



COVID-19 Considerations for Reopening Schools

August 17, 2020

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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