

School Year/School Calendar/Instruction Time

Prior to the end of the school year, the Board must determine 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 be consistent with the Board's definition of "actively engaged in the educational process," 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 Board defines "actively engaged in the educational process" as 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

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 district online school or program, services provided with Colorado Digital Learning Solutions, assigned and prepared work packets, video conferencing, pre-recorded classes, or other method(s) 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. Assignments completed at home;
3. Logging into the online learning platform;
4. Signing an online form attesting to work completed at home;
5. Student demonstration of learning;

6. Responding to teacher emails or communication; or

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
- teacher preparation time

Note: For everything except lunch, the Board has discretion when determining what it means to be actively engaged in the educational process.” For example, the time between two classes or between a class and lunch period known as “passing time” may be included in the definition when the school calendar is developed. If the Board intends to include passing time, then it should include that bulleted point under the definition of “actively engaged in the educational process” in the first set of bullets above and delete it from those activities that are not included in the definition

The time students spend between two classes or between a class and a lunch period, known as “passing time”, will be included in the computation of time students are “actively engaged in the educational process” when the school calendar is developed.

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 developed with input from the District Accountability Committee and staff prior to presentation by the superintendent to the Board for approval in the spring of each year. The superintendent must consult with other districts in the area when preparing the calendar.

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

A copy of 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: date of manual adoption

Revised: 08/26/85/ 08/25/86, 08/28/89, 10/25/93, 01/22/01, 10/28/02, 9/24/07, 11/16/09, 02/28/11, 06/26/17, 08/10/20, 08/23/2, 10/24/22

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.: EBCE, School Closings and Cancellations
JH, Student Absences and Excuses

NOTE: State law establishes the school year as outlined below. The actual hours of teacher-student instruction may be reduced for parent/teacher conferences, staff in-service programs, and closings due to student health, safety, or welfare concerns to 1056 hours for secondary students and 968 hours for elementary students other than kindergartners, 870 hours for full-day kindergarten students, and 435 for half-day kindergarten students. In no case may a school schedule fewer than 160 days without specific prior approval of the commissioner of education. [C.R.S. 22-32-109 (1)(n)].

Teacher-Pupil Instruction Minimum Hours/Days

½ Day Kindg.	450 Hours	(can be reduced* to 435 hours)	160 Days
Full Day Kindg.	900 Hours	(can be reduced* to 870 hours)	160 Days
Elementary (besides kindergarten)	990 hours	(can be reduced* to 968 hours)	160 days
Secondary	1,080 hours	(can be reduced* to 1,056 hours)	160 days

Not more than 24 hours per school year may be used for parent/teacher conference and staff in-service programs.

Sargent School District RE-33J, Monte Vista, Colorado