

KENTUCKY DEPARTMENT OF EDUCATION STAFF NOTE REVIEW ITEM

Topic: Full-Time Enrolled Online, Virtual and Remote Learning Students

Date: June 2022

Held In: Full Board

Curriculum, Instruction and Assessment Operations

SUMMARY OF PRESENTATION:

Kentucky has recognized full-time enrollment in online, virtual, and remote programs for the greater part of two decades. The design construct has been virtual and performance-based courses authorized by 704 KAR 3:305 Section (4) (3) in grades five through twelve, while only offering a pass/fail funding option. To provide districts with greater flexibility during the COVID-19 pandemic in order to meet the needs of students and their communities, the KBE approved an additional option for full-time enrollment in online, virtual, and remote programs (and academies) through the pupil attendance regulation waiver (SY 21-22 and SY 22-23). This waiver provided an additional funding mechanism as well as guardrails (or program standards) for a high-quality learning experience for students. Through the attendance waiver application process (SY 21-22 and SY 22-23) the KDE, via KBE approval, has partnered with participating school districts to learn more about long term, high-quality design elements as well as the potential impact.

Innovative learning experiences, as evidenced by these designs, are active examples of KDE's **United We Learn** vision for the future of public education in Kentucky. These experiences provide students a customized learning path with the opportunity to demonstrate learning by tackling authentic challenges through co-creation with the larger school community.

The KDE continues to receive targeted feedback from the Commissioner's Superintendent Advisory Council, Principal Advisory Council, and the Commissioner's Student Advisory Council. To date, the KDE has received informative qualitative and quantitative data directly from participating districts to help shape formal recommendations for next steps. The attendance waiver process provides schools with critical data that guides implementation of policies and practices to maximize teacher effectiveness.

KDE's Office of Education Technology, Office of Teaching and Learning, and Office of Financial Operations have prepared a presentation to unpack the current landscape and future implications. In this presentation, the team will detail cross-agency partnerships for student success, descriptive data, implications for future data quality, a brief analysis from other states, as well as essential guiding questions for the KBE to consider. Additionally, the KDE has been asked to present a stable and sustainable regulatory option. This presentation will help preview future options for possible regulatory language targeting high-quality programs.

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