

School Attendance & Student Accounting



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CHAPTER 1:
Those Entitled to Attend School

CHAPTER I

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 October 16 of the year in which they are presented for enrollment, and must be 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)
- 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)
- 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) and
- 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)

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. Tuition must not be charged.

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**

CHAPTER 2

RULES AND REGULATIONS OF THE STATE BOARD OF EDUCATION GOVERNING COMPULSORY SCHOOL ATTENDANCE AND STUDENT ACCOUNTING

I. COMPULSORY ATTENDANCE AGES

In accordance with G.S. 115C-378, every parent, guardian, or other person in North Carolina having charge or control of a student between the ages of 7 and 16 years shall cause such 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 other person 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 such 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 such student to be unlawfully absent from school. The term "school" is defined to embrace all public schools and such non-public 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 October 16 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 (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)
- 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 **SIMS SCHOOL SYSTEM** enrolls a student who completed the prior school year as an E1 on the first day of the new school year. A teacher must record a student not yet in attendance as absent beginning on Day One and continue to record the student absent on all school days until the student is present. If a student has been recorded absent until the "No Show Process" has been run, the "No Show Process" will delete the student from enrollment. A student who is a "Late Show" should have his/her enrollment (E1 date) moved to his/her first day of attendance. 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 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.)

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.
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.
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.

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 should be coded **1H**.

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 (**E1**) 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 and coded **1H**.

Current Teacher-in-Treatment Program sites are:

The Port	Greenville	(252) 830-9398
McLeod Center (formerly Open House)	Charlotte	(704) 332-9001
Links Program	Greensboro	(336) 333-6901
Woody Scoggins Halfway House	Sanford	(919) 774-1283
Bethesda Link Program	Pinehurst	(910) 944-2189
Robert S. Swain Recovery Center	Black Mountain	(828) 669-4161

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 SIMS/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)
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 (Code 3) 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, a W2 withdrawal code should be posted to that student's record.
13. When students are suspended from school because they lack proper immunizations, their absences are to be coded as suspensions (Code 3).

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 **SIMS/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 the student is in violation of the Ten Day Rule on the last day of the school year, the SIMS software requires, before submission of the Month 09 PMR, action be taken to withdraw the student from membership on the first day after his/her last day in attendance. This is not required for NCWISE.

V. RULES OF PROCEDURE IN LAW ENFORCEMENT

The Compulsory Attendance Law (G.S. 115C-378) states every parent, guardian, or other person in North Carolina having charge or control of a child between the ages of 7 and 16 shall cause that child to attend school continuously for a period equal to the time which the public school to which the child 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 his/her 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 must notify the parent, guardian, or custodian by mail that he/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 ten accumulated unlawful absences in a school year, the principal must review any report or investigation prepared under G.S. 115C-381 and must confer with the student and his/her parent, guardian, or custodian, if possible, to determine whether the parent, guardian, or custodian has received notification and made a good faith effort to comply with the law. If the principal determines that a 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.

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. (See Page A: 3)
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 3 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 be 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 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.

IX. 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 & Support 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 & Support 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 & Support 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 & Support 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**

CHAPTER 3

STUDENT ACCOUNTING FOR EXTENDED SCHOOL DAY PROGRAMS AND HOSPITAL SCHOOLS

I. EXTENDED SCHOOL DAY PROGRAMS

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

- A. Students attending extended school day programs during summer months shall not be included in statistics of the regular school year.
- B. Students who are attending the extended school day program and are enrolled in a regular school program shall be counted in average daily membership (ADM) only in the program where they spend the major portion of their time. (Students may be counted only once.)
- C. Students shall be enrolled and included in student statistics reports in the school where they are in attendance. If the extended school day program is a separate school, a school number shall be assigned by the State Department of Public Instruction, Statistical Research 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 Support section.

CHAPTER 4:

Class Size - Teacher Daily Load Maximums

CHAPTER 4

CLASS SIZE/TEACHER DAILY LOAD MAXIMUMS

The Information Analysis & Support Section is responsible for monitoring local board of education compliance with class size maximums in accordance with G.S. 115C-301.

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 span 4-9	1 to 26
Grade 2	1 to 21	Grade span 10-12	1 to 29
Grade 3	1 to 21		

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 not exceeded. Therefore, individual class size ratio maximums are:

Kindergarten	1 to 24		
Grade 1	1 to 24	Grade span 4-9	1 to 29
Grade 2	1 to 24	Grade span 10-12	1 to 32
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.

Example: If the membership of the class is composed of 15 students classified as ninth graders and 16 students classified as tenth and/or eleventh graders, the maximum class size would be the maximum allowable for grades 10-12.

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. Teachers in grades 7 through 12 must be assigned teaching responsibilities during the course of the school day for no more than 150 students from the fifteenth day of the school year through the end of the school year.

A teacher's daily load is determined by summing the size of each individual academic class for which the teacher is assigned teaching responsibility. Only those teachers with a daily contact load of students exclusively in the seventh grade or above are subject to the daily student load maximum.

- D. If individual class size exceeds 24 in grades K, 1, 2, or 3, 29 students in grade span 4-9, or 32 students in grade span 10-12 at the end of the second school month and for the remainder of the school year, or if a teacher's daily load exceeds 150 students (grades 7-12) after the 15th school day, the local board has the responsibility to follow the steps set forth in G.S. 115C-301(g) and G.S.115C-47(10).
- E. 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.)
- F. Maximum size for physical education classes shall be 50 students as long as the effectiveness of the instructional program is not impaired. (Health classes and classes designated as Health and Physical Education are subject to normal maximums.) The maximum daily load for teachers with five classes of physical education would be 250 students.
- G. 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.
- H. The above class size and daily load limits do not apply to music performance ensembles (Band, Chorus, Orchestra, etc.).
- I. Class size and daily load maximums apply to all teachers, including those which are state, federally, and locally funded.
- J. 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) and 115C-47(10):

- 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.

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 & Support Section (see form on following pages).
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 & Support 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.

Individual Class Size Waiver Request

INSTRUCTIONS: Complete this form (page 1 and page 2) to request an individual class size exception waiver. **DO NOT USE** this form to request an ABCs class size waiver. An individual class size exception waiver is not necessary for an overage covered by an ABCs waiver. ABC Waivers are only applicable to grades 4 through 12. An individual class size exception waiver should only be requested after all attempts to correct a class size overage have been exhausted. **Requests for this waiver must be received by the Department of Public Instruction prior to November 30 of the current school year.** Individual class size waivers are good only for the remainder of the school year for which they are approved. See Chapter Four of the **School Attendance and Student Accounting Manual** for more information.

North Carolina General Statute 115C-301(g) authorized a waiver of class size requirements for an individual class if a local board of education cannot organizationally correct an exception and if the exception results from:

1. Exceptional circumstances, emergencies, or act of God
2. Large changes in student population
3. Organizational problems caused by remote geographic location
4. Classes organized for a solitary curricular area

School Year: _____ **Date of Request:** _____

LEA Name: _____ **LEA Number:** _____

School Name: _____ **School Number:** _____

Grade Level of Class: _____ **Number of Students in Class:** _____ **Self-Contained Class?** _____

(FOR GRADES K-3 ONLY): Provide the organized structure of the school by listing all individual classes and the number of students in each class (i.e.: K=19, K=21, K=24, 1st=18, 1st=20, 1st=20, 2nd=22, 2nd=23, 2nd=23, 3rd=23, 3rd=24, etc):

K _____

1st _____

2nd _____

3rd _____

1. Explain how this class size exception relates to G.S. 115C-301(g) as stated on page 1:

2. Explain why this class size exception cannot be corrected:

3. If this is a blocked or departmentalized class, list the subject(s) being taught:

4. List other class overages (music, art, foreign language, etc.) that is created by this class size exception:

5. If this is a K-3 class, has a full-time teacher assistant been assigned to the class? _____

6. Is this waiver request supported by the teacher(s) of this class? _____

7. Have parents of students in this school expressed concerns to the school/LEA administration about class size overages at this school? _____

8. What was the membership of this class at Day 20? _____ Day 40? _____

9. Has an individual class size exception waiver been granted for this school during the last two school years? _____

Date of Local Board Approval: _____

Signature of Superintendent: _____

LEA Contact Person: _____ Phone: _____

Questions concerning the completion of this form should be directed to Alexis Schauss at (919) 807-3708.

Completed form may be faxed to: Attn: Alexis Schauss (919) 807-3723 or

Mail completed from to: Alexis Schauss, Section Chief

Information Analysis and Support

6332 Mail Service Center

Raleigh, NC 27699-6332

CHAPTER 5:
**School Closings Due to Inclement Weather
and Other Emergencies**

CHAPTER 5

School Closings Due to Inclement Weather and Other Emergencies

I. 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 and Veteran's Day shall be a holiday for all students enrolled in the public schools. Beginning with the 2005-2006 school year, Veteran's Day shall be a holiday for all school personnel.

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.

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.

APPENDIX A:
Student Accounting Codes

APPENDIX A

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.

NOTE: If the student is to be placed into a new homeroom, he/she should first be re-entered (R5) into his/her original homeroom. He/she should then be transferred (W1/R1) on the next day to the new homeroom.
Not required in NCWISE.

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.

NOTE: If the student is to be placed into a new homeroom, he/she should first be re-entered (R6) into his/her original homeroom. He/she should then be transferred (W1/R1) on the next day to the new homeroom.
Not required in NCWISE.

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.

* Codes valid for SIMS/NCWISE only.

II. 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.

III. ATTENDANCE/ABSENCE CODES

Codes

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.

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.)

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)

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 four instances: (1) when the absence has been coded as a suspension, (2) when the absence has been coded 1H, (3) when the withdrawal has been coded W3, and (4) when the W1 withdrawal has been paired with an R1 re-enrollment code for a homeroom, grade level, or attendance category change.

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.

W5*- End-of-Year Completer Withdrawal - Returning

Student completed the current year at the end of the school year calendar and is expected to return for the next school year.

W6- End-of-Year Completer Withdrawal - Non-Returning**

Student completed the current school year at the end of the school year calendar and is not expected to return to this school for one of the following reasons:

- Completed program
- Completed highest grade.
- For NCWISE schools, this code is used only to indicate high school graduates.

* Code valid for SIMS only.

** Code valid for SIMS and NCWISE only.

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. Such information is to be designated with the appropriate code listed below.

Codes

W1A*- Summer Transfer Withdrawal

Student completed the school year and was withdrawn as a W5. The student did not return to this school as expected because he/she transferred to another school or appropriate educational program.

W2A*- Summer Early Leaver Withdrawal

Student completed the school year and was withdrawn as a W5 or a W6. The student neither returned to this school nor enrolled in another school within the time period allowed for one of the following reasons:

- Prior to compulsory attendance age
- Dropped out.

NOTE: 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.)

W3A*- Summer Death

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.

* Codes valid for SIMS only.

APPENDIX B:
Maintenance of School Records

APPENDIX B

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) 733-3540. 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](#).
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. For those schools using the Student Information Management System (SIMS), the Division of School Business recommends that the SIMS backup which is created during the **Run Year-End Process** be available for the previous school year for the purpose of data verification.

II. SOCIAL SECURITY NUMBER

The Department of Public Instruction has adopted the use of the student's Social Security Number (SSN) as a statewide unique student identification number. It is intended to use the SSN in the future as a student identifier for Student Information Management System (SIMS), statewide testing, and other purposes. This applies to SIMS and not NCWISE. NCWISE assigns each student a unique pupil number.

- A. SSNs must be in place in all students' records prior to transmitting the school's Principal's Monthly Report and the School Activity Report.

B. Federal law prohibits a school from requiring a student to report his/her SSN. When a student refuses to provide his/her SSN, an alternative SSN must be assigned. The alternative SSN should be assigned when the child is first enrolled in school and should follow the child to subsequent schools and/or LEAs.

C. Traditional LEA, creation of an Alternate SSN scheme:

1. LEA Number (3 digit) + School Number (3 digit) + X + YY (where X = A-Z and Y = 0-9)
2. When this scheme runs out, it is followed by:
LEA Number + School Number + XX + Y (where X = A-Z and Y = 0-9)
3. When this scheme runs out, it is followed by:
LEA Number + School Number + XXX (where X = A-Z)

NOTE: The alphabetic character will identify this number as an alternative SSN.

D. Charter School, creation of an Alternate SSN scheme:

1. LEA Number (first 2 digits only) + "9" + School Number "000" + X + YY (where X = A-Z and Y = 0-9)
2. When this scheme runs out, it is followed by:
LEA Number (first 2 digits only) + "9" + School Number "000" + XX + Y (where X = A-Z and Y = 0-9)
3. When this scheme runs out, it is followed by:
LEA Number (first 2 digits only) + "9" + School Number "000" + XXX (where X = A-Z)

NOTE: The alphabetic character will identify this number as an alternative SSN.

APPENDIX C:
Student Accounting Audits

APPENDIX C

STUDENT ACCOUNTING AUDITS

The Information Analysis & Support Section audits average daily membership (ADM) records. The items audited are set forth in this appendix.

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 to review after reviewing monthly Principal's Error Reports from the Statistical Research Section to determine if any problems have been encountered in any of the LEAs reports.
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 (bubble sheets, attendance rosters, etc.),
 - (2) Entry/Withdrawal Log or other manual record of entries and withdrawals,
 - (3) PMR (R103),

- (4) Teachers' Monthly Reports (TMRs) (R102),
 - (5) Auditor's Division Attendance Report (R122) or Auditor's Class Attendance Report (R123),
 - (6) Late Entry/Early Withdrawal Summary Report (R121), and
 - (7) Entry/Withdrawal Report (R834);
- 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 TMRs (R102), PMR (R103), Auditor's Daily Attendance Report (R122), and Entry/Withdrawal Summary (R834) 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
- e.
- (1) Review PMR (R103),
 - (2) Compare daily attendance totals between TMRs (102) and IPRs. Check report (R102) for compliance with class size maximums for those schools within an LEA without a class size waiver,
 - (3) Compare individual students' absence totals and absence codes between individual pupil records and the Auditor's Division Attendance Report (R122) or the Auditor's Class Attendance Report (R123),

- (4) Compare all enrollment and withdrawal dates and codes between the Entry/Withdrawal Log and The Late Entry Early Withdrawal Summary (R121) or the Entry and Withdrawal Report (R834) for all students who enroll or withdraw after the first day of school,
 - (5) Verify the IPRs and TMRs by counting the students in at least one homeroom (when possible without disrupting normal school operations).
4. The consultant will conduct an exit interview to:
 - a. Review all findings with the principal or his/her representative and/or SIMS/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.

APPENDIX D:

**State Board Policy
Standards for Early Admission to Kindergarten**

APPENDIX D

State Board Policy 1998-1999 State Standards for Early Admission to Kindergarten

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 April 16. 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: 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.

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, N C Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints should be directed to:
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