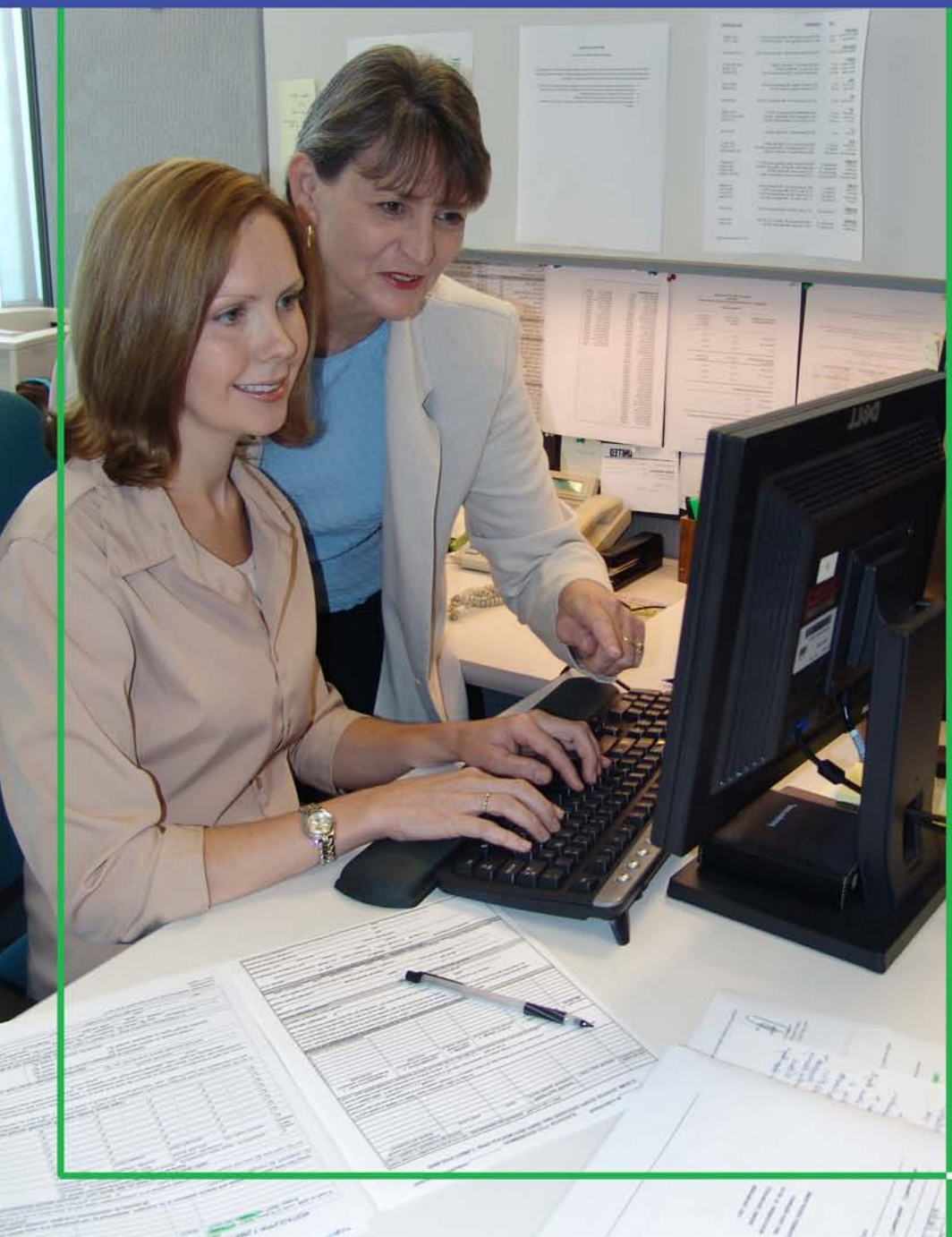
ACCESS

Alabama Connecting Classrooms, Educators, & Students Statewide

DISTANCE LEARNING

Policy Manual for

COUNSELORS



ALABAMA DEPARTMENT OF EDUCATION **SEPTEMBER 2010**
JOSEPH B. MORTON, STATE SUPERINTENDENT OF EDUCATION

No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, sex, race, religion, national origin, color, or age. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972: Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 242-8444.

ACCESS DISTANCE LEARNING

POLICY MANUAL FOR COUNSELORS

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PREFACE

Welcome to the world of distance 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, dual enrollment, and elective courses to students in all areas of the state. Your participation will open doors of opportunity for your students and assist us in making the goals of ACCESS a reality.

As a counselor, your role in counseling and registering students who wish to participate in ACCESS will have a significant impact on the success of this program. Thus, it is important to know your students and know that, in general, more successful Web-based learners are those who are independent learners, computer literate, and effective communicators. Students should also be interested in the concept of online learning and be willing to ask for help and share problems and/or concerns with others. Being aware of these characteristics will help you identify students who may be successful candidates for the ACCESS program.

In your role as counselor, you will probably be asked to assist administrators, students, and parents who have questions about the ACCESS Distance Learning program. This manual identifies specific counselor responsibilities, responsibilities of the local school, general policies for this program, and policies for students enrolled in ACCESS courses. It is important that you read all policies in all sections before beginning to enroll students in ACCESS classes. Policy manuals for all ACCESS stakeholders may be found at http://accessdl.state.al.us/showaccess.php?lnk=policies. We trust you will find the manuals useful as you join us in bringing 21st Century technologies to all Alabama students.

ACCESS DISTANCE LEARNING POLICIES FOR COUNSELORS

COUNSELOR RESPONSIBILITIES

It is the responsibility of the local school administrator to assign counselors to register students for ACCESS classes and to follow up with students on progress and grades in these classes. Principals will enroll counselors in the student registration system, *Information*LIVE, and ensure that counselors receive their usernames and passwords.

The major responsibilities of the counselor are as follows:

- Attend training provided by the regional support center.
- Provide information regarding ACCESS courses to students and parents.
- Ensure that students meet prerequisite requirements and possess necessary skills prior to registering them for ACCESS courses.
- Use the ACCESS student registration system to register students for ACCESS courses taught via videoconferencing instruction (VCI) and Web-based instruction (WBI) and to withdraw them from such courses when needed.
- Report technical issues with student registration to the school system technology coordinator and appropriate support center staff/personnel.
- Notify the school administrator and the school system technology coordinator of software downloads needed for specific students and courses. This information is found in the Web-Based Course Offerings document found on the ACCESS website.
- Monitor student progress and grades.
- Ensure that grades for local students taking ACCESS classes are recorded and documented appropriately on student and school records.
- Serve as the main contact person for addressing questions or resolving issues among parents, facilitators, ACCESS staff, and distance learning teachers.

REQUIREMENTS OF PARTICIPATING SCHOOLS

STUDENT REGISTRATION

Schools will assign staff to register students. This responsibility is most often assumed by the counselor, facilitator, or registrar.

It is the responsibility of the local school administrator to designate local school personnel who will be responsible for:

- Handling registration.
- Serving as a main contact person.
- Serving as the counseling representative for the school.
- Obtaining permission from parents for students to take distance learning courses.
- Verifying enrollment with the SDE as appropriate (to include contacting the regional support center prior to adding a student to a local VCI course).
- Monitoring student progress and behavior in both the physical classroom and the virtual classroom.
- Recording grades in the local school's student information system and/or each student's school record.
- Supervising the printing, distribution, and return of signed student progress reports, if required by the local school system.
- Communicating with the e-teacher on a day-to-day basis.

STUDENT ENROLLMENT

Schools will submit a request in writing to the Alabama Department of Education before registering more than 40 students per year in any distance learning course. This request will provide the following information:

- A rationale for enrolling more than 40 students in any one course.
- Evidence to support a reasonable effort to secure the services of a highly qualified, Alabama certified teacher to teach the course in the local school.
- Future plans to secure the services of a highly qualified, Alabama certified teacher to teach the course in the local school.

Requests should be mailed to
Dr. Melinda Maddox, Director
Technology Initiatives
Alabama Department of Education
5351 Gordon Persons Building
P. O. Box 302101
Montgomery, Alabama 36130-2101

GRADE REPORTING

It is the responsibility of the local school administration to:

- Ensure that on-site classroom facilitators in receiving sites discuss with each student his or her progress in any ACCESS course being taken at least once per week. Facilitators may request that students print a copy of their grades from the learning management system each week for placement in a folder for review by parents and school administrative staff. The facilitator will work with the teacher to establish the day of the weekly grades check so that the teacher can have the maximum number of submitted assignments graded and recorded.
- Inform the e-teacher of graduating seniors and notify parents when a senior is at risk of failing.
- Ensure the local school designee transfers the semester/term grades to the school's student information system and/or each student's school record.
- Ensure the on-site classroom facilitators or designees communicate with e-teachers regarding progress reports required by their LEA.

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.

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)].

At the end of each term/semester, numerical grades will be provided to students' schools for placement on official school records and distribution to students and parents or legal guardians in accordance with local policies. The local school may average the two semester/term grades if a course grade is needed.

WORK IN PROGRESS GRADES (WIP)

Students may be assigned a work in progress (WIP) grade upon the request of a school administrator or counselor. Students granted WIP status may continue working in a course, and teachers are expected to continue teaching the student. The removal of the WIP grade and close of the course for the student will follow LEA policies.

Before a teacher can post a zero for a semester/term exam or series of graded activities, the teacher must contact the school administrator (designee) and support center director for verification of one of the following:

1. Student was not exempt.
2. Student earned the zero(s).
3. Student is still working on the course and the school is requesting that a WIP be assigned.

EXAM EXEMPTION PROCEDURES

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

The following timeline is suggested:

- The school administrator, facilitator, or other designee will notify the e-teacher of the date and time of the school's semester or final examination schedule approximately seven (7) days prior to the administration of the ACCESS course exam.
- The teacher will complete the grading of all current student assignments, exams, quizzes, etc., so that an accurate and up-to-date report of grades is available in the learning management system at least five (5) days before the scheduled exam.
- Four (4) days before the scheduled term examination, under the direction of the local classroom facilitator, students will print, sign, and date their current grades from the course grades area in the learning management system. The grade percentage at the time of printing will be the grade percentage used to determine exam exemption. Please note that students may be responsible for additional assignments or may be allowed to submit assignments that are late between the time of exemption determinations (4 days prior) and the term exam; therefore, in some situations, grades may change.

- Facilitators will provide the printed copies of students' grades to the school administrator (or designee). Upon receipt of the printed copies of students' grades, the school administrator (designee) will notify the students and their e-teachers of the exemption status of each student on an Exam Exemption Form. The Exam Exemption Form may be found on the ACCESS website (http://accessdl.state.al.us) under the Resources tab. Completed forms (without students' grades) should be faxed or e-mailed to e-teachers 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 e-teacher or regional support center staff to assist the student in rescheduling the exam as soon as possible (see also WIP policy).

DROPS/WITHDRAWALS

Students may drop a course within the timeline established by the SDE and posted on the ACCESS website without penalty, unless local school policy establishes an earlier date.

Students will begin the drop/withdrawal process with the local school counselor during the open withdrawal period.

Following local policy, students who are enrolled in a one-credit course (traditional or block) and who ask to drop that course at the end of the first semester (or before the established drop date for the next semester of that course) will be allowed to do so without penalty. Students dropping a course under these circumstances will be issued the grade received for the first semester and counted as a withdrawal for the second semester.

Counselors or school administrators (designee) should discuss with the support center director all requests for withdrawals after the open withdrawal period to determine the best situation for each individual student. The ACCESS teacher will work with the school administrator (designee) to determine the status of the grade. Students whose status is determined as "Withdrawn with Grades" will be assigned zeros for assignments not submitted before a final grade is calculated; students assigned a status of "Withdrawn without Grades" will not incur a grade penalty.

PROFESSIONAL DEVELOPMENT

Schools will ensure that counselors are trained in the use of the ACCESS student registration system (*Information*LIVE) and that on-site classroom facilitators receive the required training and/or professional development that is provided by ACCESS Distance Learning regional support centers. In addition, schools should also ensure that on-site classroom facilitators have basic computer literacy, basic e-mail literacy, and the ability to use a fax machine and scanner.

It is recommended that the school administrator or designee, attend training provided by the regional ACCESS support centers.

GENERAL POLICIES

CLASS SIZE LIMITS

Class size regulations shall be the same as for courses not taught via distance learning. ACCESS seeks to maintain a teacher-pupil ratio of 1:29 or 750 student contacts per week. In VCI classes, this includes students in both the sending and receiving sites. This guideline is designed to ensure that each teacher is able to respond adequately to student work and individual needs.

EMPLOYEE BACKGROUND CHECKS

Any ACCESS, support center, or school employee affiliated with the ACCESS Distance Learning program who has access to students must be fingerprinted and pass a background check. This applies both 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 Alabama Department of Education (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 Alabama Administrative Code.

POLICIES FOR STUDENTS

NETIQUETTE/ACCEPTABLE USE POLICY (AUP)

GENERAL REGULATIONS

Internet access is required for students enrolled in ACCESS Distance Learning courses taught by both Web-based instruction (WBI) and videoconferencing instruction (VCI). Internet and other online resources provided by ACCESS Distance 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 Distance Learning. ACCESS cannot guarantee the accuracy of the information or the appropriateness of any material on the Internet. Therefore, a local 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 Distance Learning is not responsible for materials acquired by the student on the Internet, for violations of copyright, users' 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 Distance 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 Distance 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 distance 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 Distance 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 Distance 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 Distance 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 Distance 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. 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 Distance 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 State Department of Education (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 Distance Learning course, students must meet one of the following criteria:

- Be currently enrolled in Grades 8-12 in an Alabama public 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 distance learning course prior to enrolling a student into a course. Students not meeting the requirements should not be enrolled.

COURSE REQUIREMENTS

Students shall complete all scheduled tests and labs requiring supervision during a regular class

scheduled within the normal school day, except for related research/homework. 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.

EXAM EXEMPTION

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

The following timeline is suggested:

- The school administrator, facilitator, or other designee will notify the e-teacher of the date and time of the school's semester or final examination schedule approximately seven (7) days prior to the administration of the ACCESS course exam.
- The teacher will complete the grading of all current student assignments, exams, quizzes, etc., so that an accurate and up-to-date report of grades is available in the learning management system at least five (5) days before the scheduled exam.
- Four (4) days before the scheduled term examination, under the direction of the local classroom facilitator, students will print, sign, and date their current grades from the course grades area in the learning management system. The grade percentage at the time of printing will be the grade percentage used to determine exam exemption. Please note that students may be responsible for additional assignments or may be allowed to submit assignments that are late between the time of exemption determinations (4 days prior) and the term exam; therefore, in some situations, grades may change.
- Facilitators will provide the printed copies of students' grades to the school administrator (or designee). Upon receipt of the printed copies of students' grades, the school administrator (designee) will notify the students and their e-teachers of the exemption status of each student on an Exam Exemption Form. The Exam Exemption Form may be found on the ACCESS website (http://accessdl.state.al.us) under the Resources tab. Completed forms (without students' grades) should be faxed or e-mailed to e-teachers 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 e-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 may drop a course within the timeline established by the SDE and posted on the ACCESS website without penalty, unless local school policy establishes an earlier date. Students will begin the drop/withdrawal process with the local school counselor during the open withdrawal period.

Following local policy, students who are enrolled in a one-credit course (traditional or block) and who ask to drop that course at the end of the first semester (or before the established drop date for the next semester of that course) will be allowed to do so without penalty. Students dropping a course under these circumstances will be issued the grade received for the first semester and counted as a withdrawal for the second semester.

Counselors or school administrators (designee) should discuss with the support center director all requests for withdrawals after the open withdrawal period to determine the best situation for each individual student. The ACCESS teacher will work with the school administrator (designee) to determine the status of the grade. Students whose status is determined as "Withdrawn with Grades" will be assigned zeros for assignments not submitted before a final grade is calculated; students assigned a status of "Withdrawn without Grades" will not incur a grade penalty.

STUDENT/TEACHER COMMUNICATION

Communication between the ACCESS student and teachers 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

The following policies are written for students with disabilities who have either an Individualized Education Program (IEP) or a 504 Plan. 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 or the 504 Plan.

1. If a distance learning course is determined to be appropriate for the student based on the IEP

or 504 Plan, and the student takes such a course through ACCESS during the implementation period of the IEP or 504 Plan, the local school will be responsible for providing any supplementary aids and services as required in the IEP or 504 Plan that are not supported within the Web-based environment and for maintaining communication with the ACCESS teacher.

2. Counselors will work with the special education case manager to ensure that the IEP 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 or 504 Plan.
3. 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.
4. 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.

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 students' homebound status by the local school system superintendent. Homebound students must complete all graded activities (tests) 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 Distance Learning support center when possible.

ON-SITE 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. On-site 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 distance 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 on-site 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 e-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 distance learning class. When possible, the cost of CD and online texts will be built into course

development cost 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 distance 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 Distance 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 in the "WBI/VCI Course Descriptions" category from the drop-down menu. 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 implementations 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 distance learning classes. See the ACCESS Distance 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 on the ACCESS website (http://accessdl.state.al.us).