

ACCESS

VIRTUAL LEARNING

Alabama Connecting Classrooms,
Educators, & Students Statewide

POLICY MANUAL for FACILITATORS

ACCESS
VIRTUAL LEARNING



ALABAMA DEPARTMENT OF EDUCATION · MICHAEL SENTANCE, STATE SUPERINTENDENT OF EDUCATION

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ACCESS VIRTUAL LEARNING POLICY MANUAL for FACILITATORS

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PREFACE

Welcome to the world of virtual learning with ACCESS (Alabama Connecting Classrooms, Educators, and Students Statewide). With a vision for providing equal access to high quality instruction and a wide range of course options, ACCESS is having a positive impact on students throughout Alabama. We are pleased that your school has chosen to join the increasing number of high schools in Alabama that are participating in the ACCESS program—bringing a variety of Advanced Placement, core, and elective courses to students in all areas of the state.

As an Onsite classroom facilitator, you will have a significant impact on the success of your students and the virtual learning program at your school. Your responsibilities will be many, but training provided by regional ACCESS support centers will enable you to meet responsibilities related to handling technical issues, using the learning management system, receiving virtual learning courses, and managing a virtual learning classroom. In addition to clarifying your responsibilities, this manual also includes general policies for this program and policies for students enrolled in ACCESS courses. You will need to be familiar with all of these policies. Your role as the face-to-face supervisor of ACCESS students at your school is critical to the successful implementation of these policies and your students' success. We trust you will find the manual useful as you assist us in providing additional educational opportunities to students at your school.

ACCESS VIRTUAL LEARNING POLICIES FOR CLASSROOM FACILITATORS

MINIMUM REQUIREMENTS

Schools will provide facilitators for any ACCESS course delivered via either videoconferencing instruction (VCI) or Web-based instruction (WBI). Local school systems shall develop policies to govern requirements for facilitators, but the primary responsibility of facilitators is to supervise and assist students taking ACCESS classes.

At a minimum, facilitators must be adults approved by the local school who have completed professional development in online methodology and technical aspects of Web-based instruction through ACCESS and serve as liaisons to online teachers and providers. They must have passed mandatory fingerprinting and background checks, have basic computer and e-mail skills, and possess the ability to use a fax machine and a scanner. Onsite classroom facilitators or paraprofessionals in Title I schools must be under the direct supervision of a certified teacher who is in close proximity to the virtual learning classroom.

COMMUNICATION

Facilitators are expected to maintain daily contact with the ACCESS teachers regarding student progress and issues related to course delivery. It is the responsibility of the facilitator to make ACCESS teachers and support center staff aware (in a timely manner) of students who have dropped a course.

PROFESSIONAL DEVELOPMENT

Onsite classroom facilitators must participate in professional development provided by ACCESS Virtual Learning that includes training in the use of the learning management system and technical aspects of course reception via VCI equipment (for videoconferencing instruction). This training will be conducted by one of the three regional support centers selected to support the ACCESS program and must be completed prior to the beginning of responsibilities related to course facilitation.

RESPONSIBILITIES

The responsibilities of the onsite facilitator are as follows:

- Supervise and assist students.
- Monitor academic progress and student behavior in the physical classroom as well as in the virtual classroom.
- Communicate on a day-to-day basis with the ACCESS teachers.
- For Web-based courses, log on to the learning management system each school day to view announcements and track assignments.

- Assist students with minor technology issues.
- Ensure that students remain on task and on pace.
- Ensure the integrity of students' work.
- Support the sending teachers.
- Take attendance and send absentee reports to teachers and school staff daily.
- Provide students with training on the use of e-mails, attaching documents to e-mails, and accessing WBI courses.
- Serve as a resource for the sending teacher(s).
- Report technical issues to support center staff as well as to the school and/or system technology coordinator.
- Coordinate with the ACCESS teachers, students, local administrators, and support center staff to provide documentation (printed copies) of students' grades for local school reporting purposes.

EMPLOYEE BACKGROUND CHECKS

Any ACCESS, support center, or school employee affiliated with the ACCESS Virtual Learning program who has access to students must be fingerprinted and pass a background check. This applies to employees with direct and unsupervised access and to employees with indirect access (such as helpdesk and other support center staff). Support center directors will maintain appropriate documentation for all their ACCESS employees. The State Department of Education's (SDE) ACCESS office will maintain documentation for SDE ACCESS staff.

EXCEPTIONS

Unusual circumstances may warrant exceptions to certain regulations outlined in these guidelines. Exceptions generally will apply to individual students rather than to program requirements.

Any exceptions will be subject to usual procedures for exemption through State Superintendent of Education approval.

GRIEVANCE POLICY

All grievances and/or disputes from students or parents will follow the LEA policies, state and federal laws, and the *Alabama Administrative Code*.

ACCESS VIRTUAL LEARNING POLICIES FOR STUDENTS

NETIQUETTE/ACCEPTABLE USE POLICY (AUP)

General Regulations

Internet access is required for students enrolled in ACCESS Virtual Learning courses taught by both Web-based instruction (WBI) and videoconferencing instruction (VCI). The Internet and other online resources provided by ACCESS Virtual Learning are intended to be used to support the instructional program and further student learning. ACCESS retains the right to monitor all classes, computer usage, and files for compliance with regulations and/or procedures.

Acceptable Use Agreement

Online learning resources, including the Internet, are to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of ACCESS Virtual Learning. ACCESS cannot guarantee the accuracy of the information or the appropriateness of any material on the Internet. Therefore, a local Acceptable Use Policy or AUP, signed by both the student and his or her parent or guardian, must be on file with the local school. This agreement shall specify user (student) responsibilities and shall indemnify the local school and the ACCESS program from any damages. By signing, the parent or guardian understands that ACCESS Virtual Learning is not responsible for materials acquired by the student on the Internet, for violations of copyright, user's mistakes or negligence, or any costs incurred by the user.

User Obligations and Responsibilities

The use of e-mail is essential for communication between teachers and students. Students must use computers appropriately, agree to all rules of etiquette established by ACCESS, and sign a statement acknowledging their understanding and acceptance of these rules. These will include the following:

- Students will use ACCESS Virtual Learning and its resources only for purposes related to education. Commercial, political, and/or personal use unrelated to an educational purpose is strictly prohibited.
- Students will use computers with consideration and respect. They are prohibited from accessing, posting, submitting, publishing, or displaying harmful matter or material that is obscene, threatening, disruptive, or sexually explicit; that could be construed as harassment, disparagement, or cyber bullying of others (based on their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs); or that is intended to annoy, harass, intimidate, disrupt the operation of the program, or interfere with the rights of other students or ACCESS staff.
- Vandalism will result in the cancellation of user privileges. Vandalism includes the intentional uploading, downloading, or creating of computer viruses and/or any malicious attempt to harm or destroy materials, data, or equipment.
- Students will give credit to others whose work is used. Neither Internet content nor the work of WBI or VCI classmates will be cut, copied, or plagiarized. Students will abide by all copyright rules and regulations.

- Students will consider the social consequences of work completed and any programs written in conjunction with classroom assignments.
- Students will communicate via e-mail cautiously and with discretion. ACCESS Virtual Learning reserves the right to monitor any online communication(s) for improper use. Electronic communications and downloaded material, including files deleted from a user's account, may be monitored or read by ACCESS officials or their designees. Student responsibilities include, but are not limited to, the following:
 - Refrain from including information in e-mail messages that is not appropriate for printing or discussion in a public setting. Privacy cannot be assured in e-mail communications.
 - Send no unsolicited e-mail to virtual learning classmates. All e-mail communication among classmates must be course related.
 - Protect the confidentiality of other users' mail or files. Students will not read the mail or files of others and shall not attempt to interfere with another user's ability to send or receive electronic mail, nor shall they attempt to delete, copy, modify, or forge the mail of others.
 - Keep personal account numbers, home addresses, and telephone numbers private and protect and keep secret any passwords issued for course access.
 - Report any communications that are inappropriate or which make them feel uncomfortable to the classroom teacher, facilitator, or other local school officials. Students should exercise caution in supplying information requested in e-mail communications, especially when such e-mails are from adults who ask for personal information, attempt to schedule meetings, or encourage personal contact.
- Students will accept responsibility for any charges incurred for phone usage, line costs, or usage fees incurred as a result of using the Internet for any purpose other than that required as a part of the course taken. ACCESS will assume no responsibility for such charges.
- The use of ACCESS Virtual Learning resources is a privilege, not a right, and inappropriate use may result in cancellation of those privileges. Students who fail to abide by ACCESS Virtual Learning policies shall be subject to disciplinary action, revocation of the user account, and legal action as deemed appropriate.
- Students will abide by all local, state, and federal laws and policies related to Internet usage. ACCESS administrators will cooperate fully with local, state, and federal officials in the investigation of illegal activities conducted through the use of the Internet.

Students suspected of violating the Netiquette/Acceptable Use Policy will be notified of the suspected violation and given an opportunity to respond. If violations are confirmed, students may be removed from the course, assigned a failing grade, and subjected to other disciplinary and/or legal consequences as determined by local school policies and local, state, or federal authorities.

RESPONSIBLE USE OF ACCESS RESOURCES

All content and resources, digital and otherwise, provided through the ACCESS Virtual Learning Program will be used in adherence to copyright laws and restrictions. Such materials include, but are not limited to, commercial software, copyrighted materials, and/or materials protected by trade secret.

Use of ACCESS resources in an inappropriate manner may result in legal action where appropriate based on local, state, and/or federal law.

CODE OF CONDUCT

Students will be responsible for their own behavior, will properly handle and use all classroom equipment, and will show respect for others in the classroom. Students will:

- Be attentive.
- Actively participate in the learning experience.
- Complete all assigned homework, projects, and assessments on time.
- Have zero tolerance for academic dishonesty.
- Follow all rules established by ACCESS, the school, and the delivery teacher.

In the event the actions of students cause harm to other students or ACCESS staff, the school administrator has the right and responsibility to discipline offenders. If a situation occurs where disciplinary action is required, the local school administration will follow local school board policies as applicable. In most instances, the local school administration and ACCESS Support Center staff will jointly determine appropriate consequences, including the possible removal of a student's ACCESS privileges.

ACADEMIC INTEGRITY

ACCESS Virtual Learning students must sign a commitment form attesting to academic integrity. A copy of this form is provided on the last page of the student policy manual and on the ACCESS website (<http://accessdl.state.al.us>) under the Educators tab→ Administrators/ Counselors→ Student Acknowledgement Page. If a student fails to abide by these policies, the student may be removed from the course, assigned a failing grade, and subject to other consequences as determined by the local school system administrators.

All ACCESS Virtual Learning teachers utilize a variety of technologies to check student work for authenticity. If an instructor confirms that a student has plagiarized work in any manner or used resources not permitted by the instructor, the student will be subject to consequences determined by the local school system.

RIGHT TO PRIVACY

Students will be required to create a unique password that provides access to their WBI courses. Protecting the confidentiality of the password is the responsibility of the student.

ACCESS will not publish or display the names of students, their images, or their coursework on its website, in videos, or in publications without the consent of the students and their parents (guardians).

In accordance with the Family Educational Rights and Privacy Act (FERPA), ACCESS will allow access to student records only to those authorized. Authorized personnel include SDE staff, school system and local school professional staff (principal or designee, teacher, facilitator, counselor), support center administrative staff, and others with a legitimate educational or legal interest in students' records.

STUDENT ELIGIBILITY

To enroll in an ACCESS Virtual Learning course, students must meet one of the following criteria:

- Be currently enrolled in Grades 8-12 in an Alabama public high school.
- Be a special education student in a state correctional facility and registered with an Alabama public high school.

The SDE reserves the right to deny enrollment to students who have been expelled from previous courses due to misconduct or failure to abide by academic integrity or Internet acceptable use policies.

PREREQUISITES

Schools will ensure that students meet the prerequisite requirements for a virtual learning course prior to enrolling a student in a course.

COURSE REQUIREMENTS

All scheduled unit/module and semester/term tests and exams (including pre- and post-test in Credit Recovery and Credit Advancement) must be proctored by an ACCESS facilitator during the normal school day.

The normal school day shall include night school, summer school, and other scheduled extended day periods as approved by the local school.

All ACCESS courses shall have an adult facilitator approved by the local school who has completed ACCESS professional development in online methodology and technical aspects of WBI and VCI instruction and who serves as a liaison between ACCESS teachers and local students.

TRANSFER CREDIT

Grades for students taking an ACCESS course will be transferred in the same manner as those for any other course taken at the local school level. The receiving school will accept and record on the student's transcript the final term/semester grade assigned by the ACCESS teacher.

EXAM EXEMPTION

Students taking ACCESS Virtual Learning courses will follow the semester/final exam exemption policies of their home school. The school administrator (or designee) will make the final determination concerning student exemptions.

The Exam Exemption Form may be found on the ACCESS website (<http://accessdl.state.al.us>) under the Educators tab → Administrators/Counselors → Exam Exemption Form. Completed forms (without students' grades) should be faxed or e-mailed to the ACCESS teacher(s) and support center prior to the day the school would like to schedule an ACCESS course exam.

If a student fails to take the semester exam and was not exempt, the local school

counselor, school administrator, or facilitator should immediately contact the ACCESS teacher or regional support center staff to assist the student in rescheduling the exam as soon as possible.

GRADES

At the end of each term/semester, numerical grades will be provided to the student's school for placement on official school records and distribution to students and parents or legal guardians in accordance with local policies.

Numerical grades shall be assigned by the online teacher and accepted by the participating high school. Honor points, weighting, and other special considerations will be made, when appropriate, at the discretion of the local school administration [290-3-1-.02 (13) (d) 2 (f)].

Grades from an ACCESS VCI course section will be calculated following the policies of the sending teacher's school. The sending teacher will provide a copy of the grading policies and course syllabus to students and receiving schools at the beginning of the term in which a course is delivered.

All students in a WBI course section will be graded using the same grading scheme. The teacher will communicate the grading scheme and pacing schedule to the receiving schools and students via the learning management system at the beginning of the term in which a course is delivered.

Each ACCESS one-credit course is divided into two semesters or terms. Student grades are cumulative for each individual semester/term. The local school may average the two grades if a course grade is needed.

DROPS/WITHDRAWALS

Students will begin the drop/withdrawal process of an ACCESS course with the local school counselor.

Students who are enrolled in a one-credit course (traditional or block) and who want to drop a course at the end of the first semester should follow the local school's policies and procedures for drops and/or withdrawals.

STUDENT/TEACHER COMMUNICATION

Communication between ACCESS teachers and students is essential and must be frequent and ongoing. A variety of modes, including e-mail, telephone, discussion boards, Web conferencing, and other appropriate services or tools, may be used by teachers and students to communicate regarding course requirements, expectations, grading, and other issues related to course content and instruction.

SPECIAL NEEDS STUDENTS

Teachers will receive a list of students with disabilities who have either an Individualized Education Program (IEP), ELL, or 504 Plan from their regional support center at the beginning of each term. This information should be kept confidential, and teachers must ensure that they meet all teacher responsibilities as outlined in these documents.

The following information is included in the Policy Manual for Students and outlines steps to be followed in the registration and instruction of special needs students in ACCESS Courses.

- Prior to registration for an ACCESS course, the counselor shall contact the student's case manager for a review of the educational needs of the student based on the requirements of the IEP, ELL, or the 504 Plan.
- If a virtual learning course is determined to be appropriate for the student based on the IEP, ELL, or 504 Plan, and the student takes such a course during the implementation period of the IEP, ELL, or 504 Plan, the local school will be responsible for providing any supplementary aids and services as required in the IEP, ELL, or 504 Plan that are not supported within the WBI or VCI environment and to maintain communication with the ACCESS teacher.
- Counselors will work with the Special Education case manager to ensure that the IEP, ELL, or 504 Plan is made available to the ACCESS teacher and support center director. The ACCESS teacher must be informed of his or her responsibilities for implementing the IEP, ELL, or 504 Plan.
- If an ACCESS course is taken by a student receiving special education services during the summer, or any time period not covered by the IEP, neither the local school nor ACCESS will be responsible for providing supplemental aids and services.
- The ACCESS teacher and support center will maintain confidentiality with all personally identifiable educational records received by storing such records in a secure environment. At the end of the term, any personally identifiable educational records received by the ACCESS teacher or support center director will be shredded.

ADVANCED PLACEMENT (AP) COURSES

It is the school's responsibility to ensure that students meet all prerequisite requirements for an Advanced Placement course. Schools will also provide students with textbooks and any supplementary resources needed for these courses.

School administrators and/or counselors should make students aware of their option to take AP exams, inform them of available AP exam review materials, notify them of the date for the administration of each exam, and order and administer the exams in accordance with College Board policy.

CREDIT RECOVERY AND CREDIT ADVANCEMENT COURSES

Guidelines for student eligibility in Credit Recovery and Credit Advancement courses may be found on the ALSDE website. Go to ALSDE Graduation Requirements (link: www.alsde.edu/sec/sct/Pages/graduationinformation-all.aspx?navtext=GraduationInformation) and click on the individual tabs at the top for more information regarding each course. It is the responsibility of the local schools to ensure that students are eligible to take these specialized courses through ACCESS Virtual Learning.

HOMEBOUND STUDENTS

Students who (upon the recommendation of their physician) have been placed on homebound status by their local school system may participate in approved WBI courses upon request and notification to the SDE of student's homebound status by the local school system superintendent. All scheduled unit/module and semester/term test and exams must be proctored in the presence of a facilitator provided by the local school system and meet the requirements identified in the *Alabama Administrative Code*.

School systems will be required to submit documentation from the student's physician and an official exception request from the local school system superintendent to the State Superintendent of Education. If students are approved to receive ACCESS courses at home, it will be the responsibility of the school/school system to determine if adequate Internet access is available and provide a computer and any other equipment needed to ensure successful course delivery.

It is recommended that parents of homebound students attend training provided by the regional ACCESS Virtual Learning support center when possible.

ONSITE CLASSROOM FACILITATORS

Schools will provide facilitators to supervise and assist students. Local school systems shall develop policies to establish requirements for facilitators. At a minimum, facilitators must be adults approved by the local school who have completed professional development in online methodology and technical aspects of Web-based instruction through ACCESS and serve as liaisons to WBI and VCI teachers and providers. They must have passed mandatory fingerprinting and background checks, have basic computer and e-mail skills, and possess the ability to use a fax machine and a scanner. Onsite classroom facilitators or paraprofessionals in Title I schools must be under the direct supervision of a certified teacher who is in close proximity to the virtual learning classroom.

It is the responsibility of the local school administrator to assign personnel to monitor student behavior in the physical classroom as well as in the virtual classroom.

The responsibilities of the Onsite classroom facilitator are as follows:

- Supervise and assist students.
- Monitor academic progress and student behavior in the physical classroom as well as in the virtual classroom.
- Communicate on a day-to-day basis with the ACCESS teacher.
- For Web-based courses, log on to the learning management system each school day to view announcements and track assignments.
- Assist students with minor technology issues.
- Ensure that students remain on task and on pace.
- Ensure the integrity of students' work.
- Support the sending teacher.
- Take attendance and send absentee reports to teachers and school staff daily.
- Provide students with training on the use of e-mails, attaching documents to e-mails, and accessing WBI courses.
- Serve as a resource to the sending teacher.
- Report technical issues to support center staff as well as to the school and/or system technology coordinator.

TEXTBOOKS AND OTHER MATERIALS

It is the responsibility of receiving school systems to provide students with the required textbooks and ancillary materials needed for each virtual learning class. When possible, the cost of CD and online texts will be built into course development costs at no expense to schools, but this cannot be guaranteed.

Textbooks and other course materials must be available on the starting date of each class. Local school systems having students enrolled in a virtual learning course must adopt the designated textbook (print, online, or CD) at the local level and report this adoption to the Alabama Department of Education's textbook office.

A list of required textbooks for Web-based courses will be provided on the ACCESS Virtual Learning website. Textbooks for videoconferencing courses will be determined by the sending school. Information regarding these textbooks will also be provided on the ACCESS website and updated as courses are revised or as course providers change.

Supplementary materials may be required for some courses. A list of such materials is available to schools and students at <http://accessdl.state.al.us> under the Courses tab → Web-based Courses Resource List. Schools will be responsible for costs associated with these additional resources. Check the course information available at the same Web address for more information.

Novels required for English classes (if not available in the local school library) will be considered the responsibility of the student.

LAB SAFETY

Labs are required for all science courses. Some of these may be virtual labs; others will be hands-on. Safety precautions must be implemented and adequate facilities must be provided for implementation of programs prescribed by SDE Bulletin(s) [290-3-1-.02-(1) (a)]. The local school will be responsible for implementing all safety precautions, providing adequate facilities, securing the lab facilitator, and providing all required laboratory supplies and equipment for hands-on labs.

TECHNOLOGY AND EQUIPMENT

Schools will provide the hardware, software, and other equipment needed by students in virtual learning classes. See the ACCESS Virtual Learning website (<http://accessdl.state.al.us>) for more information and a complete list of recommended equipment and software specifications.

Sending and receiving schools will provide students enrolled in both WBI and VCI courses with laptops/computers during the scheduled class time.

The local school will also provide technology support for equipment and ensure that software required in ACCESS courses is available to students. Counselors will notify technology support of software downloads as listed in the ACCESS course descriptions found under the Courses tab → Web-based Courses Resource List on the ACCESS website (<http://accessdl.state.al.us>).



ACCESS VIRTUAL LEARNING STUDENT ACKNOWLEDGEMENT

I have read the student policies and agree to abide by these policies as outlined by ACCESS Virtual Learning. These policies include the Right to Privacy/Access to Student Records, Academic Integrity Statement, Code of Conduct/Acceptable Use Policy (AUP), Student/Teacher Communication, Drop/Withdrawal Policy, and all other policies included in the ACCESS Policy Manual for Students.

Student Signature

Date

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date