

The background is a composite image. The top left shows several yellow school buses with "SCHOOL BUS" written on the front. The bottom left shows a classroom with desks, chairs, and a blue wall decorated with colorful balloons and framed pictures. A white diagonal line separates these images from the text on the right.

# **Full-Time Enrolled Online, Virtual & Remote Learning Students**

# Guiding Questions



Where do Online, Virtual and Remote learning experiences connect to KBE/KDE's mission and goals?



What role do we play in supporting districts as they create high-quality learning experiences? Where can we provide more clarity as we further commit to expand opportunities, value differences, eliminate barriers, and/or create room for districts to work within their own local context?



How can *more clearly* defining (and pursuing) high-quality learning experiences help districts determine the strengths and areas for growth within their programs/offerings?



+

### KBE Goal #1

Champion the Kentucky Coalition for Advancing Education's efforts to reimagine learning in Kentucky as we co-create a vision with communities, foster local innovation, and advance policy recommendations aligned with this work.

Creating a **more vibrant experience** for **all students**

- Engage students
- Make learning authentic
- Commit to expand opportunities, value differences and eliminate barriers



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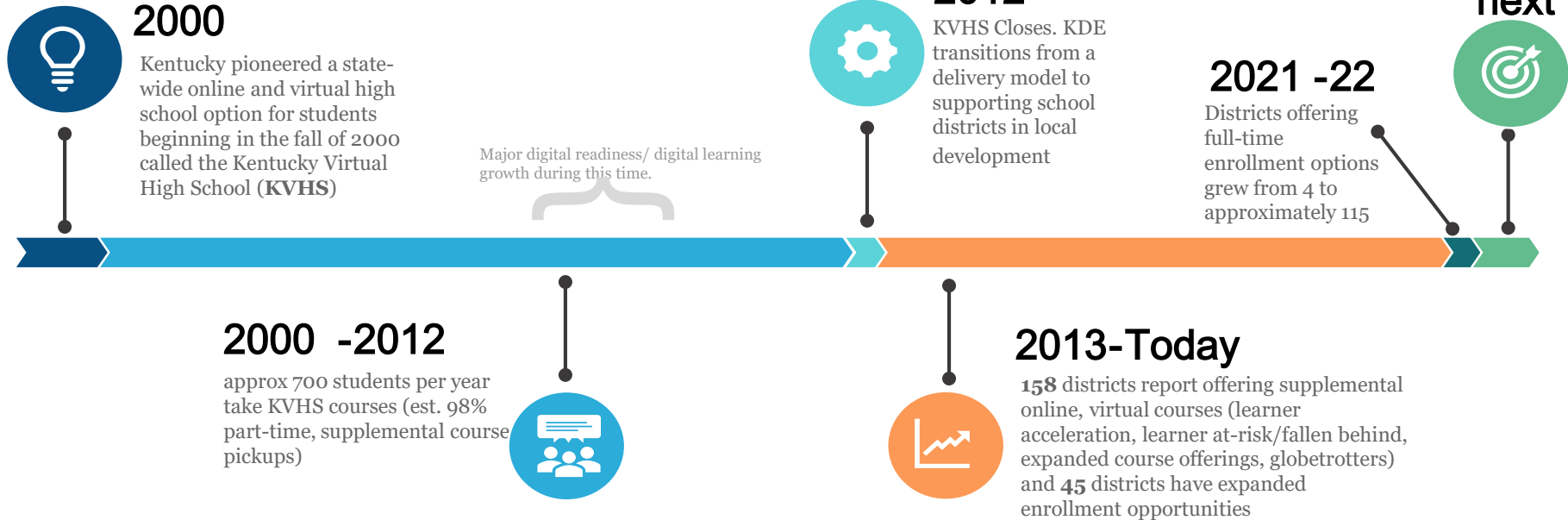
**Focusing on innovation**, especially when it comes to assessments



- Focus on improving outcomes that matter
- Promote thinkers, problem-solvers and risk-takers
- Paint a richer and more complete picture of each student

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**EDUCATION**

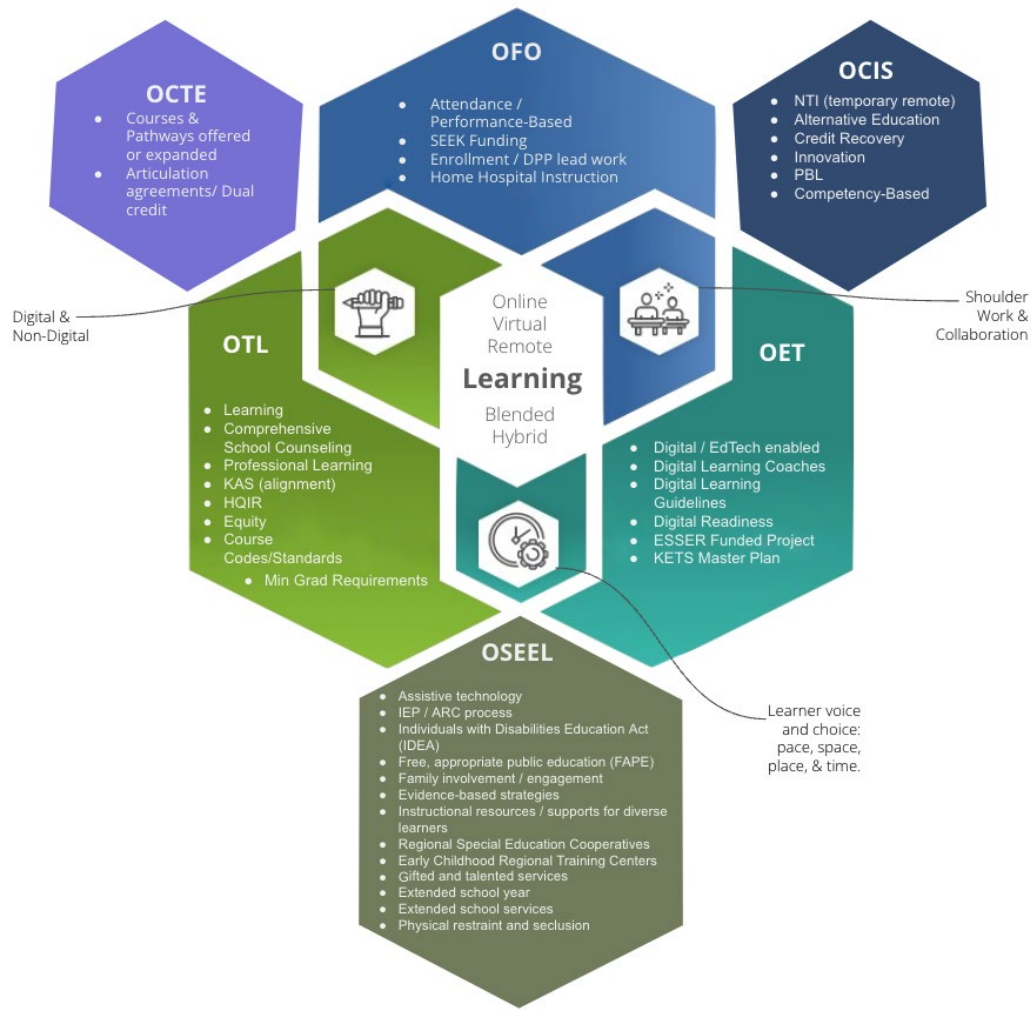
# Supporting Online, Virtual and Remote Learning



# Current Program Structures of Full-time Enrolled Online/Virtual Learning

- Part-time (supplemental) enrolled **vs.** Full-time enrolled
- Pupil Attendance Waiver (“seat time attendance”) **vs.** Virtual Performance-Based
- Based upon current structures, districts can look at implementing their online/virtual program in the following ways:
  - Single District Online/Virtual Program (In-District Enrollment Only): This program design applies to a district choosing to create full-time and/or part-time online/virtual opportunities for students within their district only.
    - ◆ *Virtual Performance-based (5th-12th) and/or Attendance Waiver (K-12th) for course setup and attendance tracking*
    - ◆ *Can be an A5 designated program or an ‘academy model’ through the existing A1 school made possible by the attendance waiver*
  - Single District Online/Virtual Program (Expanded Enrollment Options): This program design also applies to a district choosing to create full-time and/or part-time online/virtual opportunities for students within their district. The district historically has adopted policies locally enabling expanded enrollment from outside their district attendance borders through reciprocal agreements and/or a fee-based system.
  - Multi-District Online/Virtual Programs: A consortium-like approach where multiple districts coordinate regionally (network) to create and maintain fully online/virtual learning opportunities for students in their respective districts.
    - ◆ *This coordination would require a separate school designation, such as A5, from one of the participating districts. The district would also be responsible for the student information system (Infinite Campus) records.*
    - ◆ *In concept at this time largely due to lack of consistent structures to create agreements between districts, especially in light of HB 563.*

# Supporting Online, Virtual & Remote Learning



[Text Only](#)

KDE Cross-Agency Partnerships



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# Current Program Structures of Full-time Enrolled Online/Virtual/Remote Learning

A Look At  
Surrounding  
States

	West Virginia 	Ohio 	Indiana 	Tennessee 	Kentucky 
State virtual school?	✓	✗	✗	✗	✗
Multi-district fully online schools?	✗	✓	✓	✓	
Online learning requirement for graduation?	✗	✗	✗	✗	✗
Districts can offer full-time online enrollment (K-12)?	✓	✓	✓	✓	✓*
State approval process for online providers?	✗	✗	✓	✓	✗
State approval process for online courses?	✓	✗	✓	✗	✗

\*Kentucky currently only permits offering K-12 through a temporary waiver application.

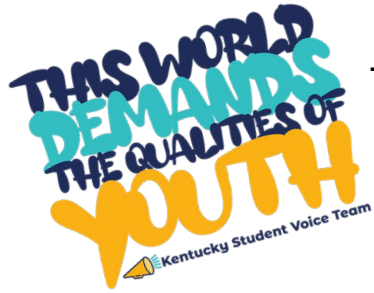


## Descriptive Data - Current Program Structures of Full-time Enrolled Online/Virtual/ Remote Learning

- 2021-2022 School Year Pupil Attendance Waiver
  - 144 districts submitted and received approval
  - Mid-year survey
    - 104 district responses
      - 84 districts actively using the waiver (*20 report deciding not to*)
      - 96% reported the waiver helped them retain or re-enroll homeschool students
      - **85% of districts reported transitioning individual students back to in-person due to lack of progress/growth at the expected rate, per KDE's Digital Learning Guidelines**
  - Enrollment *as mid-year* reported by districts
    - 8,444 through Virtual/Performance-based (*62.2% of total*)
    - 5,124 through Pupil Attendance Waiver (*37.8% of total*)
    - 13,568 total full-time enrollment (*2.1% of 2021 total state student membership*)
  - **3,809** (1.6%) of students grades K-4 were full-time enrolled in an online/virtual program during the 21-22 school year (*assigned to a "blended learning group" for attendance tracking*).
    - 137 of 144 (95%) districts approved for the waiver included K-4
    - 94 districts (55% statewide) actually full-time enrolled K-4 students into a program during the 21-22 school year.
- 2022-2023 School Year Pupil Attendance Waiver
  - 31 district applications (*as of May 24*)
    - 28 districts have included K-4 in waiver application







### ...Understanding Learner Best Fit

“I focus better at home than at school with a bunch of people.”

“Work ahead, work at my own pace, I work better by myself, I work best alone, with limited interruptions, independent worker, and it allows me to be flexible.”

### Parent Voice:

“I am a homemaker and having them home with us is important for us. They are getting one on one attention in the areas they need it best!!”

“My child does very well in the virtual learning environment. She has more interaction with her teacher due to the smaller class size. She also has a lot of allergies and typically misses school due to this.”

“It seem to be more challenging for my child, it does not let him get bored with school work. He is able to work at his pace and ability to have little breaks when he needs them. “

“My son has ADHD real bad and he learns better with just me. He cannot think in a group setting. He gets too excited with just 1 person and worse with more. He doesn't like school. “

“The virtual school has been such a blessing to us! My daughter is absolutely thriving and learning so much, she loves her teacher and looks forward to the google meets and work she does with her. She has grown so much academically since starting virtual. It gives the structure and academic opportunity of public school with the freedom and flexibility of home school. Everyone always worries about the "social" aspect but we make up for that with sports and other activities that involve children her age. Virtual is awesome and I am so proud of \_\_\_\_\_ county for making it an option in the first place! We've had a beautiful experience. Also, my daughter's dad works the 2nd shift leaves at 1 and gets home at midnight, without virtual she wouldn't see him other than on the weekends doing virtual gives them the morning together before he leaves which we are so thankful for”



# Defining and Pursuing High-Quality Learning Experiences

## Application of Waiver of Kentucky Administrative Regulation Kentucky Board of Education



### School District

As superintendent of the named school district, I am requesting a waiver under [KRS 156.160\(2\)\(a\)](#) of Section 1, subsections (1) and (4) of [202 KAR 7:125](#) promulgated by the Kentucky Board of Education related to Pupil Attendance. The waiver(s) is requested in order to allow for attendance-based virtual learning that might remove barriers that exist to improve learning.

These waiver requests were reviewed and approved by the district's Board of Education on:

The approval is contained in the board minutes that are available for review at the district's central office. The original copy of this request is also available at the district's central office.

I understand this waiver request is subject to the review and approval of the Kentucky Board of Education (KBE). I further understand that if the KBE approves the waiver request specifically detailed herein, this application and its contents shall become a binding memorandum of understanding (MOU) entered into by and between the named school district and the Kentucky Department of Education (KDE) and both parties will be bound by the terms, conditions, agreements and assurances contained in this document and any attachments thereto. By signing below, the Superintendent and Board Chair represents they have fully reviewed the contents of this document and agree to be bound by all terms, conditions, agreements, and assurances contained herein if approved by the KBE.

By signing below, the Superintendent and Board Chair affirmatively state all information contained herein is true and correct to the best of their information and belief, and they possess authority to bind the school district to this application and MOU.

Superintendent Signature \_\_\_\_\_ Print Name of Primary Point of Contact \_\_\_\_\_

Local Board Chair Signature \_\_\_\_\_ Point of Contact Phone and Email \_\_\_\_\_

Today's Date \_\_\_\_\_

In Appendix A please detail, based on your selection above, how instruction will be delivered for students in the program, including, but not limited to descriptions of digital platforms, staff deployment and collection of evidence of work and outcomes.

### District Assurances

The district assures that:

1. Performance-Based virtual students included in the exception set forth at 702 KAR 7:125(1)(4)(g) shall not be covered by this waiver. The district shall continue to count Performance-Based virtual students in pupil attendance subject to all provisions of 702 KAR 7:125.
2. Attendance shall be tracked by a certified teacher at a course level for virtual middle and high school students covered by this waiver. Each course shall have attendance stored in the student information system attendance tables following KDE guidance. Attendance shall be tracked by a certified teacher at least two times each school day for fully virtual elementary school students with checks three hours apart. Each course shall have attendance stored in the student information system attendance tables following KDE guidance. These courses shall not be set up as virtual/performance-based courses.
3. Attendance clerks or other assigned district personnel shall reconcile attendance for each course/period to ensure proper codes are entered for absent students. Attendance events shall continue to be entered at the office level (i.e. Dr. Excuses/parent excuses). District understands and agrees that attendance information provided shall be subject to audit by KDE.
4. All truancy laws shall be followed for virtual students. District shall develop and implement policies to address virtual attendance absences, including the attendance status of students with an internet outage and the process to return students to in-person instruction for truancy violations, in addition to legal action which may be required by KRS 159.150, 159.180, and other applicable truancy laws.
5. Only students whose families have requested to be enrolled in the virtual school, program, or academy are included under this waiver, accompanied by school and district approved documentation resulting from locally adopted policies for enrollment. No student shall be involuntarily placed in the virtual school, program, or academy. No student shall be placed in the virtual school, program, or academy solely due to disciplinary reasons. The Admissions and Release Committee (ARC) of any student with an Individual Education Program (IEP) pursuant to the Individuals with Disabilities Education Act (IDEA) shall document the student's enrollment in the virtual school, program, or academy in the ARC Conference Summary.
6. All students shall be full-time enrolled in the virtual school, program, or academy.
7. Only students with determined appropriate digital access and support beyond the school campus shall be candidates for enrollment in the virtual school, program, or academy. The district shall establish and implement an application and on-boarding process to ensure students and families understand the expectations for full-time enrollment in a virtual school, program, or academy and a determination of candidacy. The district shall ensure all students enrolled in virtual school, program, or academy have appropriate digital access to fully participate in and access the virtual program.
8. The virtual school, program, or academy shall have teachers and other staff assigned to support and provide instruction aligned to the grade-level expectations established in the Kentucky Academic Standards (KAS), including the selection, vetting, and usage of high-quality instructional resources aligned to the KAS and grade-level appropriate work. The use of standards-aligned high-quality instructional resources and curriculum is also assured via the annual superintendent assurance regarding the [Kentucky Digital Learning Guidelines](#). District shall maintain evidence of having systemic formative assessment processes in place to: (1) accurately measure student progress on grade-level standards for students enrolled in a virtual school, program, or academy; and (2) support students enrolled in the virtual school, program, or academy needing accelerated learning on grade-level standards within Tier 1 universal instruction as well as those students who need more targeted Tier 2 and Tier 3 interventions and supports.
9. The virtual school, program, or academy shall implement synchronous (real-time or live) strategies and digital platforms for two-way student to teacher visual and verbal interactions. Additionally the virtual school, program, or academy shall utilize a learning management system (LMS) or other digital platforms that allows teachers to monitor student's progress, interactions and engagement with the teacher and other students online for the review of student work and completion of assignments in both real-time and on-demand (asynchronous interactions). District understands frequent live, regularly-scheduled contact with a Kentucky certified teacher is suggested to produce more effective results and assures that the virtual school, program, or academy implemented pursuant to waivers contained herein will prioritize frequent live, regularly scheduled contact with a Kentucky certified teacher.
10. The district shall fully comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and all applicable laws and regulations for the education of students with disabilities. District shall fully implement accommodations and Individual Education Programs (IEP) for students with disabilities enrolled in a virtual school, program, or academy. District shall ensure that all Section 504 Teams and Admissions and Release Committees (ARC) were involved in determining how all special education, related services, and accommodations will be implemented for students with disabilities in the virtual setting.
11. The district shall ensure a system of high-quality professional learning on the high-quality instructional resources and on evidence-based instructional practices for virtual learning.
12. Fully virtual students shall be assigned a schedule that aligns with the standard day of in-person students. Virtual student schedules shall adhere to the standard day and hour requirements set forth at KRS 158.070.
13. District shall document all fully virtual students as non-transported for transportation funding purposes.
14. District understands meals provided to students in a non-congregate setting for school year 2022-2023 are not eligible to receive reimbursement from the United States Department of Agriculture under the USDA School Meal Programs, absent approved USDA waivers. District shall review and consider how this may impact students enrolled in a virtual school, program, or academy pursuant to this waiver.
15. District understands pursuant to KRS 156.010, the Commissioner of Education has authority for monitoring the management of school districts, including administration and finance, implementation of state and federal laws and regulations, and student performance. District understands that KRS 156.210 provides the Commissioner of Education with access to the papers, books and records of all teachers, superintendents, or other public-school officials. District hereby agrees that such authority specifically extends to all aspects of its operation of a virtual school, program, or academy pursuant to this waiver request and MOU. District hereby agrees that it shall ensure full and timely cooperation during any program review or audit of any aspect of its operation of a virtual school, program, or academy pursuant to this waiver request and MOU.



## Defining and Pursuing High-Quality Learning Experiences (current assurances)

4. All truancy laws shall be followed for virtual students. District shall develop and implement policies to address virtual attendance absences.
5. Only students whose families have requested to be enrolled in the virtual school, program, or academy... No student shall be involuntarily placed in the virtual school, program, or academy.
7. ...The district shall ensure all students enrolled in virtual school, program, or academy have appropriate digital access to fully participate in and access the virtual program.
8. The virtual school, program, or academy shall have teachers and other staff assigned to support and provide instruction aligned to the grade-level expectations established in the **Kentucky Academic Standards (KAS)**, including the selection, vetting, and usage of high-quality instructional resources aligned to the KAS and grade-level appropriate work. The use of **standards-aligned** high-quality instructional resources and curriculum is also assured via the annual superintendent assurance regarding the **Kentucky Digital Learning Guidelines**. District shall maintain evidence of having systemic formative assessment processes in place to: (1) accurately measure student progress on grade-level standards for students enrolled in a virtual school, program, or academy; and (2) support students enrolled in the virtual school, program, or academy needing accelerated learning on grade-level standards within **Tier 1** universal instruction as well as those students who **need more targeted Tier 2 and Tier 3 interventions and supports**.



## Defining and Pursuing High-Quality Learning Experiences (current assurances)

9. The virtual school, program, or academy shall implement **synchronous** (real-time or live) strategies and digital platforms for two-way student to teacher visual and verbal interactions. Additionally the virtual school, program, or academy shall utilize a **learning management system** (LMS) or other digital platforms that allows teachers to **monitor students progress, interactions** and **engagement** with the teacher and other students online for the review of student work and completion of assignments in both real-time and on-demand (asynchronous interactions). District understands frequent live, regularly-scheduled contact with a Kentucky certified teacher is suggested to produce more effective results and assures that the virtual school, program, or academy implemented pursuant to waivers contained herein will prioritize frequent live, regularly scheduled contact with a Kentucky certified teacher.
10. The district shall **fully comply with the Individuals with Disabilities Education Act** (IDEA), Section 504 of the Rehabilitation Act, and all applicable laws and regulations for the education of students with disabilities. District shall fully implement accommodations and Individual Education Programs (IEP) for students with disabilities enrolled in a virtual school, program, or academy. District shall ensure that all Section 504 Teams and Admissions and Release Committees (ARC) were involved in determining how all special education, related services, and accommodations will be implemented for students with disabilities in the virtual setting.
11. The district shall ensure a system of **high-quality professional learning** on the **high-quality instructional resources** and on **evidence-based instructional practices** for virtual learning.



## Defining and Pursuing High-Quality Learning Experiences

### 5 Digital Learning Guiding Principles



#### Review, Align, Endorse

A Kentucky Content Specific Certified teacher in the school (and/or district) reviews, aligns to appropriate [KAS](#) (Kentucky Academic Standard), and endorses the digital content.



#### Steward Learning

A Kentucky Content Specific Certified teacher or content mentor stewards learning performance and demonstrated mastery by consistently and continuously ensuring progress.



#### Ensure Access to Supports

Learners have access to Kentucky Content Specific Certified teachers, content coaches, or professionally recognized masters in the course field, as active mentors in their digital learning experience.



#### Personalize Experiences

Digital learning experiences are personalized based on student progress data, interests and learning goals allowing customization of student path, place and pace.



#### Apply Effective Teaching Practices

Effective teaching practices prescribed by [Kentucky Framework for Teaching](#) apply equally to digital learning experiences.

### About the KY DLG:

The Kentucky Department of Education Digital Learning Team designed the Kentucky Digital Learning Guidelines as guidance for schools, districts, and digital providers when selecting or creating developmentally appropriate digital learning resources for instruction, as well as online and blended learning courses in Kentucky schools.

These guidelines are timely due to schools providing personalized learning opportunities for Kentucky students that are rigorous, differentiated, standards-aligned, and responsive to our increasingly information-rich, and rapidly expanding digital culture.

Digital learning resources, as well as online and digital learning courses used in Kentucky, must align explicitly to the [Kentucky approved academic standards](#) appropriate for each course and be endorsed by a Kentucky Content Specific Certified teacher.

Best practices embedded within the delivery of digital learning resources, as well as online and blended learning courses, should increase student engagement and learning to close achievement gaps. Likewise, digital learning should assist in preparing students to enter post-secondary education or to join the workforce upon graduation.

The [Kentucky Digital Learning Guidelines](#) are an overview of best practices for digital and blended learning resources. For more detailed guidance, clarification and specific criteria of high-quality digital resources visit: [Aurora Institute](#), [International Association for K-12 Online Learning](#), [Quality Matters](#), [Digital Learning Now](#), [NCAA](#)



## Defining and Pursuing High-Quality Learning Experiences

- Kentucky Online Learning Experiences Collaborative in partnership with KET Education (**KyOLx**)
  - Network of districts/programs and partners to support high-quality programs and learning experiences
- Partnership Goals and Activities
  - Support districts/schools/programs as they utilize high-quality curriculum and content for online/virtual instruction
  - Create system for reviewing and adopting locally selected or created content used for teaching and learning, to include feedback and coaching
  - Facilitate/develop professional learning opportunities for online/virtual teaching and learning
  - Foster peer support to learn and share best practices
  - Support teacher credentialing options/career pathways for online/virtual instructors
  - Collaborate with KDE/OET in annual network reporting to determine outcomes and effectiveness of program offerings
  - Gather network member feedback on process, membership and outcomes
  - Utilize third-party experts to help determine and report on network effectiveness, in addition to:
    - Impact on specific student populations
    - Impact on student engagement
    - Impact on teacher experience
    - Impact on school outcomes/measurements
    - Growth related to district alignment with Ky Digital Learning Guidelines
  - Facilitate annual program improvement planning for each network member





## Future State - Regulatory Modifications for Consideration

- *Take action* to modify current mechanics in existing 702 KAR 7:125 ...and...
- *Take action* to create quality measures/ quality targets in a new KAR
  - ◆ we **now** have an opportunity to expand upon the quality measures
- *Take action* to include K-4
  
- If no action is taken,
  - ◆ for the 23-24 school year - 5-12 students would still be able to enroll in full-time programs designed around virtual performance-based models.
  - ◆ However, there would be no option for K-4 students.
  - ◆ Funding structure would be pass/fail “all or nothing” for 5-12 students.



# 5

## ESSENTIALS TO ENSURE HIGH-QUALITY DATA

[Text Only](#)

The more of the following essentials a district has, the more accurate and useful the data will be for decision-making.



### 1 Is law attached to it?

1

Are there statutory, regulatory, or policy language requiring the collection and/or reporting of these data?

2

### 2 Is there district value for its use?



Are districts and schools collecting these data for operational or strategic purposes in order to build connections, deeper knowledge and drive decisions?



### 3 Is it inspected locally?

3

Are data stewards checking for completeness, accuracy and referencing a common data dictionary because it's useful or required to be reported?

4

### 4 Is it inspected at the state level?



Are state-level data stewards checking for completeness, accuracy and referencing a common data dictionary to support a state-wide healthy data diet.



### 5 Are there incentives or penalties?

5

Are these data connected to goals such as student progress, etc.? If reported inaccurately, what fallout would there be?

