Guidance Document for Setting Up Online/Virtual and Attendance-Based Courses in Infinite Campus

Introduction

Beginning for the 2023-2024 school year, districts can utilize the attendance tracking and high-quality teaching and learning structures of 704 KAR 3:535. The KAR allows students in K-4 enrolled full-time in a virtual school, program, or academy to be considered "in attendance" for purposes of recording daily attendance. This attendance-based, or 'seat-time,' model may be applied to any grade level K-12 as long as the program adheres to the guidelines. To accurately set up courses that align with the attendance-based, or "seat-time" model, federal online/virtual definitions for reporting and to reflect innovations by districts for online/virtual teaching and learning, new course set-up options are available for "teaching method" and "type."

This document covers scenarios specific to full time online/virtual students. It is important that all online/virtual courses be set up correctly in Infinite Campus (IC) so (1) funding can be appropriated correctly to districts, (2) determinations can be made more easily for federal online/virtual reporting and (3) data regarding online/virtual courses is reflected accurately.

Districts may still utilize the Virtual and Performance-based model in 704 KAR 3:305 to award credits and verify attendance in grades five through twelve (5-12). The Virtual and Performance-based model is also applicable for full-time or part-time course pick-ups, but is not addressed in this document. Please see the Virtual and Performance-based Course Set-Up and Attendance Verification document for more information.

> **The following course type should be used when setting up online/virtual attendance-based courses for tracking daily attendance.**
>
> > **Type: Attendance-based Online/Virtual (ABV)**
>
> **The following teaching method can be used when your online/virtual program utilizes asynchronous, synchronous, and some in-person sessions for teaching and learning.**
>
> > **Teaching Method: 20 – Blended Instruction - An online/virtual course with a combination of synchronous and asynchronous learning facilitated through a digital content provider and a KY certified teacher.**

NOTE: This attendance model is not tied specifically to your online/virtual program classification. It can be utilized if your program is an A5 Alternative Education Program, an A8 Full-time Enrolled Online, Virtual and Remote Learning Program, or an 'academy' model where students are enrolled primarily in the A1 school.

This document outlines some, not all, **_possible_** course scenarios online/virtual programs may be offering and provides guidance on how to set these courses up in IC. This document is a companion to the Course Data Standard. Also see the Attendance Tracking for Full-time Virtual Students – 2023-2024 School Year document for setting up Blended Learning Groups to track attendance for your Attendance-based online/virtual courses.

Guiding Principle

Course set-up in IC should match the reality of courses being taken by students.

Scenarios and Corresponding Course Set-Up

Scenario A: Course Set-up for Attendance-Based Online/Virtual [704 KAR 3:535]

Scenario: District A provides an A8 full-time enrolled program for students in grades K-5 only.

Course Set up: Since the district offers full time online, virtual, and remote enrollment in grades K-4, the use of 704 KAR 3:535 is required for course set up to award credit and track attendance for at minimum those grade levels. Districts generally elect to also include grade 5 for consistency even though grade 5 is eligible to utilize virtual and performance-based course set up. This setup must include the creation, use and transfer of attendance data via Blending Learning Groups in IC.

- **Type =** Attendance-Based Online/Virtual
- **Instructional Setting =** 05: Online
- **Teaching Method =**
  - *Option 1* - 10: Digital Learning Provider
    - An online/virtual course utilizing a digital content provider with a KY certified teacher as the teacher of record, largely in an asynchronous format (excluding credit recovery courses)
  - *Option 2* - 20: Blended Instruction
    - An online/virtual course with a combination of synchronous and asynchronous learning facilitated through a digital content provider and a KY certified teacher
- **Attendance =** Attendance box must be checked

Additional related variations where this course set up could be utilized:

- District A elects grades K-12 instead of K-5
- District A utilizes an A5 classification instead of an A8

Scenario B: Course Set-up for Virtual/Performance-Based Attendance

Scenario: District B provides an A5 alternative education program for students in grades 6-12 offering full-time online/virtual enrollment.

Course Set-Up

- **Type =** Online/Virtual
- **Instructional Setting =** 05: Online
- **Teaching Method =**
  - *Option 1* - 10: Digital Learning Provider

- An online/virtual course utilizing a digital content provider with a KY certified teacher as the teacher of record, largely in an asynchronous format (excluding credit recovery courses)
    - o *Option 2* - 20: Blended Instruction
        - An online/virtual course with a combination of synchronous and asynchronous learning facilitated through a digital content provider and a KY certified teacher
- **Attendance =** Should not be checked

Additional related variations where this course set up could be utilized:

- District B utilizes an A8 classification instead of an A5.
- District B operates the program as part of the A1 high school as an academy.

Scenario C: Hybrid Courses

Scenario: District C provides an A8 full-time enrolled program for students in grades K-5 where students receive synchronous and asynchronous instruction online as well as attend in-person sessions with their Kentucky certified teachers on campus as needed.

Course Set-Up:

- **Type**: Attendance-Based Online Virtual
- **Instructional Setting**: 05: Online
- **Teaching Method:** 20: Blended instruction
    - o An online/virtual course with a combination of synchronous and asynchronous learning facilitated through a digital content provider and a KY certified teacher

Additional related variations where this course set up could be utilized:

- If the grade levels were 6-12, the program could utilize either model for course set up and attendance verification.

Scenario D: Combination

Scenario: District D provides an A8 full-time enrolled program for students in grades K-12. Students in grades K-5 courses are set up utilizing attendance-based model and students in 6-12 are set up utilizing virtual and performance-based.

Course Set-Up for K-5:

- **Type =** Attendance-Based Online/Virtual
- **Instructional Setting =** 05: Online
- **Teaching Method =**
    - o *Option 1* - 10: Digital Learning Provider
        - An online/virtual course utilizing a digital content provider with a KY certified teacher as the teacher of record, largely in an asynchronous format (excluding credit recovery courses)
    - o *Option 2* - 20: Blended Instruction
        - An online/virtual course with a combination of synchronous and asynchronous learning facilitated through a digital content provider and a KY certified teacher

- **Attendance =** Attendance box must be checked

Course Set-Up for 6-12:

- **Type =** Online/Virtual
- **Instructional Setting =** 05: Online
- **Teaching Method =**
  - *Option 1 -* 10: Digital Learning Provider
    - An online/virtual course utilizing a digital content provider with a KY certified teacher as the teacher of record, largely in an asynchronous format (excluding credit recovery courses)
  - *Option 2 -* 20: Blended Instruction
    - An online/virtual course with a combination of synchronous and asynchronous learning facilitated through a digital content provider and a KY certified teacher
- **Attendance =** Should not be checked

Frequently Asked Questions

Q: *How do I set up homeroom courses and Blended Learning Groups for attendance-based online/virtual?*

A: The district can choose to have two homeroom sections, or the district can track one period as homeroom and one other period as a core content course. See the Attendance Tracking for Full-time Virtual Students – 2023-2024 School Year document for more information on how to set up Blended Learning Groups.

Q: *How do I set up an in-person dual credit course for an online/virtual student?*

A: This will be influenced by how the district enrolls students in the virtual program. The course should be set up in accordance with the guidance in the Dual Credit Data Standard regardless of whether a student is in a full-time enrolled online/virtual school. Just because a student is enrolled in a full-time online program, it doesn't mean they cannot attend in person courses. An online/virtual student can have an in person dual credit course marked for attendance as one of the courses during the day, just as any student that was taking mostly virtual/performance-based courses could take single in person dual credit courses during the day. Each course can have its own requirements. A similar scenario would be a student taking Band at their local high school or a taking Welding at the career and technical education center. Please reach out to District Support if you have questions about fully virtual students coming into the building for one class a day. They can help with safety and transportation questions.

> **Enrollment Example 1:** Program enrolls students in the virtual program primarily in the A1 high school and includes a partial enrollment in the A8 virtual program. If the student is taking a course in person whether at the local high school or the postsecondary institution, the course should be set up with an instructional setting of 01: Onsite classroom.

> **Enrollment Example 2:** Program enrolls students primarily in the A8 virtual program, and the dual credit course will be a dual enrollment.

Q: *Where can I find information about setting up Blended Learning Groups?*

A: Please reference the [Attendance Tracking for Full-time Virtual Students – 2023-2024 School Year document](#).

Appendix A
Updates to Course Data Standard
Addition of new Type: Attendance-Based Online/Virtual - Select for online/virtual courses that use daily attendance tracking rather than performance-based completion to determine credits and funding as described in 704 KAR 3:535. Attendance check box must be checked with this Type. See [Blended Learning Group Setup in Infinite Campus document](#) for information on setting up blended learning groups.

10: Digital Learning Provider – An online/virtual course utilizing a digital content provider with a Kentucky certified teacher as the teacher of record, largely in an asynchronous format (excluding credit recovery courses).

20: Blended Instruction – An online/virtual course with a combination of synchronous and asynchronous learning facilitated through a digital content provider and a KY certified teacher.

Federal Definitions for Virtual Schools
FULLVIRTUAL - The school has no physical building where students meet with each other or with teachers; all instruction is virtual.
FACEVIRTUAL - The school focuses on a systematic program of virtual instruction but includes some physical meetings among students or with teachers.
SUPPVIRTUAL - The school offers virtual courses, but virtual instruction is not the primary means of instruction.
NOTVIRTUAL - The school does not offer any virtual instruction.

Helpful Resources
[A8 Full-time enrolled Online/Virtual, and Remote Learning Classification Guidance](#) [OET]
[Online, Virtual, and Remote Learning Program Toolkit](#) [OET]
[704 KAR 3:535](#) Full-time Enrolled Online, Virtual, and Remote Learning Programs [OET}
[704 KAR 3:305](#) Minimum Requirements for High School Graduation [OTL]
[Attendance Tracking for Full-Time Virtual Students/Blended Learning Groups](#) [OFO]
[Attendance Program Review: Full-time Virtual](#) [OFO]
[Virtual and Performance-based Course Set up and Attendance Verification](#) [OFO]
[Course Data Standard](#)
[Dual Credit Data Standard](#)