

School Year/School Calendar/Instruction Time

Prior to the end of the school year, the superintendent must recommend and the Board must approve the length of time during which district schools must be in session during the next school year. The number of hours/days of planned teacher-student instruction and of teacher-student contact must meet or exceed the requirements of state law, and must include a sufficient number of days to allow the superintendent flexibility in preparing a calendar that supports the district's educational objectives.

The term "actively engaged in the educational process" means time when students are working toward achieving educational objectives under the supervision of a licensed teacher, including:

- classroom instruction time
- individual student work time while at school, including study hall and library research
- school-related field trips
- independent study insofar as such study is allowed under district policy
- assemblies

NOTE: For the 2022-2023 school year, the Colorado Department of Education will discontinue flexibilities for districts to provide 100% remote learning options to students enrolled in brick-and-mortar schools due to COVID-19. Thus, beginning in 2022-23, students who wish to pursue a fully remote learning option will need to be enrolled in either an online school or online program.

However, CDE will continue to offer flexibility for districts to provide temporary remote learning options as a result of COVID-19 health concerns for the 2022-23 school year. "Temporary remote learning" flexibility means that there may be local needs for brick and mortar schools to temporarily suspend in-person learning due to COVID in the 2022-23 school year. This may include the need to temporarily move a classroom, a grade level, or the school to remote learning. It may also result from workforce shortages due to a COVID-19 outbreak. A school or district may need to temporarily move to remote learning in these instances for a short period of time (i.e. the rest of the week/two weeks). When a school/district suspends in-person learning in this way, it will continue to be important that the school/district has the appropriate plan and policies in place to account for a transition to remote learning.

To access this flexibility, local boards must utilize a governance document (e.g., board policy or resolution) if the board wishes to use a form of remote learning for the 2022-23 academic year. Local boards do not need to adopt multiple governance documents and should be cognizant of the way in which they authorize changes for the 2022-2023 school year, as the changes outlined by CDE are only applicable for the upcoming school year. If a local board decides to amend board policies for the 2022-2023 school year, the board will need to update board policy again prior to the

start of the 2023-2024 school year to remove the language specific to the 2022-2023 school year. If the board elects to incorporate language in board policy, the following sample language may be used and inserted in the policy. If the board determines to authorize this flexibility in a board resolution, this language is not necessary in board policy.

For the 2022-2023 school year, the definition of “actively engaged in the educational process” includes all of the above and temporary remote learning as a result of COVID-19 health concerns for students provided under the supervision of a certificated or licensed teacher. “Supervision of a certificated or licensed teacher” means a certificated or licensed educator, including teachers, counselors, paraprofessionals, or other certificated or licensed staff as assigned.

Synchronous and asynchronous teacher-pupil instruction and contact time may occur during remote learning and may include the use of: existing online program, assigned and prepared work packets, video conferencing, pre-recorded classes, or other methods utilized by the district. Teacher-pupil instruction and contact time may be tracked and counted for attendance purposes occur in the following ways:

NOTE: Local boards must provide an explanation of the ways in which teacher-pupil instruction and contact time will occur outside the classroom during remote learning days. The list below includes some examples of ways in which CDE and Colorado districts have identified how contact time may occur and attendance count. Each local board should carefully evaluate the below that will be utilized by the district and delete or add to the list based on the local district’s needs.

Local boards have the option to differentiate this list based on the grade level of the students. (e.g., the educational process for preschool may be different from that for K-12 or there may be distinctions between elementary and secondary students).

1. Presence during in-person instruction;
2. Presence during direct remote learning instruction;
3. Assignments completed at home;
4. Logging into the online learning platform(s);
5. Signing an online form attesting to work completed at home;
6. Student demonstration of learning; and/or
7. Responding to teacher emails or communication;

Attendance will be recorded at least once daily for days when instructional hours are provided, meaning a student is “actively engaged in the educational process.”

"Actively engaged in the educational process" does not include:

- lunch
- time students spend before school waiting for classes to begin and time after the last class of the day, including waiting for the bus
- recess time

Supervision by a licensed teacher must not require that the teacher be in the student's physical presence at all times, but that the teacher is exercising direction and control over the nature of the student's activities.

The district will ensure that all students who are participating in remote learning will receive equitable instruction and services. Further, the district will ensure that, within the constraints of COVID-19, equitable and appropriate instruction will continue to be offered to those students requiring accommodations.

The district calendar for the next school year must be prepared by the superintendent and presented to the Board for approval in the winter or spring of each year. Consideration may be given to calendars of other area school districts, colleges and universities.

The calendar must include the dates for all staff in-service programs scheduled for the upcoming school year. The administration will allow public input from parents and teachers prior to scheduling the dates for staff in-service programs.

The calendar must be provided to all parents/guardians of students enrolled in district schools. Any change in the calendar except for emergency closings or other unforeseen circumstances must be preceded by adequate and timely notice of no less than 30 days.

Adopted: April 12, 1984

Revised: April 18, 1985, September 15, 1993, December 18, 1996, September 16, 2015, August 23, 2017

Revised and recoded by the superintendent: July 17, 2019,

Revised: August 12, 2020, August 25, 2021, October 26, 2022

LEGAL REFS.: C.R.S. 22-1-112 (*school year and national holidays*)
C.R.S. 22-32-109 (1)(n) (*duty to determine school year and instruction hours*)
C.R.S. 22-33-102 (1) (*definition of academic year*)
C.R.S. 22-33-104 (1) (*compulsory attendance law*)
C.R.S. 22-44-115.5 (*fiscal emergency*)
1 CCR 301-39, Rules 2254-R-2.06 (*school year and instruction hours; definition of contact/instruction time*)

CROSS REFS.:

Board policies:

EL-5, Commitment to Accomplishment and Accountability

EL-6, Educational Program

EL-8, School Year Calendar

Administrative policy:

EBCE, School Closings and Cancellations

JH, Student Absences and Excuses