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

Introduction

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.

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. 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). 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."

> **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)
    - *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
    - 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 =**
    - *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

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