



### **Guidance for Offering a Hybrid Performance-Based Schedule**

For the 2021-2022 school year, districts will once again follow attendance tracking and funding statutes and regulations. Within these laws, there are opportunities to track attendance using several methods:

- **Traditional In-Person Attendance:** [KRS 159.010](#), [KRS 157.360](#), [702 KAR 7:125](#)
- **Performance-Based Course:** [702 KAR 7:125, Section 1 \(4\) \(g\)](#), [704 KAR 3:305, Section 7](#)
- **Waiver of 702 KAR 7:125 – Full-time Virtual Attendance Guidance Document**

Even with these options, some districts and families may desire a hybrid schedule to facilitate additional social distancing in school. Many see a hybrid schedule as an additional virus mitigation strategy. A school may offer a hybrid schedule to grades 5-12 by utilizing their board's policy on performance-based courses.

Performance-based courses can be virtual or in person. It is possible for a student in all performance-based courses to attend school on a hybrid schedule. Students enrolled in performance-based courses generate Average Daily Attendance (ADA) and funding upon successful completion of the course. These students could follow a schedule where they receive instruction X days per week in school and X days per week virtually.

Students on a hybrid performance-based schedule:

- Have requested the schedule,
- Follow the district's board policy for performance-based courses, and
- Have their in-person attendance tracked and maintained outside of the student information system for safety.

For guidance for proper setup of performance-based courses, please see the [Virtual and Performance-Based Course Data Standard](#). Questions related to school or district closures should be directed to Josh Whitlow, Kentucky Department of Education Division of District Support, at (502) 564-5279, ext. 4450, or [josh.whitlow@education.ky.gov](mailto:josh.whitlow@education.ky.gov).

### **Performance-based Learning Policy**

Per [704 KAR 3:305](#), Section 7(1), “[a] local board of education may award credit toward high school graduation for satisfactory demonstration of learning based on content standards described in the Kentucky academic standards, established in 704 KAR 3:303 and 704 KAR Chapter 8, and a rigorous performance standards policy established by the local board of education. **A school shall establish performance descriptors and evaluation procedures to determine if the content and performance standards have been met**” (emphasis added).

## COVID-19 Guidance for Schools and Districts August 27, 2021

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Additionally, Section 7(2) states “[a] local board of education shall award credit toward high school graduation based on:

- (a) A standards-based Carnegie unit credit that shall consist of at least 120 hours of instructional time in one (1) subject; or
- (b) A performance-based credit based on standards, regardless of the number of instructional hours in one (1) subject,” **(emphasis added)**.

Thus, districts and schools must ensure that each student’s educational program includes the minimum content as specified in the [Kentucky Academic Standards](#) and/or Career and Technical Education Programs of Study. Additional guidance, including required components, can be found on the [KDE performance-based credit webpage](#).

Districts may request a waiver to specific sections of the Pupil Attendance Regulation to allow for students (K-12) who are enrolled full-time in a virtual school, program or academy to be counted in attendance for the 2021-2022 school year.

This waiver request will allow districts to count students enrolled full-time in a virtual school to be considered “in-attendance” for purposes of recording daily attendance. Districts will continue to have the traditional “performance-based” virtual option for grades 5-12 through [704 KAR 3:305 \(7\)](#) should they choose not to apply for the waiver.

Since 704 KAR 3:305 does not permit performance-based courses in kindergarten through grade four, the [Pupil Attendance Regulation Waiver](#) becomes necessary if the district plans to offer a K-4 full-time virtual opportunity to students and families for school year 2021-2022. Districts can apply this waiver to just K-4 students, but can include other grade levels in their full-time enrolled school, program or academy as long as waiver [assurances](#) are met.

### Instructional Implications of Hybrid Learning

Hybrid and blended learning experiences 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 also is assured via the annual superintendent assurance regarding the [Kentucky Digital Learning Guidelines](#). Schools and districts shall maintain evidence of having systemic formative assessment processes in place to:

- (1) Accurately measure student progress on grade-level standards for students in a hybrid and/or blended learning environment; and
- (2) Support students 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.

## COVID-19 Guidance for Schools and Districts August 27, 2021

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The hybrid and blended learning environment shall include synchronous (real-time or live) strategies and digital platforms for two-way, student to teacher visual and verbal interactions. Additionally, a learning management system (LMS) or other digital platforms shall be utilized to allow 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). Frequent live, regularly scheduled contact with a Kentucky certified teacher is suggested and should be prioritized to support student learning and produce more effective outcomes.

### Professional Learning to Support Hybrid Instruction

The school and district also shall ensure a system of [high-quality professional learning](#) on the high-quality instructional resources and on evidence-based instructional practices for hybrid and blended learning. The Kentucky Department of Education (KDE) provides the following related guidance and professional learning resources:

- [Adjusting Curriculum for Acceleration](#)
- [The Assessment Playbook for Distance and Blended Learning Study Plan and Resources](#)
- [The Distance Learning Playbook Study Learning Plan and Resources](#)
- [The Distance Learning Playbook for School Leaders Study Learning Plan](#)
- [COVID-19 Guidance for Schools and Districts: Accelerating Student Learning During Summer Learning Programs and Through the Academic Year](#)
- [Model Curriculum Framework, “Balanced Assessment” section](#)