

Attendance Tracking for Temporary Remote Instruction – 2021-2022 School Year

Senate Bill 1 of the 2021 Special Session allows for 20 days of temporary remote instruction. Districts can temporarily assign individual schools, grades, classrooms or student group levels to remote instruction for up to 20 days before the end of the calendar year. When students are provided temporary remote instruction they must be coded with an **Absent - Exempt** attendance code of **“Temporary Remote Instruction”**. This code allows district to count students temporarily assigned to remote instruction in attendance calculations. These students must also be given a transportation code of NT: Non Transport for the days they receive temporary remote instruction.

Districts may create this code in Infinite Campus. Students so coded, must continue to receive daily instruction remotely. This does not have to be 100% synchronous instruction but should include interaction with a teacher during the remote learning period. Subject to exceptions established in [KRS 158.060\(3\)](#), the district must provide at least the equivalent of six hours of daily instruction. For specific guidance on students with IEPs, please see the ‘Temporary Remote Instruction for Students with IEPs’ section at the end of this document. Students who do not engage in instruction while assigned to temporary remote instruction can and should be coded with the appropriate excused or unexcused absence code.

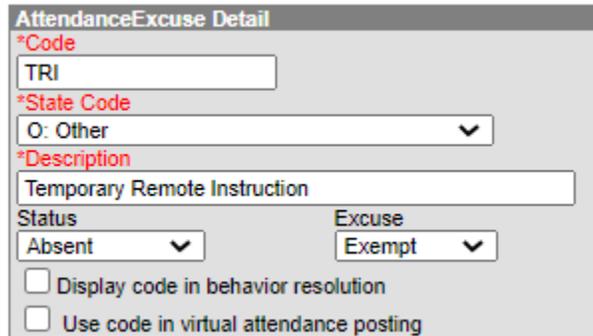
Districts may need to adjust board policies so remote instruction tracked with exempt absences do not count against the number of student absences allowed per year and activities tied to absences, such as sports, prom, perfect attendance, etc.

Similar to students quarantined receiving services (QRS), districts must have a written description outlining delivery of instruction for remote students. The written description may provide for the same instruction as previously approved continuation of learning strategy or NTI plan. These plans should be available during attendance audits.

Frequently Asked Questions – Setup, Coding and Instruction for Temporary Remote Instruction

Q: Does the district create the Temporary Remote Instruction (TRI) attendance code?

A: Yes. The district will need to create the TRI attendance code to be used for remote instruction. Attendance codes are created in Infinite Campus at System Administration | Attendance | Attendance Codes. It should look like this:



The screenshot shows the 'AttendanceExcuse Detail' form. It contains the following fields and options:

- *Code:** Text input field containing 'TRI'.
- *State Code:** Dropdown menu with 'O: Other' selected.
- *Description:** Text input field containing 'Temporary Remote Instruction'.
- Status:** Dropdown menu with 'Absent' selected.
- Excuse:** Dropdown menu with 'Exempt' selected.
- Display code in behavior resolution
- Use code in virtual attendance posting

Q: Will the TRI code calculate positive attendance on IC attendance reports?

A: Yes. Students marked with this code will receive a full day of attendance if the code is used for an entire day because the excuse code is Exempt. This code is similar to the EHO attendance code that generates attendance for students not physically present in school. A student that does not receive instruction for a full day (due to a doctor's appointment or sickness) can be coded as TRI for part of the day and receive the appropriate absence code for the remainder of the day.

Q: Can students in a school, grade, class or student group assigned to temporary remote instruction be marked absent?

A: Yes. If a student does not engage or interact in a manner consistent with a continuation of learning plan developed by the district and communicated to the student/family, he/she should be marked absent on that day with the appropriate attendance code.

Q: Instead of using the TRI attendance code, can these students be moved to the full-time virtual group of students?

A: No. The full-time enrolled virtual student group should be as consistent as possible. To move students in and out of that group, districts would have to adjust blended learning groups and possibly change student schedules for the temporary remote period.

Q: What qualifies as 6 hours of daily instruction for a student using the TRI attendance code and how does a district monitor/keep track of the daily instruction?

A: In the same general regard that districts monitor/track in-person student daily instruction, schools and districts can develop internal continuation of learning strategies appropriate for their students. This

can include, but not be limited to, gauging interactions and engagement through lesson plans, pacing guides, observation, student work, and assessments. Additionally, metrics provided through synchronous and asynchronous digital tools for interactions/engagement (such as activity time in a learning management system) can be used. As part of the strategy, districts should utilize digital strategies from last school year's extended NTI period that proved effective, as well as any new blended learning strategies developed by the school or district for this year. Intentional interactions with quarantined students (either with the in-person traditionally assigned teacher or other certified staff assigned to assist with virtual instructional activities) are encouraged as part of the strategy but there is no required amount or type of specific interaction that needs to be kept track of for reporting purposes. Attendance auditors will check for written documentation outlining delivery of instruction for quarantined/isolated students during attendance audits.

Q: How long should a school use a TRI attendance code for students?

A: Senate Bill 1 grants districts 20 days of temporary remote instruction to be used by December 31, 2021.

Q: What are the guidelines for providing instruction to students with IEPs? Does a temporary remote instructional period require a change in placement?

A: The following guidance on instruction for students with an IEP has been provided by the Office of Special Education and Early Learning (OSEEL).

Temporary Remote Instruction for Students with IEPs

For a temporarily remote student with an IEP to be counted in attendance, the student must be provided a full offer of FAPE. The United States Department of Education and the Office for Civil Rights have issued specific guidance regarding the provision of FAPE, and have included in that guidance when to consider a switch to virtual instruction as a change in placement that would trigger a decision by the Admissions and Release Committee (ARC). For specific questions and current information about temporary remote instruction for students with IEPs, please contact the Office of Special Education and Early Learning.

KDE Contacts:

For questions regarding coding and funding please contact:

Office of Finance and Operations
Division of District Support
300 Sower Blvd., 4th Floor
Frankfort, KY 40601
(502) 564-5279

For questions regarding virtual instruction of quarantined students please contact [Marty Park](#), or [Ben Maynard](#).

Office of Education Technology
School Digital Readiness Services
300 Sower Blvd., 4th Floor
Frankfort, KY 40601
(502) 892-6328

For questions regarding students with IEPs and virtual instruction of quarantined students with IEPs, please contact:

Office of Special Education and Early Learning
300 Sower Blvd., 5th Floor
Frankfort, KY 40601
(502) 564-4970