

## CARDINAL COMMUNITY ACADEMY EDUCATIONAL PROCESS RESOLUTION

WHEREAS Colorado law requires local boards, including charter school boards, to establish school calendars that maintain certain minimum annual hours of schooling; and

WHEREAS Colorado Department of Education regulations further require certain hours of “teacher-pupil contact and teacher-pupil instruction” and define this as “time when a pupil is actively engaged in the educational process of a district”; and

WHEREAS the SARS-CoV2 or COVID-19 worldwide pandemic has disrupted normal in-school operations and requires some or all students to receive some or all instruction at home or in non-school settings through various online and other means of instruction; and,

WHEREAS for the 2020-21 school year CDE has granted the authority to, and imposed the responsibility upon, local school boards and charter school governing boards to define the educational process including its length of calendar, instructional hours requirements, as well as modes of delivery of instruction;

WHEREAS, the Board of Cardinal Community Academy (“the School”) has current plans and contingency plans for the different forms of instruction that may be called for based on both public health and educational considerations during the 2020-21 school year; and

WHEREAS, the Board of the School hereby affirms that its requirements for student attendance and participation related to any remote or online instructional activities during the 2020-21 school year shall be, and are hereby declared to be, equivalent to full time instructional expectations, content and class time, as provided in face-to-face instruction,

NOW THEREFORE, let it be RESOLVED that for the 2020-21 academic year the School hereby defines “actively involved in the educational process” to include, without limitation,

- classroom instruction time
- instructional time in an environment other than the classroom
- individual student work time while at school, including study hall and library research
- individual student work time while in an environment other than the classroom, including completing course required learning activities and digital research
- school-related field trips
- independent study
- assemblies, performances, exhibitions
- instruction (including physical activity) that is delivered in the school setting,
- passing or short break periods (not including after lunch or after the school day), while transitioning from one class, activity or setting to another,
- instruction that is delivered electronically or online from and to a remote location,
- Independent, remote work time for students that is directed and monitored by educators,
- instruction delivered in part through physical delivery of educational materials to parents,

guardians or students,

- all assignments provided by an educator in school, electronically, or otherwise,
- independent or asynchronous work time by students,
- students logging on to recorded assignments or on-line learning activities,
- student-teacher electronic communication,
- educator support provided in school, home, or alternative settings,
- student project completion or demonstrations of learning, and
- any similar educator-directed activity undertaken by a student;

all appropriately reviewed and/or monitored by teachers.

For clarity, students — whether in-school or working online in a synchronous or asynchronous manner, in a blended/hybrid model, or with school interventions provided in the home, school or another location — will be scheduled and assigned work for their courses each day regardless of the setting (school, home or other), and receive the equivalent amount of teacher-student contact as in a typical full-time academic year. Supervision by a teacher shall not require that the teacher be in the student’s physical or virtual presence at all times but means that the teacher is exercising direction and control over the nature of the student’s activities.

All content, whether taught remotely, in a blended manner, in-person, or in a combination of such modalities shall provide content access equivalent to that of a full semester of school and shall be equal to or more than the required 360 scheduled semester hours of instruction for full time students. The schedule providing the required baseline for expected delivery of content, as if instruction were in school and continuous throughout the fall semester of 2020, is attached.

Remote learning offers some flexibility regarding when and where students complete coursework. Nevertheless, they are held fully accountable for meeting all state-mandated attendance requirements.

Student attendance will be taken for each student at least once each scheduled day regardless of the instructional setting (at-school, blended, online, and/or working independently) for the purpose of documenting instructional days, teacher-student contact hours, compulsory attendance, and for the October 1 Student Count and funding documentation.

Students will be in attendance for a minimum of 870 hours per year in full-day kindergarten, 968 hours per year for students in grades 1-5, and 1,056 hours per year for students in grades 6-8 based on the instructional day and school calendar year. All students shall have at least 360 hours actively involved in the educational process per semester (or equivalent half-year period). Additional hours will be spent by teachers and others in professional development, parent-teacher conferences and may reflect emergency closures.

Methods of tracking and calculating attendance include but are not limited to:

- student completion of a series of regularly scheduled tasks on a daily or weekly basis completed in a specific amount of time;

- contacting the teacher by phone or email;
- participating in a discussion thread;
- attending a virtual tutoring session or webinar, and/or submitting a specific assignment;
- any task or interaction that can be electronically documented and contributes to student engagement;
- completion of lessons assigned through the learning management system as documented; with student login and lesson participation;
- completion of assignments provided through external sites with access and login only; available through direct links;
- completion of offline work documented by parent;
- attendance at a synchronous live session;
- in-person testing such as CMAS, CoAlt, or other required state exams;
- online assessments such as NWEA MAPs accessed through students accounts; and/or
- in-person attendance in which attendance is taken by the teacher on-site.

Done in open session this 28 day of October, 2020.

---

Board President

Attest: \_\_\_\_\_  
Board Secretary