



**COLORADO**  
Department of Education

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# Office Hours-

## Updates to the Rules for the Administration of the Public School Finance Act of 1994

May 30, 2024

# Recap

# Student October Count Day 2024



The 2024 pupil enrollment count date will be:

**Tuesday, October 1, 2024**

September							October							November						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30

- The 11-day count period includes the following (based on the district's adopted calendar):
  - The 5 student contact days before the pupil enrollment count date
  - The pupil enrollment count date
  - The 5 student contact days following the pupil enrollment count date
- Districts can request an alternative count date or 11-day count period on behalf of an individual school, if applicable



# Instructional Time Under New Rules: The “Big Picture”



<b>Elementary (K-5)</b>	<b>Secondary (6-12)</b>	<b>Online Schools and Programs</b>
<ul style="list-style-type: none"><li>• <b>Direct Instruction</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Direct Instruction</b></li><li>• <b>Alternative Instruction (New)</b></li></ul>	<ul style="list-style-type: none"><li>• Not covered by these Instructional Time rules</li></ul>



# Instruction Types In the Updated Rules



## “Direct teacher-pupil instruction”

[T]he organized delivery of educational content (aligned to state standards where applicable) for pupils enrolled in brick-and-mortar public schools under the supervision of a licensed educator that **takes place synchronously**, when the licensed educator and the pupil are in the **same physical location or** when the licensed educator and the pupil are in the **same virtual classroom**.

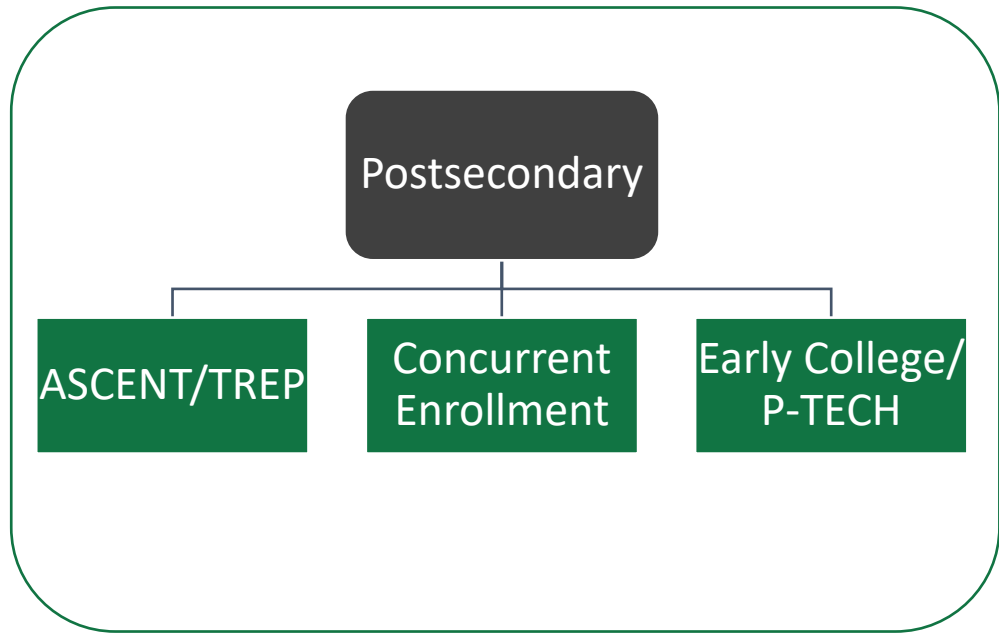
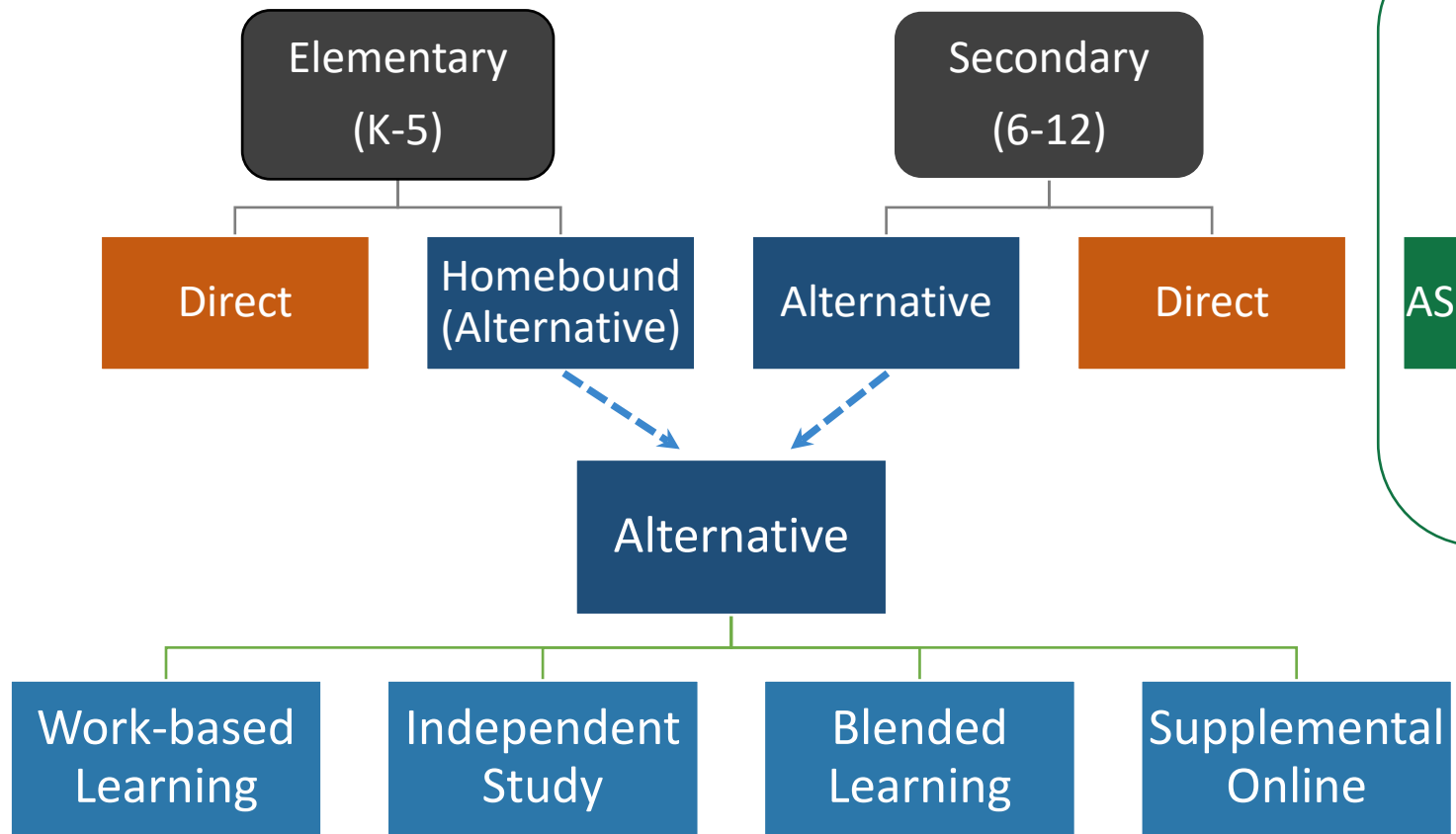
Direct instruction also includes engagement with educational content in courses, such as study hall or advisory or credit recovery lab or independent study, that are on-site at a scheduled time during regular school hours and for a set amount of time and where attendance is mandatory.

## “Alternative teacher-pupil instruction”

[T]he organized delivery of educational content (aligned to state standards where applicable) for pupils enrolled in a brick-and-mortar public school under the supervision of a licensed educator that **may take place asynchronously**.



# Instructional Types of Courses In the Updated Rules





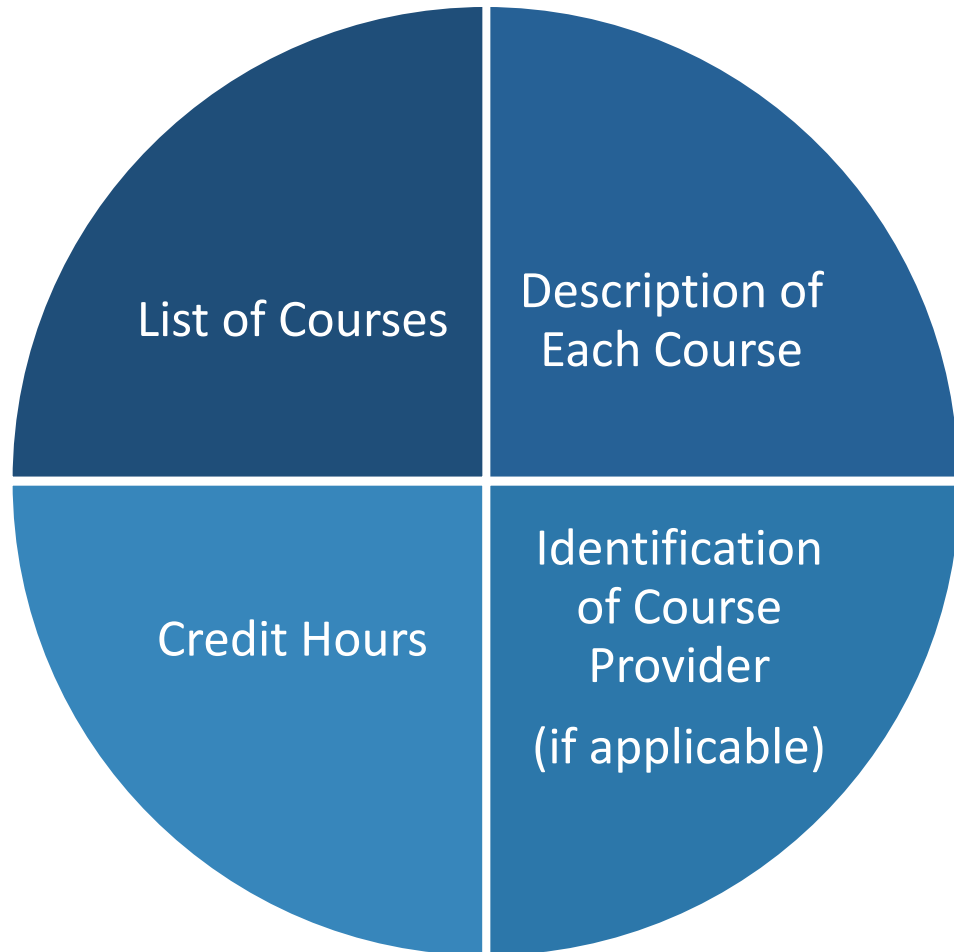
# Courses Using Alternative Teacher-Pupil Instruction In the Updated Rules

Course Type	Description
Blended Learning	<ul style="list-style-type: none"><li>• Credit-bearing courses for a student enrolled in a traditional brick-and-mortar school</li><li>• where some of the direct instruction is regularly received in-person and on-site and</li><li>• <b>some</b> of the <b>digitally-delivered asynchronous instruction</b> is received off-site<ul style="list-style-type: none"><li>• (with some element of student control over the time and place of participation).</li></ul></li></ul>
Independent Study	<ul style="list-style-type: none"><li>• Credit-bearing courses</li><li>• in which <b>some</b> or <b>all</b> of the course is being completed <b>off-site, independently</b> by the student.</li><li>• They include the provision of content aligned to grade-level standards (where applicable)<ul style="list-style-type: none"><li>• and are substantially equivalent to a traditional course.</li></ul></li><li>• For funding, this course must have a <b>written learning plan</b> that includes:<ul style="list-style-type: none"><li>• the course outline or plan of study,</li><li>• the digital or print curriculum or materials to be used,</li><li>• requirements for submitting assignments and recording the academic progress, and</li><li>• the role of the supervising licensed teacher.</li></ul></li><li>• <b>No more than 1 independent study course can be used in the determination for funding.</b></li></ul>
Supplemental Online	<ul style="list-style-type: none"><li>• Credit-bearing courses taken by students enrolled in traditional, brick-and-mortar schools</li><li>• in which <b>all</b> of the instruction is <b>digitally delivered</b> and<ul style="list-style-type: none"><li>• is received off-site or</li><li>• is taken on-site but not at a scheduled time where attendance is mandatory.</li></ul></li></ul>
Work-Based Learning	<ul style="list-style-type: none"><li>• Credit-bearing courses</li><li>• that must be incorporated within the student's <b>Individual Career and Academic Plan (ICAP)</b> in order to qualify for funding.</li><li>• They are learning opportunities that occur in part or in whole in the workplace and</li><li>• provide the learner with hands-on, real-world experience.</li></ul>



- **Proof of Colorado Residency:** Pupils exclusively enrolled in alternative teacher-pupil instruction **or** any pupil that has a schedule that does not require the pupil's regular physical presence at the public school, the district must verify and document student residency in the State of Colorado upon enrollment and annually thereafter.
  - Optional sample proof of Colorado residency form will be available on or before July 1, 2024 on the School Auditing Office's [Pupil Count](#) webpage.
- **Online Program:** Pupils **exclusively enrolled in online K-12 courses** that take place off-site, but are not enrolled in an online school, must be enrolled in an online program.
  - A student is not exclusively enrolled in online K-12 courses if they have at least one course scheduled to take place on-site, in-person, at a regularly scheduled time during regular school hours and where attendance is mandatory.





- To include courses utilizing alternative teacher-pupil instruction in the determination for funding, the district (or school) must have a course catalog that includes the four (4) requirements.
- This catalog must be posted on the School/district/BOCES website by the applicable count date.

## CLARIFICATION

- For purposes of the catalog of courses using alternative teacher-pupil instruction, **course provider** refers to the entity that creates (and, if applicable, from whom the district or school purchases) the digital course content for Blended Learning and Supplemental Online courses.
- If the district is purchasing digital course content from a third-party course content provider (such as CDLS, Edmentum, Edgenuity, etc.), the district must indicate this in their catalog of courses using alternative instruction.
- Further, the district must be prepared to provide evidence of payment for these courses (as applicable).
- If the district or school uses digital course content created by district or school staff for these course types, this should also be stated in the catalog.

## CLARIFICATION

- If districts/schools decide to incorporate this catalog within their existing district / school general course catalog, it is the district/school's responsibility to ensure that all required information is provided for all courses using alternative teacher-pupil instruction.
- For audit purposes, districts/schools should ensure that any linked documents incorporated into their catalog are saved and date specific.
  - For instance, if a district has a catalog of courses that use alternative instruction and that catalog links to a course listing found on a 3<sup>rd</sup> party course provider's website, the district should ensure that the course listing is date specific and saved for audit.

## REMINDER

- Alternative teacher-pupil instruction courses may not be considered for funding purposes if the course is not included in the published catalog.
- Beginning with calendars adopted for the 2024-25 school year and each school year thereafter, districts shall publish a catalog of courses using alternative teacher-pupil instruction (as defined in these rules) for any such courses they intend to provide to secondary pupils that they would also like included as instructional time.
- The catalog must be published on the school/district/BOCES website by the applicable count date.

- To determine instructional time for courses that utilize only direct instruction (i.e., 100% in-person onsite courses), districts and schools will need to continue to conduct calendar and bell schedule calculations.
- **New:** Beginning with the 2024-2025 school year, calendar calculations will **no longer include** the additional 3 days that have historically been added to total student contact days for the year.
  - **Semester:** The total number of scheduled student contact days for the school year as documented by the district's adopted board calendar divided by two.



# Instructional Time Equivalency for Alternative Teacher-Pupil Instruction Courses

**Calendar calculation:**  
85 days/semester

**In-person bell schedule:**  
50 average daily minutes

## **Semester hours per period:**

- 85 days in the semester
- 50 minutes per day of instruction per semester course
- 4,250 minutes per semester for semester course (85 days x 50 minutes)

## **Alternate Instructional Time Equivalency**

Based on 100% in-person on-site calendar and bell schedule calculation:

- **70.83 hours of equivalent instruction per semester course** (4,250 minutes divided by 60 minutes per hour)



## RECAP- Takeaway: Equivalency for Alternative Instruction Courses

The number of instructional minutes for Alternative Instruction courses must align with the number of instructional minutes received in a Direct Instruction course conferring the same amount of credit.

Average Daily Minutes of Direct Instruction from bell schedule calculation	Credits awarded for course	Equivalent Daily Alternative Instruction Minutes
30	0.25	30
50	0.50	50
90	0.75	90

# Updates since 5/16/24



# Upcoming School Auditing Office Trainings

## [Training and Office Hours](#) webpage

- Student October: What's New for Online Schools and Programs?- COMPLETE- recording is posted
- At-Risk Funding & CEP for Business Officials- COMPLETE- recording is posted
- Student October: What's New for AEC's? – COMPLETE- recording is posted
- Student October: What's New for Program & Curriculum Leaders? 6/6/24
- Student October: Intro to the Audit Resource Guide 7/16/24
- Student October: Calendar & Bell Schedules Calculations 7/18/24
- Preparing for the New Annual Audit Review 7/23/24
- Student October: What's New for (Pupil Count) Audit Contacts? 7/30/24
- At-Risk Count Audit Overview 8/8/24
- English Language Learning Count Audit Overview 9/17/24
- Duplicate Count Office Hours (follow up to Data Pipeline: Duplicate Count Process and Submission Training) 11/5/24



Our office is aware that many districts continue to have questions about how to evidence that work-based learning opportunities have been incorporated within a student's ICAP.

For the 2024-2025 school year, audit documentation should include:

1. Title/ label of "ICAP" (Individual Career and Academic Plan)
2. Student's name
3. Term for which it applies (i.e., Fall 2024)
4. Date the document was created/updated
5. Identify what WBL opportunity the student will be pursuing
6. Describe how the WBL opportunity connects to the student's postsecondary goals

*\* To improve our guidance, our office is looking for examples of what districts are planning to provide.*

# Catalog of Courses Using Alternative Teacher-Pupil Instruction

- Our office is aware that many districts continue to have questions regarding this catalog, including requests for examples.
- These catalogs are likely to vary by district based on each individual district's existing catalogs and unique situations.
- As districts/BOCES develop their catalogs, our office would appreciate receiving examples.
- Regardless of the approach your district takes, ensure that all 4 criteria (as applicable) are met, and that they include all courses using alternative teacher-pupil instruction (i.e., work-based learning courses, blended learning courses, supplemental online courses, and independent study courses).

# Tracking Courses using Alternative Teacher-Pupil Instruction Courses for Reporting Purposes

- Our office has received questions from some districts regarding how to go about tracking which students are scheduled into each of the 4 types of courses using alternative teacher-pupil instruction as is required to be reported in the School Association file starting in 2024/2025.
- If your district has identified a process it will use for tracking and reporting this information, and are willing to share this with others, please let our office know.

As your district is contemplating its offerings next year, what are your district's expectations regarding students' ability to enroll in courses using alternative instruction?

- Will your district be offering all types of alternative instruction courses?
- Are there district limitations on who is eligible to enroll in these course types?
- Are there district limitations on the number or type of alternative instruction courses students can take?
- Districtwide, must all digital content for supplemental online courses be purchased from a specific course provider?
- Does your district have restrictions on how blended learning courses are delivered (e.g., is there a minimum amount of direct instruction the district expects each blended learning course will provide)?
- How does your district plan to track the days/times students are receiving direct instruction (specifically, when are students expected to be in a physical or virtual classroom with their teacher)?

*These questions may guide you in your implementation plan.*

## School Auditing Office

- Email: [audit@cde.state.co.us](mailto:audit@cde.state.co.us)
- Website: <http://www.cde.state.co.us/cdefinance/auditunit>

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Questions?