

REQUIREMENTS FOR PARTICIPATING SCHOOLS AND COUNSELORS

POLICY ACCEPTANCE

It is the responsibility of the local school principal to access and accept the ACCESS use policy for participating schools in the student registration system. Upon acceptance of these policies by the principal, usernames, and passwords for students approved for placement in ACCESS courses will be issued.

LOCAL POLICIES

Local school systems should develop policies to govern documentation of student work and assessment, maintain communication with virtual learning staff (ACCESS teacher, SDE, support center), and establish local withdrawal/enrollment policies within SDE ACCESS guidelines.

SUPERVISION

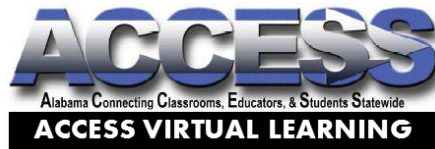
It is the responsibility of the local school principal to ensure that:

- The school abides by all policies governing ACCESS.
- ACCESS and local school/school system policies are followed by students participating in the ACCESS Virtual Learning program and signed Student Acknowledgement & Photograph Forms are on file at the school and available upon request by ACCESS staff. A copy of this form is provided on the ACCESS Policies & Procedures Manual LiveBinder - [Student Acknowledgement Form](#) or [Student Acknowledgment Form - Spanish](#)
- Students enrolled in ACCESS courses meet all prerequisites for those courses.
- Students are provided with textbooks and other instructional materials/software needed for courses in which they are enrolled at the beginning of the term.
- All staff changes pertaining to, or affecting ACCESS students or courses, are updated as soon as possible to assure proper communication between the ACCESS staff, teacher, students, and school staff.

Training to assist with program implementation will be provided for principals by the regional support centers. Contact your regional support center for more information.

PROFESSIONAL DEVELOPMENT

Schools will ensure that counselors are trained in the use of the counselor's section of the registration site for ACCESS Virtual Learning and that on-site classroom facilitators receive the training and/or professional development that is required by ACCESS as per AAC 290-3-2-.02(12)(d)1. In addition, onsite classroom facilitators should have the following skills: basic computer literacy, basic e-mail literacy, and the ability to use a fax machine and scanner.



It is recommended that school principals attend training provided by the ACCESS Virtual Learning regional support centers to receive detailed information regarding the responsibilities of the local school staff.

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:

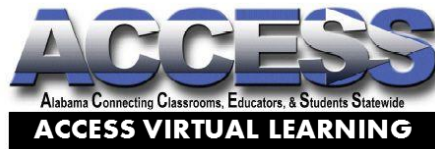
- Handling registration.
- Serving as a main contact person.
- Serving as the counseling representative for the school.
- Obtaining permission from parents for students to take virtual learning courses.
- Verifying enrollment with the SDE as appropriate (to include contacting the regional support center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

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.

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 the necessary skills prior to registering them for ACCESS courses.
- Use PowerSchool Student Information System (PS SIS) to register students for ACCESS courses taught via videoconferencing instruction (VCI) and Web-based instruction (WBI) and to withdraw them from such courses as 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 under the Courses tab in the Web-Based Courses Resource List at [ACCESS Course Resources](#).
- Monitor student progress and grades.



- Average students' grade(s) in the event of a transfer. ACCESS teachers are only responsible for the grades earned in their ACCESS course once the student is enrolled in that course. Any averaging due to transfer grades, etc., is the responsibility of the local school/counselor as the grade granting authority.
- Serve as the main contact person for addressing questions or resolving issues among parents, facilitators, ACCESS staff, and virtual learning teachers.
- ACCESS courses use a points grading system. Assignments, discussions, quizzes, and tests are worth varying numbers of points. Tasks with higher point values contribute more to grades. For more information on how grades are calculated, review the Grades Overview. [ACCESS Student Orientation - Grades Overview](#)
- Ensure that any grade discrepancies are handled within 30 days of the course end date.

GRADE REPORTING

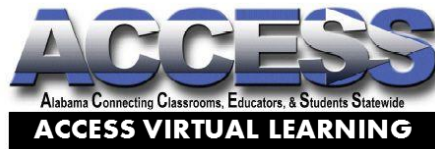
Schools will monitor student progress throughout the duration of the course.

It is the responsibility of the local school administration to:

- Ensure that onsite 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 PS SIS each week for placement in a folder for review by parents and school administrative staff. Students and parents may also view their up-to-date course average through the PS SIS login. 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.
- Ensure that onsite facilitators are entering the passwords and proctoring all tests/exams for their students as required by the Alabama Administrative Code.
- Inform the ACCESS teacher of graduating seniors and notify parents when a senior is at risk of failing.
- Ensure the onsite classroom facilitators or designees communicate with ACCESS teachers regarding progress reports required by their LEA.
- Ensure that any grade discrepancies are handled within 30 days of the course end date.

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 the course is delivered.



ACCESS courses worth one Carnegie unit are divided into two 0.5 halves called terms. Students receive a cumulative grade for each term in a course. Students and parents must view term averages in PowerSchool. Contact your local school for support if you cannot view your grades in PowerSchool.

Numerical grades shall be assigned by the ACCESS 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.

EXAMS & EXAM EXEMPTION

Starting Fall 2022, all ACCESS students must take the Term Exams in their course unless exempted by an IEP/ELL/504 plan. Local school exemption policies do not apply to ACCESS Term Exams. **No resubmissions are allowed on Term Exams.**

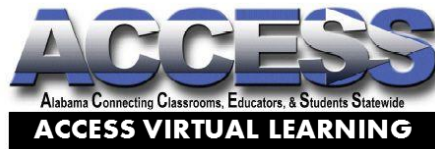
ONSITE CLASSROOM FACILITATORS

Schools will provide facilitators to supervise and assist students and to monitor their behavior in the physical classroom as well as in the virtual classroom. Specific facilitator responsibilities are included in the Policy Manual for Students. Local school systems should 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 online teachers and providers.

Onsite classroom facilitators must have passed mandatory fingerprinting and background checks, have basic computer and email/ messaging 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.

CHARACTERISTICS OF STUDENTS

Students and educators usually adapt rapidly to the virtual learning format. Many higher education institutions already have standard virtual learning courses. 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 virtual learning problems and/or concerns with others.



STUDENT BEHAVIOR

Schools will ensure that students are respectful of the rights of others, that they behave responsibly in the classroom, and that they properly handle and use all classroom equipment. It is the responsibility of the local school administration to provide the necessary support to maintain discipline in the physical classroom as well as in the virtual classroom. If a situation occurs where disciplinary action is required, it is expected that the local school administration will follow local school board policies as applicable.

COMMUNICATION

It is the responsibility of the student's local school administration to designate a contact person to facilitate all communication among the ACCESS teacher(s), support center personnel, and/or SDE staff as appropriate. The contact person is responsible for coordinating any supplies or equipment needed for courses with support center personnel.

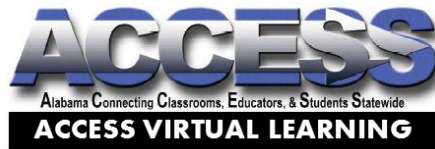
SPECIAL POPULATIONS

Local school systems enrolling students in ACCESS Virtual Learning courses have the responsibility to ensure that the school system meets all requirements under the Individuals with Disabilities Education (IEPs) and Section 504 (504 Plan).

Online learning has proven successful with many students, including those with and without disabilities. The flexibility of time and the ability to learn in a non-distracting environment is often a primary need for students. Each local school must work with its students requiring special services to determine whether an online course is suited to those students' needs. It is important that schools, parents, and students understand the supported accommodations through the ACCESS program. Some accommodations are more appropriately implemented by the student's local school because some accommodations are difficult for a virtual teacher to implement and/or oversee. The student or parent chooses the environment and is responsible for implementing these accommodations for students who participate in ACCESS courses from a location other than their assigned school. Parents should confer with their local school regarding the least restrictive environment that is best for their students.

It is highly recommended that schools write, or amend, each Individualized Educational Program (IEP) or 504 specifically to address the online learning environment. A chart describing procedures and common accommodations that are supported in ACCESS courses can be found in the *ACCESS Special Needs Population* document. Although this chart is extensive, it is not inclusive. If a student's learning style and ability does not allow for independent learning, then an online class may not be the best option. Any questions regarding possible accommodations and whether they can be provided through ACCESS should be directed to your regional support center.

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.



1. 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.
2. 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.
3. When registering a special needs student for an ACCESS course, the school will identify the student in PowerSchool Special Programs. This will allow the ACCESS teacher to see a copy of the students' ELL, IEP or 504 plan. Special Needs Student Plans are only valid for the time period listed on the plan.
4. ACCESS Teachers will check their student class list in PowerSchool and / or Schoology to identify those special needs students they are teaching. Teachers will then implement the accommodations that are appropriate for the virtual learning environment.
5. The ACCESS teacher will maintain confidentiality with all personally identifiable educational records received.

ADVANCED PLACEMENT (AP) COURSES

It is the school's responsibility to ensure that students meet all prerequisite requirements and have access to any supplementary resources (including textbooks) needed for Advanced Placement courses.

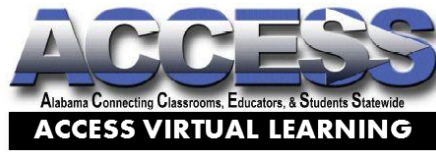
Principals and counselors should also make students aware of their option to take AP exams, inform them of available AP exam review materials, notify them of the date for the administration of each exam, and order and administer the exams in accordance with College Board policy.

If in place, local policy regarding exemption of semester/term exams for students taking the College Board AP exam will be followed. Schools must notify ACCESS teachers and support center staff of such exemptions in accordance with the ACCESS Exam Exemption policy (see page 2).

CREDIT RECOVERY & CREDIT ADVANCEMENT

ACCESS Virtual Learning no longer offers web-based Credit Advancement courses. Information about Credit Advancement courses can be found on the Alabama State Department of Education webpage or [HERE](#). For Credit Recovery information may be found on the *Credit Recovery Notice* document.

Guidelines for student eligibility in Credit Recovery courses may be found on the ALSDE website - [ALSDE Graduation Info](#) or on the *Alabama High School Graduation Requirements*



document. It is the responsibility of the local schools to ensure that students are eligible to take these specialized courses through ACCESS Virtual Learning.