



# COVID-19 Considerations for Reopening Schools

August 17, 2020

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## **2020-2021 Participation Tracking in Infinite Campus (IC)**

The purpose of this document is to provide guidance on how to track participation for different types of courses according to the guidelines in the [Daily Participation and Non-Traditional Instruction guidance document](#). The Kentucky Department of Education (KDE) will run a district participation report from Infinite Campus and report that data on the KDE website and to the Legislative Research Commission.

### **Courses Using Blended Learning Groups**

Most 2020-2021 courses should use blended learning groups to track participation. Reference the [Infinite Campus Blended Learning webinar](#). In these courses, learning experiences are delivered/directed by a content-certified teacher at the school/district (whether or not they supplement with content from a digital learning provider).

Course settings do not need to change from prior years. Using sections under the same course for a content area allows for consolidation of grades across sections.

For details on setting up courses, see the [Course Data Standard](#). Examples include:

- 100% remote learning with the potential to shift to in-person if it becomes safe to do so;
- 100% in-person learning with the potential to shift to remote if it is not safe to be in person;
- Hybrid strategies as described in the [Alternative Learning Design Strategies document](#) with the potential to shift to fully in-person learning if it becomes safe to do so or to fully remote if it is not safe to be in person.

### **Virtual Courses**

Students participate in remote instruction that is self-paced and delivered through a digital learning provider. The primary teacher is not necessarily certified in the content of the course, but the course has been evaluated for standards alignment and is supplemented by a content area certified teacher to meet all *Kentucky Academic Standards* requirements.

Schools may set up a placeholder course to track participation in addition to the content courses scheduled outside of the instructional day by using traditional course set up for a virtual course. See [2020-2021 Virtual and Performance-Based Course Set-Up and Daily Participation Tracking](#) for details. Examples include:

- Student is enrolled in a full-time virtual school.
- Students choosing a virtual option from their regular school are assigned to separate courses. The instruction is self-paced through a digital content provider. The teacher connecting with students is not necessarily certified in the course content.



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## Performance-Based Courses

Performance-based courses award credits earned by a student outside of the traditional structure of a 120-hour instructional course, such as dual credit courses. In order to award such credits, districts must establish a policy for performance-based courses as described on KDE's [Performance-Based Credit webpage](#).

Schools may set up a placeholder course (like 950001 Dual Credit Placeholder) to track participation in addition to the content courses scheduled outside of the school day using traditional course setup. See [2020-2021 Virtual and Performance-Based Course Set-Up and Daily Participation Tracking](#) for details. Examples include:

- Dual credit courses
- Independent study
- Work study

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