Full-Time Online/Virtual and Remote Reporting Guidance

Effective Date: Sept. 2025
KDE Point of Contact: online/virtual support team
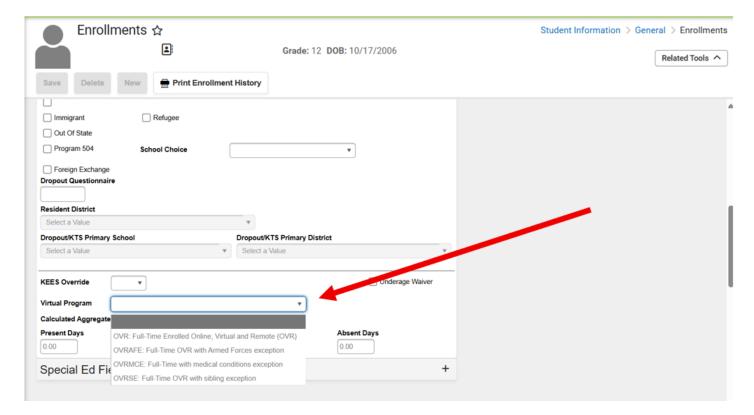*Revised: 10/3/2025 - Questions 7 and 18*

A new virtual enrollment indicator was added to Infinite Campus enrollment records, Sept. 10, 2025. Districts must select the appropriate code for all new student enrollments and update applicable 2025-2026 enrollments to indicate full-time online virtual/remote enrollments by Dec. 1. The Virtual Program indicator includes four options for reporting:

(1) Full-Time Enrolled Online Virtual and Remote (OVR),
(2) Full-Time Enrolled OVR with sibling exception (OVRSE),
(3) Full-Time OVR with Armed Forces exception (OVRAFE),
(4) Full-Time with medical conditions exception (OVRMCE).

Most Full-Time Online Virtual and Remote Students will be reported as #1 OVR; however, code students with well-documented qualifying exceptions accurately so they are recognized as exceptions for KRS 158.120 tracking.

The virtual enrollment indicator must be used for all students in a full-time on-line virtual/remote program regardless of residency status. See Virtual Program and Non-Resident reporting details in the Student Enrollment Data Standard for more information on enrollment reporting.

See example below to see placement of the online virtual/remote indicator.

Glossary:

- Full-time Enrolled Online, Virtual, and Remote Student – a student whose entire course load consists of virtual courses, whether virtual and performance-based or attendance-based virtual courses. *(excluding courses designed as on-site credit recovery strategies that often have similar setup requirements).*
- Supplemental (Part-Time) Enrolled Online, Virtual, and Remote Student – a student whose course load includes both in-person and virtual courses or students who only have a partial enrollment with the district but have virtual courses. *(common example is homeschool students taking virtual courses)*
- A8 School Classification – Kentucky specific designation for district-operated full-time enrolled online, virtual, and remote learning programs. This designation is not required.

Questions and Answers:

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1	What is the definition of a virtual program?	Both KRS 157.320.17 and 704 KAR 3:535 provide definitions of Virtual Programs. While the language is slightly varied, they both include key elements: 1) Programming is offered by a KY public school district 2) students have a full-time course load of virtual courses 3) teaching and learning is designed to be primarily away from the school campus as an additional option to traditional in-person models.
2	What types of virtual courses are available to use for awarding credit and tracking attendance?	There are two ways to set up courses as virtual: 1) attendance-based virtual (ABV) and 2) performance-based virtual (V/PB). Attendance-based Virtual (ABV) courses align to the requirements of 704 KAR 3:535 which allow for ADA (seat-time) in grades K-4. These courses may also be used for students in grades 5-12 if the attendance tracking requirements are followed. Students with full-time course loads using either set up are considered full-time enrolled virtual students and the indicator should be set. See the following documents for setup guidance. Virtual/ Performance-based and Attendance Verification Setup Document (V/PB) and Attendance-Based Online/Virtual Course Setup Document (ABV).
3	Can students be enrolled full-time virtually in a school or program other than A8?	Yes. While an A8 School Classification is a specific virtual program designation, it is not the only way districts and schools can design virtual options for students. Some common scenarios include a 'school within a school', referred to as academy models, where students have full-time course loads through their A1 Accountable Schools. Districts also design options through A5 Alternative Education Programs. Your program may include 1 student or many through these models.
4	When should virtual indicators be set?	For this first year of the collection (2025), virtual indicators should be set no later than Dec. 1, 2025. This is a new collection and as new students are enrolled, the indicator must be set at the time the enrollment is created. Extra time is being given this first year to allow districts to go back and set virtual enrollments that are already in the system. This data must be kept current for KDE to meet reporting and monitoring requirements.
5	Can current enrollments be changed to virtual?	Yes, if the student was a full-time enrolled virtual student when the new indicator was deployed (Sept. 10, 2025), the appropriate indicator can be set on the current enrollment. All full-time virtual/remote students regardless of the school classification (A1, A5, A8) should be updated with the applicable virtual

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		indicator. Updates to current full-time virtual remote enrollments must be made by Dec. 1, 2025. As students move from one type of enrollment to another, new enrollments must be created to ensure the enrollment/indicator combination and enrollment dates are correct.
6	If a single enrollment currently exists for a student which covers time in a full-time virtual program and non-virtual programs how can the enrollment be updated without losing attendance and grades?	If a student is enrolled 100% virtual, set the applicable virtual program indicator on the current enrollment. If the student is currently in-person but was virtual prior to this reporting requirement, there is no need to go back and add virtual enrollments. The district should not create prior enrollments showing changes; retroactively changing enrollments can impact prior attendance reporting and that should be avoided.
7	Which students should be flagged with the new Virtual Program indicator?	All full-time enrolled online, virtual, and remote students must have one of the four indicators set regardless of school or enrollment type. The Virtual Program indicator includes four options for reporting: (1) Full-Time Enrolled Online Virtual and Remote (OVR), (2) Full-Time Enrolled OVR with sibling exception (OVRSE), (3) Full-Time OVR with Armed Forces exception (OVRAFE), (4) Full-Time with medical conditions exception (OVRMCE). Most Full-Time Online Virtual and Remote Students will be reported as #1 OVR; however, code students with well-documented qualifying exceptions accurately so they are recognized as exceptions for KRS 158.120 tracking. **NOTE:** Virtual/Performance-based and in-person Performance-based courses often have similar course setup requirements which make it difficult to distinguish whether students are full-time enrolled virtual. Courses designed for students to report regularly to the school campus for attendance tracking but are facilitated using digital learning providers would not be considered a virtual course. Examples could include on-site performance-based credit recovery programs where students report to campus for attendance but use Apex as the digital learning provider *(Course Type = P, Teaching Method = 10, Instructional Setting = 01)* . Or students with all Dual Credit courses where the university professors facilitate the courses online but the student is required to report to the high school campus for attendance tracking. *(Course Type = P, Teaching Method = 11 or 12, Instructional Setting = 05).*
8	If students move from full-time virtual to less than full-time or non-virtual programs, must a new enrollment be created?	Yes, the indicator is on the enrollment, and a new enrollment must be created to accurately reflect the student's enrollment type, start and end dates. For carry (roll) forward questions, see question 15.

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9	If a student leaves the virtual setting and moves to a in-person enrollment in the same school, can the virtual indicator be changed?	No, the virtual enrollment should be end-dated with an end status of W01, and the new enrollment should be started with R01.
10	Do indicators need to be set for students enrolled in a virtual A8 program?	Yes, KDE must track all virtual enrollments and associated exceptions for KRS 158.120; therefore, it is important that all virtual students have applicable indicators identified.
11	If a student has a Primary enrollment type in an A1 Accountable School and a Secondary/Partial in an A8, which enrollment should the indicator be selected on?	The indicator should be on both enrollments. Counts included in reporting will be unduplicated.
12	If a single student is participating in all courses virtually due to school safety concerns would the indicator need to be set on their enrollment?	Yes, regardless of whether the full-time virtual enrollment is involuntary or voluntary, the indicator is to be selected to determine if the student counts toward the 1% virtual non-resident cap.
13	How will KDE use this data?	Data will be used to meet federal and state reporting requirements. This includes monitoring the annual Virtual Program Nonresident Enrollment Cap.
14	What is the Virtual Program Nonresident Statewide Enrollment Cap?	House Bill 241 (2025 Regular Session) amended KRS 158.120, Section 4, and requires KDE to report and monitor the annual Virtual Program Nonresident Enrollment Cap. Non-resident students enrolled full-time as virtual/remote students are capped at 1% of previous year's total statewide enrollment. This is a statewide cap and not a district-level cap. Data reported in the new virtual program indicator and the non-resident indicator in Infinite Campus are used to monitor the number of statewide full-time virtual/remote enrollments. If the total statewide non-resident virtual/remote enrollment reaches .85% of the cap, KDE will notify districts with requirements before any additional non-resident virtual students can be enrolled. **NOTE:** Students identified with a virtual enrollment exception as defined in KRS 158.120 will be excluded from the statutorily defined statewide enrollment cap.

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15	How does a district control which data elements carry (roll) forward or default on new enrollment?	Districts control the data elements that carry forward on enrollment records. If a district determines that full-time virtual students remain full-time virtual students the majority of the time on their next enrollment, it makes sense to have this data element carry (roll) forward to the next enrollment. If the districts full-time virtual students normally transition back to in person instruction, the district may want to NOT carry forward this data element. Districts can control this in the core attribute dictionary.
16	If a student is enrolled in a virtual program as performance based and ends that enrollment and moves to an in-person attendance-based enrollment, what is the impact to attendance for that student?	Performance-based courses generate attendance based on the successful completion of the course. If a student leaves the performance-based course before a final grade (semester or year) has been assigned to the course, then no positive attendance will be generated for the student. That enrollment will show zero ADA. The new in-person attendance-based enrollment will calculate ADA during the dates of that enrollment.
17	Are reports available for verifying and tracking virtual enrollments?	New reports are in development and are expected with the November Infinite Campus release.
18	What user tool rights need to be assigned to make modifications to the Virtual Program field on a student's Enrollment record?	Current users with user tool rights to update the Enrollment State Reporting data elements will have access to make modifications to the Virtual Program field on a student's Enrollment record. However, the minimum tool rights to modify the Virtual Program field on an existing student's Enrollment record are shown in this screenshot.

Additional Guidance:

Data Standard - Course

Data Standard - Enrollment

704 KAR 3:535. Full-time enrolled online, virtual and remote learning programs

Virtual/Performance-Based Course Setup and Attendance Verification

Virtual & Attendance-based Setup Guidance (seat-time)

Attendance Tracking for Full-Time Virtual Students (Blended Learning Groups)

2024 Legislative Guidance (HB 241)

Online, Virtual, and Remote Learning Program Toolkit

Kentucky Digital Learning Guidelines