, preschool, school nutrition programs, language assistance for English learners, career and technical education, gifted and talented programs, magnet schools, charter schools, etc.
- For additional details and guidance, including a Tips for Supporting Homeless Children and Youths sheet that can be shared with staff, visit the NC Homeless Education Program web site at <https://hepnc.uncg.edu/>

## Enrolling Displaced Students

- Students displaced by Helene **must** be tracked for many purposes. In order to properly account for our displaced students, NCDPI must have a record of each displaced student's school of origin and whether they were displaced by Helene. Please work with your SIS Data Managers to ensure they are capturing this information in the SIS. We have the preferred examples at the end of this document with screen shots of how this information should be captured. This should enable the districts and/or DPI to capture this data for reporting and other purposes.
- Both PowerSchool and Infinite Campus will be creating a flag and pushing it out to capture displaced students. In the meantime, please follow the directions below in addition to selecting the flag.

**PowerSchool:**

In the “Entry Comment” field, add the student’s school of origin and the word, “Helene.” Follow the usual steps for enrolling McKinney-Vento students. If you have trouble entering this data please contact [NCDIT Technical Support](#).

**PowerSchool SIS**

Start Page > Student Selection > Transfer Information > Edit Current Enrollment

**Edit Current Enrollment** 🌐 🇺🇸 🇬🇧

Entry Date	10/07/2024
Entry Code	R3 Transfer from another LEA (R3)
Entry Comment (entry & exit)	From PSU##; Helene
Exit Date	06/13/2025
Exit Code	
Exit Comment	
Full-Time Equivalency	Full time
Grade Level	K
Track	
District of Residence	Where student is housed

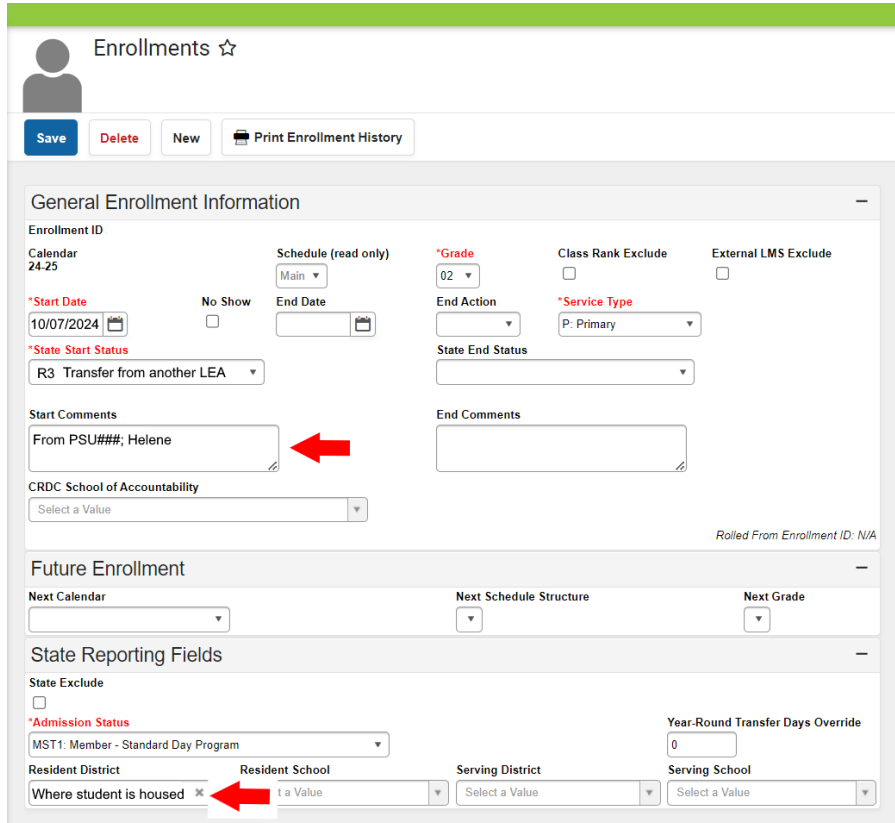
Note: This screen may not be used to transfer a student in or out of school. Click on Functions to find links to those operations.

<b>Extended Data</b>	
Admission Status	MST1
<b>Dropout Data</b>	
Dropout Reason	
Verified Dropout	<input type="checkbox"/>

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*Infinite Campus:*

In the “Start Comments” field, add the student’s school of origin and the word, “Helene.” Follow the usual steps for enrolling McKinney-Vento students. If you have trouble entering this data please contact your [regional consultant](#).



The screenshot displays the 'Enrollments' interface in Infinite Campus. The 'General Enrollment Information' section is expanded, showing various fields for enrollment details. A red arrow points to the 'Start Comments' field, which contains the text 'From PSU###; Helene'. Other fields include 'Enrollment ID', 'Calendar', 'Schedule', 'Grade', 'Service Type', and 'State Start Status'. The 'Future Enrollment' section shows 'Next Calendar', 'Next Schedule Structure', and 'Next Grade'. The 'State Reporting Fields' section includes 'Admission Status', 'Resident District', 'Resident School', 'Serving District', and 'Serving School'.

## School Closings Due to Inclement Weather and Other Emergencies Reminder

Note: DPI has requested from the General Assembly modifications to the law to provide relieve to personnel in the impacted PSUs and not disrupt payroll for these personnel. The request is similar to the flexibility provided to PSUs impacted by Hurricanes Florence and Mathew in 2018, [SL2018-135](#).

Legislation states that on a day that pupils are not required to attend school due to inclement weather, but employees are required to report for a workday, a teacher may elect not to report due to hazardous travel conditions and to take an annual vacation day or to make up the day at a time agreed upon by the teacher and the teacher's immediate supervisor or principal. On a day that school is closed to employees and pupils due to inclement weather, a teacher shall work on the scheduled makeup day. ([Benefits and Employment Policy Manual](#), p. 117, [GS 115C-302.1.\(c\)](#))

For Benefits and Employment Policy Manual questions, please contact Tom Tomberlin ([thomas.tomberlin@dpi.nc.gov](mailto:thomas.tomberlin@dpi.nc.gov)).

## Payroll Absence Code for Hurricane Helene

For those PSUs impacted by Hurricane Helene and are in a declared disaster area, please use **ABSENCE CODE 55** to track staff absences due to the impacts of Helene. This code will not carry a deduction. This will enable the PSU and NCDPI to report on those days as may be required. Please use this code for the time period immediately preceding the Hurricane event and on-going as you continue to recover.

Historically, DPI is required to report to the General Assembly on the staff absences due to lost workdays due to a hurricane, and tracking these absences up front will facilitate this reporting.

## K-3 Class Size Waivers (All LEAs)

An LEA impacted by Hurricane Helene may submit the [class size waiver form](#) under the Act of God Provision ([115C-301.\(g\)](#)) to Catherine Mau ([catherine.mau@dpi.nc.gov](mailto:catherine.mau@dpi.nc.gov)). There is only a need to submit one form per school.