

School Attendance and Student Accounting Manual 2009 – 2010

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**Public Schools of North Carolina
State Board of Education
Department of Public Instruction
School Business Services
Information Analysis & Reporting**

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CHAPTER 1:
Those Entitled to Attend School

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 special needs 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-140.1)

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 in which they are presented for enrollment, and presented for enrollment any time during the first 120 days of the school year. A local board of education may allow initial entry of students who meet the age requirement after the first 120 days of the school year; (G.S. 115C-364) Prior to the 2009-2010 school year, the entry date was Oct 16th.
- 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. 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 that 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))
- 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 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; the inability of the parent or legal guardian to provide adequate care and supervision due to his/her physical or mental condition; or the loss or uninhabitability of the student's home as a result of a natural disaster. The student must not be under a term of suspension or expulsion, and 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. Every deaf child and every blind child between the ages of six and 18 years of sound mind in North Carolina who shall be qualified for admission into a State school for the deaf or the blind shall attend a school that has an approved program for the deaf or the blind. In the case of a blind child, such child may attend a public school for a term of not less than nine months each year. (G.S. 115C-383)
- 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 on active military duty and is deployed out of the LEA in which the student resides. Evidence of the deployment must be provided prior to enrollment. Active Duty Training for less than 30 days is excluded. (115c-366)
- J. 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.
- K. 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)

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)

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 affect on the establishment of a domicile. If a parent or legal guardian is employed by the school system but is domiciled outside North Carolina they are not entitled to attend school and must be considered Visiting Students.

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 Basic Student Demographic Screen in NCWISE. 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.

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

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 passed the fifth anniversary of his/her birth 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)
- 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 influenzae 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 school unless they are present at school on the 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)

NOTE: The NCWISE "No Show Process" will revert a student's electronic record back to that student's previous school of ownership. If there is no NCWISE school of previous ownership, the student's electronic record will be deleted.

IV. ATTENDANCE

- A. **Attendance must be taken each day of the school year.** In order to be considered in attendance, a student (except for hospital/homebound or staggered kindergarten) must be present in the school for the school day or at a place other than the school 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.
- B. Except as noted in IV.A. 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.

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:** When the student is absent due to a religious observance in accordance with local school board policy.
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))

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 recorded 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 (**Register**) 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 recorded as a 1H on the Principal’s Monthly report.

Current Teacher-in-Treatment Program sites are:

The Port	Greenville	(252) 830-9398
McLeod Center (formerly Open House)	Charlotte	(704) 332-9001
ASAP Program (formerly Links)	Greensboro	(336) 333-6901
Woody Scoggins Halfway House	Sanford	(919) 774-1282
PORT Human Services (formerly Bethesda)	Aberdeen	(910) 944-7450
Robert S. Swain Recovery Center	Black Mountain	(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.”

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. Make Up Days for At-Risk Students:

Identified **At-Risk** students who miss days or classes may be allowed to make them up during non-school hours. Time must be made up on an hour-for-hour/day-for-day basis with participation limited to those students who fit an LEA’s criteria for identification as an At-Risk student. When an “absence” is changed to a “present” in NCWISE daily attendance, documentation should be established indicating when time was made up and which absence date was changed.

J. Suspensions and Expulsions:

1. The principal of a school has the authority to suspend for a period of ten days or less any student who willfully violates policies of conduct established by the local board of education, provided that a student suspended is provided an opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period. (G.S. 115C-391) The suspension days assigned by the principal must be within the current school year.
2. The principal of a school, with prior approval of the superintendent, has the authority to suspend for periods of time in excess of ten days, but not exceeding the time remaining in the school year, any student who willfully violates the policies of conduct established by the local board of education. (G.S. 115C-391)
3. A local board of education may, upon recommendation of the principal and superintendent, 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 employees. (G.S. 115C-391)
4. A local board of education or superintendent shall suspend for 365 calendar days any student who (1) brings onto educational property or to a school-sponsored curricular or extracurricular activity off educational property, or (2) possesses on educational property or at a school-sponsored curricular or extracurricular activity off educational property, a weapon, as defined in G.S. 14-269.2(b),(b1),(g), and effective December 1, 1999, G.S. 14-269.2(h). The local board of education, upon recommendation by the superintendent, may modify this suspension requirement on a case-by-case basis. (G.S. 115C-391)
5. A local board of education shall suspend for 365 calendar days any student who, by any means of communication to any person or group of persons, makes a report, knowing or having reason to know the report is false, that there is located on educational property or at a school-sponsored curricular or extracurricular activity off educational property any device designed to destroy or damage property by explosion, blasting, or burning, or who, with intent to perpetrate a hoax, conceals, places, or displays any device, machine, instrument, or artifact on educational property or at a school-sponsored curricular or extracurricular activity off educational property, so as to cause any person reasonably to believe the same to be a bomb or other device capable of causing injury to persons or property. The local board, upon recommendation by the superintendent, may modify the suspension requirement on a case-by-case basis. (G.S. 115C-391)
6. A local board of education or superintendent may suspend for up to 365 days any student who: by any means of communication to any person or group of persons, makes a report, knowing or having reason to know the report is false, that there is

located on educational property or at a school-sponsored curricular or extracurricular activity off educational property any device, substance, or material designed to cause harmful or life-threatening illness or injury to another person; with intent to perpetrate a hoax, conceals, places, disseminates, or displays on educational property or at a school-sponsored curricular or extracurricular activity off educational property any device, machine, instrument, artifact, letter, package, material, or substance, so as to cause any person reasonably to believe the same to be a substance or material capable of causing harmful or life-threatening illness or injury to another person; threatens to commit on educational property or at a school-sponsored curricular or extracurricular activity off educational property an act of terror that is likely to cause serious injury or death, when that threat is intended to cause a significant disruption to the instructional day or a school-sponsored activity or causes that disruption; makes a report, knowing or having reason to know the report is false, that there is about to occur or is occurring on educational property or at a school-sponsored curricular or extracurricular activity off educational property an act of terror that is likely to cause serious injury or death, when that report is intended to cause a significant disruption to the instructional day or a school-sponsored activity or causes that disruption; or conspires to commit any of the acts described in G.S. 115C-391 (d4).

7. The superintendent shall, upon recommendation of the principal, remove to an alternative educational setting, any student who is at least 13 and who physically assaults and seriously injures a teacher or other school personnel. If no appropriate alternative educational setting is available, then the superintendent shall, upon recommendation of the principal, suspend for no less than 300 days, but not more than 365 days, any student who is at least 13 and who physically assaults and seriously injures a teacher or other school personnel. (G.S. 115C-391)
8. The superintendent may, upon recommendation of the principal, remove to an alternative educational setting any student who is at least 13 and who physically assaults a teacher or other adult who is not a student, physically assaults another student if the assault is witnessed by school personnel, or physically assaults and seriously injures another student. If no appropriate alternative educational setting is available, then the superintendent may, upon recommendation of the principal, suspend this student for up to 365 days. (G.S. 115C-391)
9. Notwithstanding the provisions of 115C-391, the policies and procedures for the discipline of students with disabilities shall be consistent with federal laws and regulations. (G.S. 115C-391(g))
10. A student must be recorded present in school when participating in any disciplinary techniques grouped under the term “in-school suspension.”
11. 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.

12. 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 Code 3 absences present they should remain.
13. When students are suspended from school because they lack proper immunizations, their absences are to be coded as suspensions.

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 more than 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 **NCWISE** software automatically handles the administration of the Ten Day Rule. The software functions as follows:

1. On the eleventh consecutive day of unlawful absence, the student in violation of the Rule will no longer be counted in the calculation of ADM as of the first day of absence. However, he/she will continue in membership and will be counted as absent from school.
2. If and when the student returns to school, he/she is simply to be counted present for the days of attendance. Beginning on the first day of attendance, the student will once again be counted in the calculation of the school's ADM.
3. If and when it is determined the student has withdrawn from school, the withdrawal is to be posted on the first day after the student's last day in attendance.
4. 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.
5. 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.

If a student is in violation of the Ten Day Rule on the day of EOC/EOG testing and has not been in membership at the school for 140 days the student is not required to participate in the testing.

If a student has been in membership at the school for less than 140 days and is present on the day of EOC/EOG test are administered, they are required to participate in the testing. The testing results for the student should not be included in school growth or Annual Yearly Progress (AYP). The Regional Accountability Center or Accountability Services should be contacted before June 30 of the testing year to request adjustments.

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.

A. 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.)

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.A.1 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.B.1 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 requires LEAs to establish a school calendar to include a minimum of 180 days and 1,000 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 enrollment.
- 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 years 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.

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 month is found on the 5th line in the upper left area of the PMR. Membership days are found in the column labeled Membership Days NVIO.

The calculation is as follows:

Membership Days NVIO divided by Number of Days in 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 they 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 NCWISE PMR on the next page as an example the ADM is:

Membership Days (NVIO)	/	Days in Month	=		rounded to	Grade level ADM
60	/	20	=	3.00	rounded to	3
155	/	20	=	7.75	rounded to	8
153	/	20	=	7.65	rounded to	8
118	/	20	=	5.90	rounded to	6
80	/	20	=	4.00	rounded to	4
60	/	20	=	3.00	rounded to	3
220	/	20	=	11.00	rounded to	11
125	/	20	=	6.25	rounded to	6
236	/	20	=	11.80	rounded to	12
185	/	20	=	9.25	rounded to	9
140	/	20	=	7.00	rounded to	7
160	/	20	=	8.00	rounded to	8
School's ADM						85

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

Principal's Monthly Report - Month 4 - Original

Run Date: 12/08/2005
 Report Year: 2006
 School Principal: [Redacted] ege
 School Month: 4
 Days in Month: 20
 Start Date: 10/31/2005
 End Date: 12/02/2005
 Record Type: Original

LEA ID: [Redacted]
 School: [Redacted] (06B)
 Street A: [Redacted]
 City: [Redacted]
 State: [Redacted]
 Zip: [Redacted]

Membership Days Non-violations

Approve Disapprove

Grade	Enrollments						Withdrawals				Membership		Sum of Pupils Daily						
	E1	E2	R1	R2	R3	Total	W1	W2	W3	W4	NVIO	VIO	Membership Days NVIO	Membership Days VIO	PRESENT	ABSENT NON-1H	1H	NON-PROM	
	K1	3	0	0	0	0	3	0	0	0	0	3	0	60	0	59	1	0	0
01	7	0	0	0	1	8	1	0	0	0	7	0	135	0	151	4	0	0	
02	7	0	0	0	2	9	2	0	0	0	7	0	133	0	149	4	0	0	
03	8	0	0	0	1	7	1	0	0	0	6	0	118	0	116	2	0	0	
04	4	0	0	0	0	4	0	0	0	0	4	0	80	0	79	1	0	0	
05	5	0	0	0	1	6	3	0	0	0	3	0	60	0	60	0	0	0	
06	1	0	0	0	2	3	0	0	0	0	3	0	60	0	55	5	0	0	
07	12	0	0	0	3	15	4	0	0	0	11	0	220	0	215	5	0	0	
08	13	0	0	0	0	13	7	0	0	0	6	0	125	0	123	2	0	0	
09	13	0	0	0	6	19	5	0	1	0	13	0	225	0	226	9	1	0	
10	8	0	0	0	2	10	0	0	0	0	10	0	185	0	175	4	6	0	
11	6	0	0	0	1	7	0	0	0	0	7	0	140	0	125	15	0	0	
12	8	0	0	0	0	8	0	0	0	0	8	0	160	0	150	10	0	0	
TOTAL	93	0	0	0	19	112	23	0	1	0	88	0	1752	0	1683	62	7	0	
EXTENDED DAY	[Redacted]																		
TOTAL	[Redacted]																		
PK	[Redacted]																		

Note: The total of the Membership Non-violation and Membership violation matches the Summary Total on the GRS.

[GRS Report Link](#)

Exception Report	Total #
1) Student Withdrawals Appearing on the PMR that do not Exist in eSIS (not valid for track schools)	0
2) NC WISE Admission Reasons and Withdrawals	0
3) PMR Daily Membership Attendance Validation	0
4) Students with Registrations that Predate Admissions	0
5) PMR R1 Entries Due to Grade Changes - Informational only	0
6) Students on the PMR, but not Current in eSIS	27
7) Candidate Double Registered Student Report	105
8) Candidate Double Cross Enrolled Student Report	0
9) Students With Suspect Admission Status	0
10) Students with Withdrawal Record Errors	1

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 Information Analysis & 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 Information Analysis & 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 Information Analysis & 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 Information Analysis & 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

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 Information Analysis and Reporting Section.

CHAPTER 4:

Class Size - Teacher Daily Load Maximums

CLASS SIZE/TEACHER DAILY LOAD MAXIMUMS

The Information Analysis & 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 2009-451 (Senate Bill 202).

I. ADMINISTRATION OF CLASS SIZE

- A. Local boards of education must maintain a LEA- wide class size average no higher than the class size ratio of teachers to students of the following:

Kindergarten	1 to 21
Grade 1	1 to 21
Grade 2	1 to 21
Grade 3	1 to 21

For fiscal years 2009-2010 and 2010-2011 notwithstanding G.S. 115C-301 or any other law, local school administrative units shall have the maximum flexibility to use allotted teacher positions to maximize student achievement in grades 4-12.

NOTE: Charter schools are exempt from class size and teacher daily load requirements.

- B. During the first two months of school, no class size maximum requirements exist as long as the LEA-wide class size average maximums for each grade or grade span 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. Therefore, individual class size ratio maximums are:

Kindergarten	1 to 24
Grade 1	1 to 24
Grade 2	1 to 24
Grade 3	1 to 24

When a class contains a combination of grades for more than one grade span, the maximum class size will be determined by the grade span classification which constitutes the majority in the class.

When teachers are assigned students in a team-teaching setting, each teacher in the team is considered to be responsible for an equal number of students in the class, regardless of how frequently the teacher actually teaches.

- C. If individual class size exceeds 24 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 G.S. 115C-301(g) and G.S.115C-47(10).

- D. Study halls and homerooms are not counted when calculating average LEA-wide class size average or teacher daily load. (All other classes are to be included in the calculation of LEA-wide class size averages.)
- E. Two classes of up to 29 students each may be simultaneously scheduled for elementary physical education. The resulting physical education class may have no more than 58 students. When such a class is organized, a second participating adult must be assigned to help manage it. The second adult may be a teacher or a teacher assistant.
- F. The above class size and daily load limits do not apply to music performance ensembles (Vocal Music, Orchestra, Band, and Jazz Ensemble).
- G. Class size and daily load maximums apply to all teachers, including those which are state, federally, and locally funded.
- H. Teachers employed in vocational education, exceptional children, remediation, instructional support, etc., should be used to meet class size requirements when the school is determining its organization and teacher workload. Their classes are subject to all class size and teacher daily load maximums.

II. INITIAL REPORTING OF CLASS SIZE

Under the provisions of G.S. 115C-301(f) and G.S. 115C-47(10):

- A. Class size and teacher daily load exceptions will be identified and reported via the School Activity Report (SAR). A school's SAR will be transmitted one week following the transmission of the school's Principal's Monthly Report for the second school month.
- B. All class size and teacher daily load overages not allowed by a waiver must be corrected by the LEA. Corrections may be made by reorganization of classes, by correcting inaccurate data at the school level, or by requesting a class size waiver under the ABCs program or exceptions waiver from the State Board of Education (see III. and IV. below). Corrected class size and teacher daily load data should be retransmitted. Class size and teacher daily load overages in schools without waivers will be called to the attention of the State Board of Education.
- C. The State Board will report all allotment adjustments and waivers permitted to the Office of State Budget and Management and the General Assembly by May 15 of each year.

III. ALLOTMENT ADJUSTMENTS OR WAIVERS DUE TO EXCESS CLASS SIZE

Under the provisions of G.S. 115C-301(g), 115C-47(10) and Session Law 2009-451:

- A. The Department of Public Instruction is authorized to review and respond to, on the State Board's behalf, an LEA's request for a waiver of class size requirements for individual classes or an LEA's request for a waiver of teacher daily load requirements.
- B. Local boards of education are responsible for assuring the class size and teacher daily load requirements set forth in G.S. 115C-301 are met. Any teacher who believes the requirements of G.S. 115C-301 have not been met shall make a report to the principal and superintendent. The superintendent shall immediately determine whether the requirements have in fact not been met. If the superintendent determines the requirements have not been met, he/she shall make a report to the next local board of education meeting. The local board of education shall take action to meet the requirements of the statute.

If the local board cannot organizationally correct the exception and if any of the conditions set out below are met, it shall immediately apply to the State Board of Education for additional personnel or waiver from the standards set above. The Individual Class Size Waiver form can be located on the Financial and Business Services' Web page www.ncpublicschools.org/fbs/accounting/forms/.

Within 45 days of receipt of the request, the State Board, within funds available, may allot additional positions or grant waivers for the excess class size or daily load:

1. If the exception resulted from:
 - a. Exceptional circumstances, emergencies, or acts of God (such as students transferring to a school during the middle of the school year, impractical combination classes, closing of classrooms due to fire, or other natural disaster);
 - b. Large changes in student population (caused by large military installation or business personnel transfers);
 - c. Organizational problems caused by remote geographic location; or
 - d. Classes organized for a solitary curricular area; (An example would be when only one class of physics is offered and 34 seniors need the class to meet college entrance requirements.) and
 2. If the local board cannot organizationally correct the exception.
- C. Requests for an allotment adjustment should be in the form of a letter from the local superintendent addressed to the Budget and Allotment Section, and should include:
1. A description of the cause of the exception(s);
 2. A description of the current organization of the school(s) containing the exception(s); and
 3. A description of the proposed organizational changes using additional teacher positions if an allotment adjustment is granted.
- D. Requests for individual class size exception waivers require the completion of a form supplied by the Information Analysis & Reporting Section. The current form can be found at: www.ncpublicschools.org/fbs/accounting/forms/.
1. Requests for individual class size waivers must be received by the Department of Public Instruction prior to November 30 of the current school year.
 2. Waivers, when granted for a specific incidence, may remain in effect for the remainder of the current school year.

- E. Upon notification from the State Board that the reported exception does not qualify for an allotment adjustment or a waiver under provisions of G.S. 115C-301, 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 Information Analysis & Reporting Section within 30 days of receipt of State Board notification that the exception did not qualify for an allotment adjustment or waiver.

NOTE: No adjustments in teacher assistant allotments are available for increases in class size.

IV. SCHOOL-BASED MANAGEMENT AND ACCOUNTABILITY PROGRAM (ABCs)

Under the provisions of the School-Based Management Accountability Program, a LEA may request a waiver of class size and/or teacher daily load maximums when included as part of a school improvement plan. Waivers will apply only to grades 4-12.

- A. Whether or not a waiver is granted, LEAs must continue to report all exceptions to the Department of Public Instruction. LEAs will not be required to obtain a waiver under the provisions of G.S. 115C-301 for exceptions already waived under the ABCs.
- B. Class size and teacher daily load exceptions will be identified and reported via the SAR.
- C. Approved waivers will be in effect for the life of the school improvement plan, unless they are revoked by the State Board of Education.

NOTE: When a class size waiver is granted and used, a class size allotment adjustment is no longer possible.

V. PENALTY FOR NON-COMPLIANCE

If the State Board determines that a local superintendent has willfully failed to comply with the requirements of G.S. 115C-301, no state funds shall be allocated to pay the superintendent's salary for the period of time the superintendent is in noncompliance.

CHAPTER 5:
School Calendar

Opening & Closing Dates

G. S. 115c-84.2 states that the opening date for students shall not be before August 25, and closing date shall not be after June 10. The opening and closing dates apply to instructional days only, teacher workdays may be scheduled outside of these dates. G. S. 115C-84.2 requires the school calendar must...

1. Have a minimum of 180 days and 1,000 instructional hours*.
2. Cover at least nine calendar months.
3. Have a minimum of 10 annual vacation leave days.
4. 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.
5. Not have Sunday as an instructional or staff work day.
6. Not have Veterans as an instructional or staff work day.

* Charter Schools are not required to have 1,000 hours of instruction.

In addition, teachers are paid for a term of 10 months (G.S.115C-302.1) and therefore, the calendar shall 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 School Name and Address file)
- 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.

Waiver Requests

Waivers may only be requested for the opening and closing dates, they cannot be requested for any other provision in the Bill, e.g. pay schedules, days in the month for salary purposes or the number of school calendar days. Waiver request forms must be submitted to DPI by November 1 of the preceding school year. See the following pages for the forms. Waivers may be requested for all schools in the LEA if the LEA meets the “Missed Days” eligibility. Waiver may be requested for a specific school or program within the school under “Educational Purpose”. Calendar Waiver Request forms can be located on the Financial and Business Services’ Web Page at www.ncpublicschools.org/fbs/accounting/forms/.

Missed Days

The State Board of Education may waive the opening and closing date requirement for any LEA within a county that has been closed 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 www.ncpublicschools.org/fbs/accounting/calendar/.

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. Note: Due to the timing of the data collection and the creation of school calendars, the missed days used to meet the criteria will be one year in arrears. For the 2009-10 school year, the ten year period from 1999-0 to 2008-09 will be used.
- The LEA may submit a request for a waiver for all the schools that reside in the LEA.
- The waiver request forms must be received by School Business Services by November 1st.
- LEAs that do meet the criteria will be presented to the State Board of Education for approval or denial.
- If approved, the waiver will be applicable to all schools within the LEA.

Educational Purpose

The State Board of Education may waive the opening and closing date requirement if a LEA establishes a need to adopt a different calendar for an educational purpose, which is defined as:

- i. A specific school to accommodate a special program offered generally to the student body of that school,
- ii. A school primarily serves a special population of students, or
- iii. A defined program within a school.

The State Board of Education may grant a waiver to a school or to a defined program to the extent that the State Board of Education finds that:

- i. The educational purpose is reasonable,
- ii. The accommodation is necessary to accomplish the educational purpose, or
- iii. The request is not an attempt to circumvent the opening and closing dates.

The waiver request shall not be used to accommodate system-wide class scheduling preferences. Granted waivers are valid for the life of the School Improvement Plan.

Process

- The LEA may submit an individual school or program waiver request to Curriculum and School Reform Services. Waivers must be received by November 1st.
- These waivers will be reviewed and submitted to the State Board of Education for approval or denial.
- An approved waiver will apply only to the school or defined program for which it was written.

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 180 days and 1,000 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.

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 en 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.

Note: Charter Schools are exempt from the requirement for 1,000 hours of instruction.

- 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.

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. Schools are required to designate the holiday on the same day the State of North Carolina designates the holiday.

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.

Note: G.S.115C-84.2 does not authorize local boards of education or the State Board of Education to suspend days from the school calendar when schools are closed due to inclement weather.

- 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 180-day school term for individual school closings. G.S. 115C-84.2 does not authorize the State Board to suspend days 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.

CHAPTER 6:
Student Accounting Codes

STUDENT ACCOUNTING CODES

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: In NCWISE a student's admission/enrollment date must be the same as or precede the student's registration date. Registration equates to enrollment on the Principal's Monthly Report.

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.

NOTE: NCWISE does not display a new E1 code on a student's enrollment record for those students enrolled in the school the previous year.

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: NCWISE does not require the entry of W1/R1 for a change in a student's grade level, homeroom, or admission status. NCWISE will automatically display a R1 code on the Principal's Monthly Report when a student changes grade levels or admission status.

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 this school as an external W1 and is re-entered into the same homeroom 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 this school as a W2 and is re-entered into the same homeroom 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. ATTENDANCE CATEGORY CODES

The following are valid Attendance Category 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 a Extended Day Program. These students are included in Principal's Monthly Report Data. In grade levels KI - 12.

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 a Extended Day Program.

MED1 Member - Extended Day Program - this code should be used for any **high school student; grade level 9 - 12 (only)** 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 9 - 12 on the PMR.

VED1 Visitor - Extended Day Program - this code should be used for any **high school student; grade level 9 - 12 (only)** 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).

The assignment of Attendance Categories should not be based on whether or not a student is to be administered the EOC/EOG test. The code is not used to determine if a student is or is not to be tested. If you have concerns please contact your Accountability Consultant.

III. ABSENCE CODES

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)

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 1H - Medically Fragile and Teacher-In-Treatment

The 1H absence code should only be used for students who have been identified as medically fragile or for students who are enrolled at one of the six Teacher-In-Treatment sites. (See Chapter 2, Section IV)

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.)

Expulsions

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

NCWISE Authorized Absence

NCWISE authorized absences may be used to indicate a student's attendance at a school sponsored activity.

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 medical 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 code listed below.

Codes

W1 - Transfer Withdrawal

Student withdrew for one of the following reasons:

- Transferred to another homeroom
- Transferred to another grade
- Transferred to another attendance category
- Transferred to another school or appropriate educational program.

NOTE: NCWISE does not require the entry of W1 for a change in a student's grade level, homeroom, or admission status. NCWISE will automatically display a W1 on the Principal's Monthly Report when a student changes grade level or admission status.

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.

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 and subsequently withdrawn as a W5 or W6.

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 not expected to return because of high school graduation.

NCWISE assigns W6 Code automatically during YET after manual entry on Pre-transition List.

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 or W1A Transfer Withdrawal. The student must have enrolled prior to the beginning of the subsequent school year, or on 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.)

W7 - Summer Transfer Withdrawal

The W7 code is valid for NCWISE only. The W7 code replaces the SIMS W1A code and replaces the W6 code as it applies to students who transfer to the next school with the next highest grade level.

NCWISE Transfer Withdrawal

When a school using NCWISE 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, NCWISE should be adjusted so that the student is withdrawn during the Year End Transition (YET) process;
- If YET has been completed, the student should be withdrawn within 48 hours;
- Student records should be copied and the copy sent to the requesting school within 30 days.

YEAR ROUND SCHOOL to TRADITIONAL SCHOOL TRANSFERS

If a student moves from a year round calendared school (YRS) to a traditional calendared school (TCS) and both schools are in the same LEA, the student should not be in Standard Membership (MST1 or EST1) at both schools on the same school calendar day. Typically, a school has 180 school calendar days in a school year. School calendar days (1 - 180) should not be confused with calendar days (September 20, 2007).

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 YRS. On the proper school calendar day the student's Attendance 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 41-180 at TCS.

VI. ACCOUNTING FOR SELF-CONTAINED HANDICAPPED/ TRAINABLE CHILDREN IN A SEPARATE CLASS SETTING

Beginning with the 1996-97 school year, children with disabilities who are served in self-contained classes will no longer be reported on the TM and EX lines of the Principal's Monthly Report.

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 the student's Base School.

CHAPTER 7:

Maintenance and Transfer of School Records

MAINTENANCE OF SCHOOL RECORDS

I. GUIDELINES

A. Records Preservation

1. The Division of Archives and History, State Department of 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 Branch located at 215 North Blount Street in Raleigh, North Carolina. Telephone number (919) 807-7280. Mailing address: Mail Service Center # 4615 Raleigh, North Carolina 27699-4615.
2. The Division of Archives and History, State Department of 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:
www.ah.dcr.state.nc.us/records/local/schoolschedulefinal.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 http://www.ncccs.cc.nc.us/Basic_Skills/ged.htm 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 History online at <http://www.ah.dcr.state.nc.us/> or by telephone 919.807.7280.

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. A parent, guardian, or student cannot be **required** to provide a Social Security Number.

- A. The SSN field in NCWISE is not a required field and can be left blank 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 an 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.

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

STUDENT ACCOUNTING AUDITS

The Information Analysis & 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 Statutes 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.

A. Audit Procedure:

1. For the school(s) selected, the student accounting consultant will obtain PMRs for review to determine if any problems have been encountered at the LEA level or school level.
2. The student accounting consultant will meet with the superintendent or his/her representative to:
 - a. Explain the purpose of the audit; and
 - b. Indicate which school(s) will be visited.
3. The consultant will meet with the principal and his/her representative to:
 - a. Explain the purpose of the audit and audit procedures;
 - b. Request the following for review:
 - (1) All individual pupil records (IPRs) for the month to be audited
 - (2) Entry/Withdrawal Log or other manual record of entries and withdrawals,
 - (3) PMRs
 - (4) Selected Reports from NCWISE

- c. Advise the principal the following records may also be needed should additional substantiation be required:
 - (1) Internal pupil accounting records (shuttle sheets, absence lists, etc.),
 - (2) Roll books,
 - (3) Bus records,
 - (4) Lunchroom records,
 - (5) Textbook receipts,
 - (6) Receipt books,
 - (7) Sign-in/Sign-out logs;

 - d. Review data and reports to ensure they contain the following information:
 - (1) Student name,
 - (2) Date of entrance,
 - (3) Enrollment code,
 - (4) Date of withdrawal (where applicable),
 - (5) Withdrawal code (where applicable),
 - (6) Teacher's signature,
 - (7) Absences noted and coded daily,
 - (8) Monthly totals:
 - (a) Days in membership,
 - (b) Days present,
 - (c) Days absent,
 - (9) Number of IPRs being used equals total students enrolled; and
4. The consultant will conduct an exit interview to:
- a. Review all findings with the principal or his/her representative and/or NCWISE data manager; and
 - b. Re-visit the superintendent (as requested) to review audit findings.

B. Procedure When an Exception is Found:

- 1. The consultant will determine the extent of the exception and list on the Audit Work Sheet.
- 2. The consultant will request errors affecting ADM be corrected on site, and copies of the corrected student records will be collected. Corrections will be reflected on the school's PMRs with the second and ninth month's data transfer.

C. Procedure When Deliberate Falsification of Records is Determined:

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

D. 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 Assistant Director for the Division of School Business will send a final audit findings letter to the local superintendent.

CHAPTER 9:
State Board Policy
Standards for Early Admission to Kindergarten

State Board Policy

State Standards for Early Admission to Kindergarten

Policy ID Number: GCS-J-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, child care 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.

Time Lines

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's 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 child care 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 Primary Education Section, (919) 807-3848.

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. The School Number Assignment Request form should be submitted as early as possible for the assignment of the school number. The form can be located on the Financial and Business Services' Web Page www.ncpublicschools.org/fbs/accounting/forms/. The form must be signed by your Superintendent. Your superintendent will be notified when the new number has been assigned. The new school information will be distributed within DPI.

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.

II. SCHOOL NAME AND ADDRESS INFORMATION

DPI uses the information in the School Name & Address (SNA) file to generate reports, mailing labels, etc... Each LEA and Charter School assigns a contact with DPI to keep their portion of the SNA file updated. The SNA information includes board members, superintendents, central office staff, and their phone numbers and/or email addresses. It lists school names, principals, street addresses, mailing addresses, web addresses, school types (regular, alternative, etc...), grade spans and much more. Please keep the SNA updated throughout the year as you have changes at your LEA and/or schools.

The SNA web address is <http://sna.dpi.state.nc.us/>. Anyone may view the SNA, log in as "Guest Log-In (View only)." Only the SNA authorized users have the ID and password to log in, which allows them to edit and update their information.

For more SNA information, please go to www.ncpublicschools.org/fbs/accounting/sna/.

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 the first school month Principal's Month 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, federal agencies, and other organizations. Both traditional grade levels of Kindergarten through 12th grade and Extended Day 9th through 12th grades data is included. Ethnic categories collected are American Indian, Asian, Hispanic, Black, White, and Multi-Racial. Each of the above is further disaggregated by male and female.

Retention, Promotion and Graduation Report

The Retention, Promotion, and Graduation Report (RPG) is a collection of individual records of student's progress from the recently complete school year including summer school activity. The report is submitted to NCDPI in September with all LEAs and Charter Schools on a pre-determined date. The number of students retained, promoted, or graduated 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/G 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

Local Attendance Standard - LEAs frequently set standards and requirements for the # of days of absences, 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
www.ncpublicschools.org/promotionstandards/policy/ .

Graduation is reported as either Graduated with Certificate or with a Diploma.

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

APPENDIX A INTERNET WEBPAGE LINKS

North Carolina Public Schools Home Page www.ncpublicschools.org

NCDPI Financial & Business Services Home Page www.ncpublicschools.org/fbs/

School Allotments www.ncpublicschools.org/fbs/allotments/

School Attendance & Student Accounting Manual
www.ncpublicschools.org/fbs/accounting/manuals/

UERS Data Transfer Schedule, Instructions & Form
www.ncpublicschools.org/fbs/accounting/data/

NC WISE Home Page www.ncwise.org

School Name and Address Home Page <http://sna.dpi.state.nc.us/>

Record Retention and Disposition
www.ah.dcr.state.nc.us/records/local/schoolschedulefinal.pdf

Division of Non-Public Education www.ncdnpe.org/

Who Does What in Financial and Business Services www.ncpublicschools.org/fbs/directory/

General Statutes of North Carolina (Elementary & Secondary Education)
www.ncleg.net/gascripts/Statutes/StatutesTOC.pl?Chapter=0115C

State Board of Education Policy - Table of Contents <http://sbepolicy.dpi.state.nc.us/>

Immunization Laws <http://www.immunizenc.org/NCRulesandLaws.htm>

Revision 1 January 2010

Cover – added Revision number and date

Page 8 Re-write and addition to Private and Home School Students

Page 14 Teacher-in-Treatment Center name change – PORT Human Services

Page 47 – Added NCVPS paragraph

2009 -2010 Revision Changes

General Editing throughout to remove SIMS specific items

Page 10 , III,A Changed Day reference

Page 11 IV, C Last Two Paragraphs

Page 12 D, 7 Last Sentence

Page 13 E Last Sentence before NOTE

Page 13 F, 1 Added Register

Page 14 G First Paragraph

Page 18 First Paragraph

Page 29 Chapter 4 Removed references to Grade 4-12

Page 30 I, A added Last Paragraph

Page 36 Modified Calendars Paragraph Removed

Page 42 R5 – Note Removed

Page 42 R6 Note Removed

Page 44 IV First Paragraph Revised

Page 45 W5 Removed

Page 46 W6 Revised

Page 46 W1A, W2A, W3A Removed

Page 49 II, A,B Revised

Page 49 II, C Replaced

Page 51 Chapter 8 Student Accounting Audit revised

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Associate Superintendent
Office of Curriculum and School Reform Services
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