



GUIDANCE ON INSTRUCTIONAL TIME FOR SCHOOLS

The purpose of this document is to provide an overview of the legal requirements pertaining to instructional time for Indiana students. Specifically, this guidance document addresses the different types of instruction and how each contribute to a school’s total instructional time and overall school calendar. The intent of the Indiana Department of Education (IDOE) is for this document to provide clear and concise guidance that informs the operations of local schools and school corporations.

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Applicability

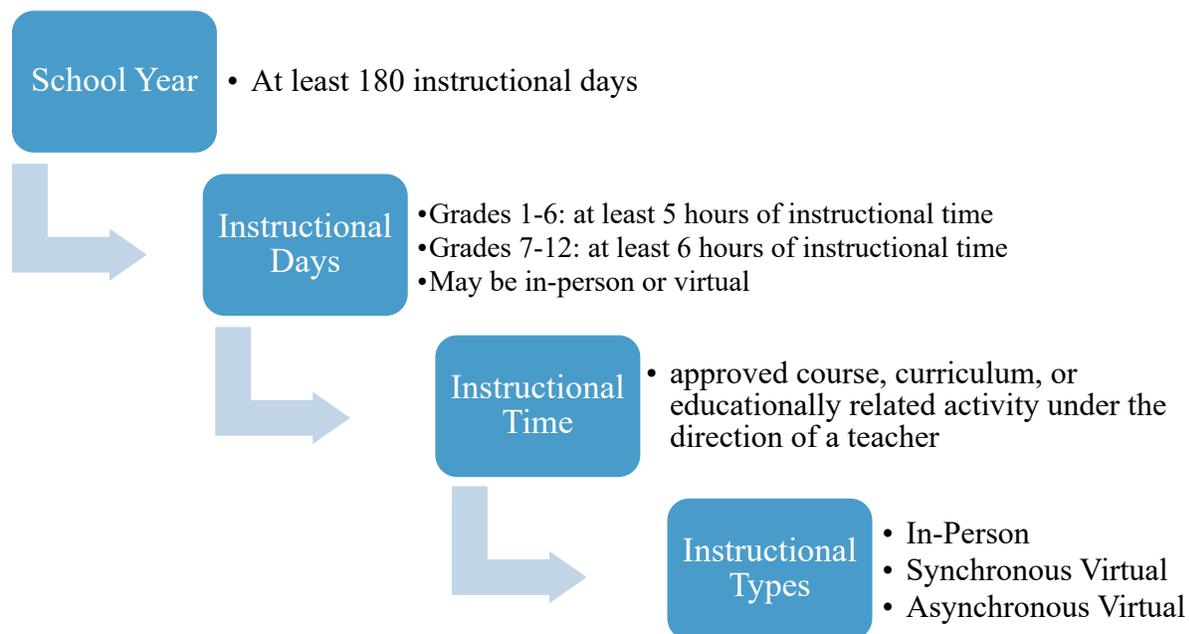
The information outlined in this guidance document applies to:

- school corporations.
- public schools that are part of a school corporation.
- charter schools.

The information outlined in this guidance document DOES NOT apply to:

- virtual charter schools.
- virtual schools that are part of a school corporation.
- virtual education programs.
- nonpublic schools.

General Instructional Time Requirements



Each school year must consist of at least 180 days of instruction. To contribute to the 180 total, a day must consist of the minimum amount of instructional time.

For grades 1-6: a day must consist of at least 5 hours of instructional time.

For grades 7-12: a day must consist of at least 6 hours of instructional time.



The one exception to the minimum instructional time requirement pertains to the use of two-hour delays or two-hour early dismissals. An instructional day where a two-hour delay or two-hour early dismissal occurs in response to an incident that could jeopardize the safety of staff and students may contribute to the 180 instructional day total. Days when two-hour delays or two-hour early dismissals occur for reasons unrelated to staff and student safety, such as staff trainings and in-services, are not considered to meet the minimum instructional time requirements and therefore do not contribute to the 180 instructional day total.

Instructional time is defined as time where students are participating in an approved course, curriculum, or educationally related activity under the direction of a teacher. Instructional time does not include lunch or recess. Further, virtual instruction is provided in an interactive learning environment created through technology in which the student is separated from a teacher by time, space, or both.

Instructional days may consist of in-person as well as virtual instruction. To be considered an instructional day, at least 50% of instructional time must be provided as in-person instruction, synchronous virtual instruction, or a combination of in-person and synchronous instruction.

For grades 1-6: at least 2.5 hours of instructional time must be in-person instruction, synchronous virtual instruction, or a combination of synchronous and in-person instruction.

For grades 7-12: at least 3 hours of instructional time must be in-person instruction, synchronous virtual instruction, or a combination of synchronous and in-person instruction.

Summary of Instructional Types

There are three (3) types of instruction that may be provided to students during an instructional day.

1. In-Person Instruction: instruction that is provided in real-time where the teacher and students are in the same physical space.
2. Virtual Synchronous Instruction: instruction that is provided in real-time, but the teacher and students are in different physical spaces.
3. Virtual Asynchronous Instruction: instruction that is provided at different times and the teacher and students are in different physical spaces.

Virtual instruction should be of the same quality and rigor as the instruction a student would receive if the student were attending in-person. Additionally, curriculum and any other educational resources used for virtual instruction should be aligned to the Indiana Academic Standards.



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Instructional days may consist of only one (1) type of instruction or a combination of instructional types. For a day to contribute to the 180 day requirement for the school year, it must consist of at least 50% in-person instruction, 50% virtual synchronous instruction, or a combination of in-person and virtual synchronous instruction that comprises at least 50% of the overall instruction. The determination of what type of instructional day is provided should be based on the school’s overall planned operations for the majority of students.

No more than three (3) days consisting of more than 50% virtual asynchronous instruction may be considered instructional days that contribute to the 180 day school year.

The table below provides a breakdown of potential instructional day compositions and how each is considered for purposes of contributing to the 180 instructional day requirement. Note that each day must meet the overall minimum instructional time requirements to count as a day of instruction.

EXAMPLES OF INSTRUCTIONAL DAY COMPOSITIONS			
% In-Person Instruction	% Synchronous Virtual Instruction	% Asynchronous Virtual Instruction	Counts as an Instructional Day?
100	0	0	ALWAYS
0	100	0	ALWAYS
0	0	100	NO MORE THAN 3 PER YEAR
50	50	0	ALWAYS
50	0	50	ALWAYS
0	50	50	ALWAYS
25	25	50	ALWAYS
20	20	60	NO MORE THAN 3 PER YEAR

Instructional Time Waivers

If a school corporation fails to conduct at least 180 instructional days during a school year, then IDOE must reduce the subsequent August tuition support distribution for the school to accommodate for the missed instructional days.

It may be that a school or school corporation is unable to provide at least 180 days of instruction during a school year due to extraordinary circumstances. As a proactive measure, IDOE recommends that at least five (5) make-up days that consist of a majority in-person and/or synchronous virtual instruction be built into the school calendar. These days provide a safeguard from lost instruction due to unforeseen events or inclement weather interruptions.

If a school or school corporation must add additional asynchronous virtual instruction days to meet the 180 instructional day requirement, the school must demonstrate the following to receive a waiver from the financial penalty:



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- The school or school corporation has already provided three (3) asynchronous virtual instruction days;
- The school or school corporation was incapable of providing in-person or synchronous virtual instruction due to extraordinary circumstances; and
- The school or school corporation provided asynchronous instruction that exceeded the three (3) day limit.

Note that the default expectation is always to provide some type of instruction to students over no instruction. A request to consider a day when no instruction was provided toward the 180 instructional day total will not be considered.

The definition of “extraordinary circumstance” will be determined on a case-by-case basis. As a rule, an extraordinary circumstance should be something unexpected, like an act of God, or something that jeopardizes the health and safety of students and staff. Additionally, the extraordinary circumstance must preclude the ability to provide in-person instruction, synchronous virtual instruction, or asynchronous virtual instruction on the planned instructional day.

Instructional time waiver requests are to address extraordinary circumstances and not pre-planned events. An instructional time waiver request should not be submitted for the first three (3) asynchronous virtual instruction days used.

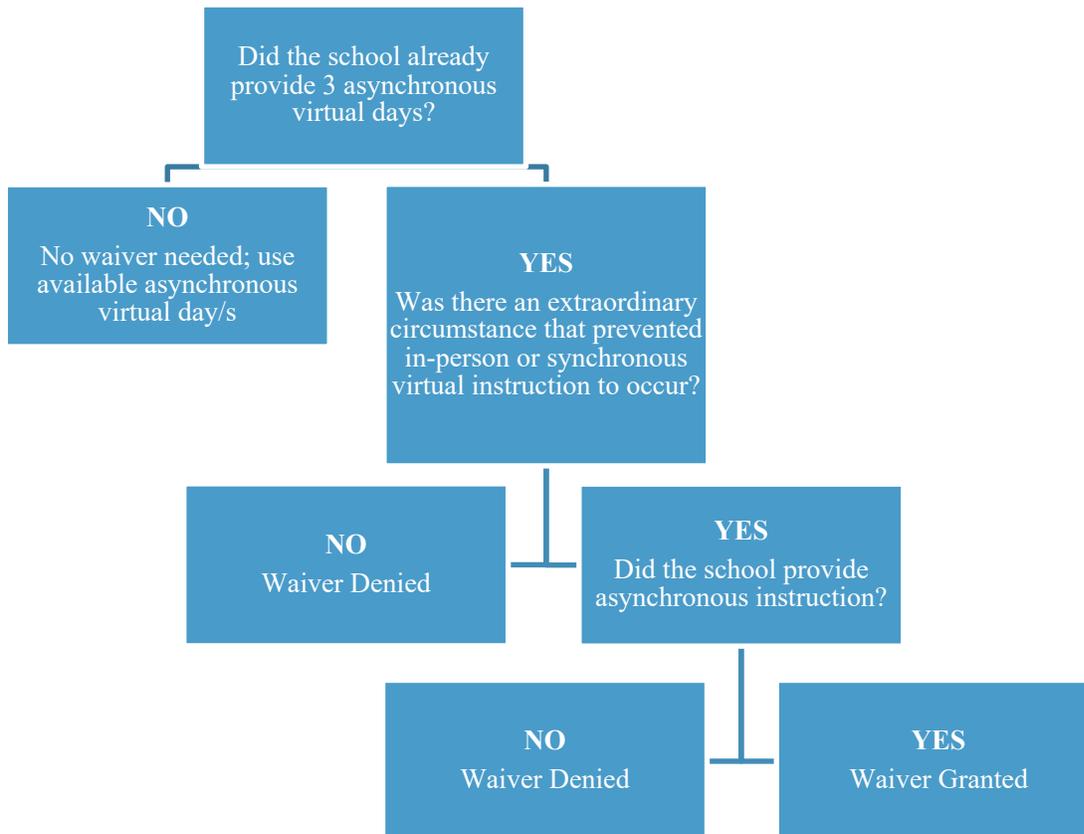


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Waiver Request Decision Tree

Request must be sent to IDOE within 10 days of the extraordinary circumstance that triggers the need for a waiver





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If a waiver request is denied, then the school or school corporation must either provide a day that consists of a majority of in-person/synchronous virtual instruction to make-up for the lost instructional day or accept the tuition support penalty for providing less than 180 instructional days.

Schools or school corporations that provide more than the required 180 days of instruction may not need to request a waiver when exceeding three (3) asynchronous instruction days. For example:

ABC ELEMENTARY SCHOOL (Grades 3-5)				
Instructional Time Type	Amount Used	Count toward 180?	Analysis	
In-Person Instruction Days	173	YES	Total Required Days	180
Synchronous Virtual Instruction Days	7	YES	Total Days Provided	185
Allowable Asynchronous Virtual Instruction Days (cannot exceed 3)	3	YES	Total Eligible Days	183
Additional Asynchronous Virtual Instruction Days	2	NO	Met Instructional Requirements?	YES

In the example above, the total days that count toward the 180 day requirement equals 183. Since the school provided more than the required 180 days of instruction, it does not need to request a waiver for the two (2) additional asynchronous instructional days provided during the school year.

Another example:

XYZ HIGH SCHOOL (Grades 9-12)				
Instructional Time Type	Amount Used	Count toward 180?	Analysis	
In-Person Instruction Days	175	YES	Total Required Days	180
Synchronous Virtual Instruction Days	0	YES	Total Days Provided	180
Allowable Asynchronous Virtual Instruction Days (cannot exceed 3)	3	YES	Total Eligible Days	178
Additional Asynchronous Virtual Instruction Days	2	NO	Met Instructional Requirements?	NO

In the example above, the total days that count toward the 180 day requirement equals 178. Since the school did not provide the required number of instructional days, it would need to follow the “Waiver Day Decision Tree” to determine whether it is eligible to apply for a waiver for the two (2) missed days. If a waiver is not viable, then the school would either need to provide two (2) days that consist of a majority of in-person/synchronous virtual instruction to make up for the lost instructional days or assume the financial penalty for providing less than 180 instructional days.



Calendar Reporting

All schools are required to submit a school calendar to IDOE at least ten (10) days prior to the start of classes for the school year. The calendar serves as an indication of the generally expected schedule of instructional days and instructional time for each school and school corporation.

Each day must be listed with a “calendar event descriptor” to capture what occurred instructionally. Calendar event descriptors should be determined based on the school’s overall planned operations for a given day for the majority of students. The following calendar event descriptors will be available for use beginning with the 2022-2023 calendar submission.

Calendar Event Descriptors

- **Student Calendar:** used for typical, in-person instructional days when most students are expected to be physically in the school building – use this descriptor if a day is 50/50 in-person/virtual
- **Virtual Planned - Asynchronous:** used for pre-scheduled virtual instructional days when most students are expected to be participating mostly in asynchronous virtual instruction
- **Virtual Planned - Synchronous:** used for pre-scheduled virtual instructional days when most students are expected to be participating mostly in synchronous virtual instruction
- **Virtual Unplanned - Asynchronous:** used for unplanned virtual instructional days when most students are expected to be participating mostly in asynchronous virtual instruction
- **Virtual Unplanned - Synchronous:** used for unplanned virtual instructional days when most students are expected to be participating mostly in synchronous virtual instruction
- **Virtual COVID - Asynchronous:** used for unplanned virtual instructional days when most students are expected to be participating mostly in asynchronous virtual instruction due to any COVID-related issue
- **Virtual COVID - Synchronous:** used for unplanned virtual instructional days when most students are expected to be participating mostly in synchronous virtual instruction due to any COVID-related issue

IDOE does not monitor instruction beyond what is reported on the calendar. No additional documentation regarding virtual instruction will be collected from schools and school corporations. IDOE does recommend that schools and school corporations contact the State Board of Accounts to determine whether any additional documentation may be needed for auditing purposes.

Note that calendar reporting differs from student attendance reporting. Calendar event descriptors should be determined based on the school’s overall operations for a given day, and not dependent upon how many students attend.



Attendance Reporting

A student's attendance status on a given instructional day depends upon local attendance policies. For purposes of state reporting, each student should be listed with an "attendance event code" for each instructional day reported on the school's calendar. It is important to note the possibility that a student's attendance code does not directly align with the logical calendar event descriptor.

Performance Qualified Schools & Districts

Performance qualified high schools and school districts are established to provide flexibility in administration and instruction to high schools and school corporations that meet certain established performance criteria. Flexibility is extended to curriculum, instruction, and programs to drive educational innovations designed to engage students and drive achievement.

A performance qualified high school is any high school that received an "A" letter grade on the most recent state accountability determinations. A performance qualified district is any school corporation that received an "A" letter grade on the most recent state accountability determinations.

A performance qualified high school or district maintains its performance qualified status unless it receives a "C" or lower for one (1) school year or receives a "B" or lower for two (2) consecutive school years.

Instructional time requirements differ for performance qualified high schools and districts. Rather than reporting 180 instructional days, these high schools and districts may meet instructional time requirements by total minutes of instruction provided.

For grades 1-6: must provide at least 54,000 instructional minutes during a school year
For grades 7-12: must provide at least 64,800 instructional minutes during a school year

The general definition of instructional time applies to performance qualified high schools and districts. Additionally, student activities that are organized by performance qualified high schools and districts; occur outside of the traditional classroom; and are designed to provide instruction, academic enrichment, or college and career readiness training are considered "instructional time."

Performance qualified high schools and districts are still limited to counting no more than three (3) asynchronous virtual instruction days as instructional time. Rather than looking at this limitation in "days," performance qualified high schools and districts may consider the asynchronous virtual instruction time as "minutes."



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For grades 1-6: no more than 900 minutes of asynchronous instruction can count toward the minimum instructional time requirements

For grades 7-12: no more than 1,080 minutes of asynchronous instruction can count toward the minimum instructional time requirements

If the sum of the number of in-person instructional minutes, synchronous virtual instructional minutes, and allowable asynchronous virtual instructional minutes meets or exceeds the overall time requirements, then a waiver does not need to be submitted for any asynchronous virtual instructional time used beyond the allowable time. For example:

ABC ELEMENTARY SCHOOL (Grades 3-5)				
Instructional Time Type	Amount Used	Count toward 180?	Analysis	
In-Person Instruction Minutes	52,800	YES	Total Required Minutes	54,000
Synchronous Virtual Instruction Minutes	3,000	YES	Total Minutes Provided	57,300
Allowable Asynchronous Virtual Instruction Minutes (cannot exceed 900 for grades 1-6)	900	YES	Total Eligible Minutes	56,700
Additional Asynchronous Virtual Instruction Minutes	600	NO	Met Instructional Requirements?	YES

ABC Elementary School is required to provide at least 54,000 instructional minutes during the school year and only 900 of those instructional minutes may be provided via asynchronous virtual instruction. The school had more than 54,000 eligible instructional minutes. Even though the school provided more than 900 asynchronous virtual instruction minutes, the school met instructional time requirements. Additionally, the school does not need to request a waiver for the additional asynchronous virtual instruction minutes provided.

Another example:

XYZ HIGH SCHOOL (Grades 9-12)				
Instructional Time Type	Amount Used	Count toward 180?	Analysis	
In-Person Instruction Minutes	60,000	YES	Total Required Minutes	64,800
Synchronous Virtual Instruction Minutes	0	YES	Total Minutes Provided	64,800
Allowable Asynchronous Virtual Instruction Minutes (cannot exceed 900 for grades 1-6)	1,080	YES	Total Eligible Minutes	61,080
Additional Asynchronous Virtual Instruction Minutes	3,720	NO	Met Instructional Requirements?	NO

XYZ High School is required to provide at least 64,800 instructional minutes during the school year, and only 1,080 of those instructional minutes may be provided via asynchronous virtual instruction. The school provided a total of 64,800 minutes but only 61,080 were eligible



instructional minutes. Therefore, the school did not meet the minimum instructional time requirements.

Virtual Schools & Virtual Programs

Virtual schools and virtual programs are required to meet minimum instructional time requirements each school year but are not limited in the amount of asynchronous virtual instruction that contributes to the 180 day school year.

Virtual schools may be part of a school corporation or independent charter schools. Virtual schools and virtual charter schools provide more than 50% of instruction to students in a virtual setting where an interactive learning environment is created through technology and students are separated from a teacher by time, space, or both. Virtual schools and virtual charter schools operate independent of other schools.

Like virtual schools, virtual programs are education programs where more than 50% of instruction to students is provided in a virtual setting where an interactive learning environment is created through technology and students are separated from a teacher by time, space, or both. Programs operate as affiliates of a brick-and-mortar school where a subset of students enrolled in the brick-and-mortar school participate primarily through virtual means rather than in-person.

Non-Public Schools

Non-public schools are schools that are not maintained by a school corporation and are considered private. Non-public schools may be parochial schools.

In general, the 180 instructional day requirement does not apply to non-public schools. It is strongly recommended that non-public schools align their schedules to the minimum instructional time requirements for a school year.

Non-public schools are not limited in the use of synchronous or asynchronous instruction.

“1003” Flexibility Waivers

A “1003” flexibility waiver allows a school or school corporation to waive certain statutory or regulatory requirements to promote innovative approaches to student learning that will enhance student performance outcomes.

The “1003” flexibility waivers differ from the instructional day waivers in that “1003” flexibility waivers are meant to address proactive operations, and instructional day waivers are meant to address unexpected interruptions to planned instruction due to extraordinary circumstances.



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Potential reasons to request flexibility include:

- improving student performance and outcomes;
- offering flexibility in the administration of educational programs or improving efficiency of school operations;
- promoting innovative educational approaches to student learning; and
- advancing the mission or purpose of the school or school corporation.

Schools and school corporations may waive certain provisions addressing instructional time requirements. The table below provides information on statutes addressing instructional time from which a school or school corporation may wish to request flexibility.

Statute	Requirement	Potential Flexibility
IC 20-30-2-2	Instructional day must include minimum hours to count toward 180 day requirement	<ul style="list-style-type: none">• Change total hours needed to comprise an instructional day (more or less hours per day)• Consider instructional time in units other than days (e.g., minutes)
IC 20-30-2-3	School year must consist of at least 180 instructional days	<ul style="list-style-type: none">• Provide less than 180 instructional days in a school year• Consider school year in units other than days (e.g., minutes)
IC 20-30-2-2.7	Schools/school corporations limited to 3 asynchronous virtual instruction days counting toward 180 day requirements	<ul style="list-style-type: none">• Remove cap of 3 asynchronous virtual instruction days that can contribute to the 180 day requirement

Each “1003” flexibility waiver request will be reviewed to determine whether the school or school corporation has established specific, student-centered goals and outcomes that will be achieved by waiving the identified statutes. Similarly, the request should detail actionable steps that can be taken to achieve those goals and measurable data and benchmarks that will be used to monitor progress toward the established goals.

Contact Information

For questions regarding the legal requirements of school calendars and instructional time, please contact the Office of School Accountability at schoolaccountability@doe.in.gov.

For questions regarding virtual instruction methods and best practices, please contact the Office of Digital Learning at digitallearning@doe.in.gov.

For questions regarding data reporting requirements, please contact the Office of Data Reporting at <https://help.doe.in.gov>.



Relevant Statutes

IC 20-30-2-1 "Instructional time"

Sec. 1. As used in this chapter, "instructional time" is time during which students are participating in:

- (1) an approved course;
- (2) a curriculum; or
- (3) an educationally related activity;

under the direction of a teacher, including a reasonable amount of passing time between classes. Instructional time does not include lunch or recess.

IC 20-30-2-1.5 "Virtual instruction"

Sec. 1.5. As used in this chapter, "virtual instruction" means instruction that is provided in an interactive learning environment created through technology in which the student is separated from a teacher by time or space, or both.

IC 20-30-2-2 Student instructional day; school flex program instructional day

Sec. 2. (a) A student instructional day in grades 1 through 6 consists of at least five (5) hours of instructional time. Except as provided in subsection (b), (c), or (d), a student instructional day in grades 7 through 12 consists of at least six (6) hours of instructional time.

(b) Except as provided in subsection (c), an instructional day for a school flex program under section 2.2 of this chapter consists of a minimum of three (3) hours of instructional time.

(c) A student instructional day for a qualified high school (as defined in [IC 20-24.2-1-3](#)) consists of any amount of instructional time.

(d) A high school student who is enrolled in at least twelve (12) credit hours of on-campus dual credit courses (as described in [IC 21-43-1-2.5](#)) is not required to comply with subsection (a) during the semester in which the student is enrolled in at least twelve (12) credit hours.

IC 20-30-2-2.2 School flex instructional program

Sec. 2.2. (a) As used in this section, "eligible student" means a student in grade 11 or 12 who has:

- (1) failed the graduation exam (before July 1, 2022) or is not on track to complete a postsecondary readiness competency;
- (2) been determined to be chronically absent, by missing ten percent (10%) or more of a school year for any reason;
- (3) been determined to be a habitual truant, as identified under [IC 20-33-2-11](#);
- (4) been significantly behind in credits for graduation, as identified by an individual's school principal;
- (5) previously undergone at least a second suspension from school for the school year under [IC 20-33-8-14](#) or [IC 20-33-8-15](#);
- (6) previously undergone an expulsion from school under [IC 20-33-8-14](#), [IC 20-33-8-15](#), or [IC 20-33-8-16](#); or
- (7) been determined by the individual's principal and the individual's parent or guardian to benefit by participating in the school flex program.

(b) An eligible student who participates in a school flex program must:

- (1) attend school for at least three (3) hours of instructional time per school day;
- (2) pursue a timely graduation;



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- (3) provide evidence of college or technical career education enrollment and attendance or proof of employment and labor that is aligned with the student's career academic sequence under rules established by the bureau of youth employment;
 - (4) not be suspended or expelled while participating in a school flex program;
 - (5) pursue course and credit requirements for an Indiana diploma with a general designation; and
 - (6) maintain a ninety-five percent (95%) attendance rate.
- (c) A school may allow an eligible student in grade 11 or 12 to complete an instructional day that consists of three (3) hours of instructional time if the student participates in the school flex program.

IC 20-30-2-2.5 Students enrolled to attend in-person instruction; virtual instruction or remote learning; requirements

Sec. 2.5. (a) This section applies to the following:

- (1) A public school maintained by a school corporation.
- (2) A charter school that is not a virtual charter school (as defined in [IC 20-24-1-10](#)).

(b) If a student is enrolled to attend in-person instruction at a school and the student participates in any virtual instruction or remote learning that is provided by the school, the school shall ensure that the virtual instruction or remote learning provided by the school meets the following requirements:

- (1) The virtual instruction or remote learning is of the same quality and rigor as the instruction that the student would have received if the student was attending in-person instruction at the school.
- (2) The curriculum and any other educational resources used in the virtual instruction or remote learning are aligned to Indiana's academic standards.
- (c) The department may adopt rules under [IC 4-22-2](#) to implement this section.

IC 20-30-2-2.7 Virtual Instruction

Sec. 2.7.(a) This section applies to the following:

- (1) Except as provided in subsection (b), a public school maintained by a school corporation.
 - (2) A charter school that is not a virtual charter school (as defined in [IC 20-24-1-10](#)).
- (b) This section does not apply to a dedicated virtual education school.

(c) As used in this section, "virtual student instructional day" means a student instructional day to which the following apply:

- (1) A school provides virtual instruction or remote learning to at least fifty percent (50%) of the students enrolled to attend in-person instruction at the school.
 - (2) A school counts the student instructional day toward meeting the one hundred eighty (180) day requirement established by section 3 of this chapter.
- (d) Except as provided in subsections (e) and (g), a school shall deliver:
- (1) teacher directed synchronous instruction; or
 - (2) a hybrid of:

(A) teacher directed synchronous instruction for at least fifty percent (50%) of the particular instructional day; and (B) asynchronous learning; during the instructional time of a virtual student instructional day.

(e) Except as provided in subsection (g), a school may conduct not more than three (3) virtual student instructional days each school year that do not meet the requirements under subsection (d).

(f) Except as provided in subsection (g), if a school conducts a student instructional day described in subsection (c)(1) that does not meet the requirements of this section, the school may not count the student instructional day toward meeting the one hundred eighty (180) day requirement established by section 3 of this chapter.



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(g) A school may submit to the department a request to waive the requirements set forth in this section to include a virtual student instructional day otherwise excluded under subsection (f) to meet the one hundred eighty (180) day requirement established by section 3 of this chapter if the virtual student instructional day was conducted because of extraordinary circumstances. The department may waive the requirements for the school after consideration of the request.

(h) The state board may adopt rules under IC 4-22-2 to implement this section. However, the state board shall, in consultation with the department, adopt rules under IC4-22-2 that define teacher directed synchronous instruction and asynchronous learning and provide that the instruction or learning must be of the same quality and rigor as required under section 2.5(b) of this chapter.

IC 20-30-2-3 School year

Sec. 3. For each school year, a school corporation shall conduct at least one hundred eighty (180) student instructional days. Not later than June 15 of each school year, the superintendent of each school corporation shall certify to the department the number of student instructional days conducted during that school year.

IC 20-30-2-4 Reduction of tuition support

Sec. 4. (a) Subject to subsection (b), if a school corporation fails to conduct the minimum number of student instructional days during a school year as required under section 3 of this chapter, the department shall reduce the August tuition support distribution to that school corporation for a school year by an amount determined as follows:

STEP ONE: Determine the remainder of:

(A) the amount of the total tuition support allocated to the school corporation for the particular school year; minus

(B) that part of the total tuition support allocated to the school corporation for that school year with respect to student instructional days one hundred seventy-six (176) through one hundred eighty (180).

STEP TWO: Subtract the number of student instructional days that the school corporation conducted from one hundred eighty (180).

STEP THREE: Determine the lesser of five (5) or the remainder determined under STEP TWO.

STEP FOUR: Divide the amount subtracted under STEP ONE(B) by five (5).

STEP FIVE: Multiply the quotient determined under STEP FOUR by the number determined under STEP THREE.

STEP SIX: Subtract the number determined under STEP THREE from the remainder determined under STEP TWO.

STEP SEVEN: Divide the remainder determined under STEP ONE by one hundred seventy-five (175).

STEP EIGHT: Multiply the quotient determined under STEP SEVEN by the remainder determined under STEP SIX.

STEP NINE: Add the product determined under STEP FIVE to the product determined under STEP EIGHT.

(b) If fewer than all of the schools in a school corporation fail to conduct the minimum number of student instructional days during a school year as required under section 3 of this chapter, the reduction in August tuition support required by this section shall take into account only the schools in the school corporation that failed to conduct the minimum number of student instructional days and only the grades for which the required number of student instructional days was not conducted.

IC 20-30-2-5 Waiver



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Sec. 5. The department may grant a waiver of the penalty imposed under section 4 of this chapter for a particular number of canceled student instructional days if:

- (1) the school corporation applies to the department for a waiver of the penalty imposed under section 4 of this chapter for a specific number of canceled student instructional days; and
- (2) each of the particular number of student instructional days requested to be waived under this section was canceled due to extraordinary circumstances.

IC 20-30-2-6 Guidelines

Sec. 6. The department shall develop guidelines for school corporations to apply for a waiver under section 5 of this chapter.

IC 20-30-2-7 Minimum school term

Sec. 7. The minimum length for a school term is nine (9) months.

IC 20-30-2-8 Development of innovative school calendars

Sec. 8. The secretary of education may encourage the development and establishment of innovative or exemplary school calendars.