

**DISTANCE LEARNING NETWORK
ORIGINATING AND RECEIVING SCHOOL RESPONSIBILITIES**

The following are general guidelines to assist in coordinating and assigning responsibilities associated with distance learning courses. All schools participating in a particular program should prepare a written agreement to ensure that the responsibilities of each school and its staff are clearly understood.

Originating School Responsibilities

1. Coordinate and prepare a written agreement among participating schools.
2. Assign a coordinator/contact person to communicate with receiving school(s). The Technology Coordinator, the instructor, or a support staff member could be this person.
3. Provide appropriate training for involved staff.
4. Ensure that the course meets any applicable statutory/Department of Education requirements such as the Learning Results standards.
5. Provide a qualified instructor for the program (Maine Department of Education Rules, Chapter 127 § 3.06.).
6. Approve student enrollment with the principal or guidance counselor at the originating school in advance.
7. Supply all necessary course information to course participants (e.g., parent/guardian/student notification form, syllabi, course requirements, attendance, etc.).
8. Provide appropriate information to parents/guardians regarding the course (e.g., parent/student notification form).
9. Establish a fee structure if appropriate (e.g., flat fee, per student fee, or fees for particular course components).
10. Provide for appropriate technical support during the course time.
11. Provide accommodations for special education, ADA, and Section 504 needs at the originating site.
12. Contact the receiving school(s) in case of class cancellations due to weather, technical difficulties, or emergencies.
13. Ensure that appropriate course evaluations are completed.

Receiving School Responsibilities

1. Assign coordinator/contact person to communicate with the originating school. The Technology Coordinator, the instructor, or a support staff member could be this person.
2. Provide appropriate training for involved staff.
3. Approve student enrollment with the principal or guidance counselor in advance.
4. Provide appropriate supervision of the class. A teacher or support staff member could do this.

5. Provide technical support during the course for troubleshooting.
6. Assist in the distribution and collection of course materials and forms as agreed with the originating school.
7. Record grades, attendance, etc. on student records.
8. Establish a procedure to notify students if the class is cancelled (if cancellation during the school day, plan an alternative activity).
9. Ensure that students receive needed academic support (e.g., access to computers, library, etc.).
10. Provide appropriate information to parents/guardians regarding the course (e.g., parent/guardian/student notification form).
11. Provide accommodations for any special education, ADA, and Section 504 needs.

Joint Responsibilities

The following questions involve issues that will require coordination among all schools participating in a particular program and should be addressed in the written agreement as necessary.

1. What course will be offered?
2. When will the course be scheduled (e.g., during the school day, after school, evening)?
3. If there are differences in school schedules, how will they be accommodated?
4. If there are differences in school calendars, how will they be accommodated?
5. How will cancelled classes be made up?
6. What will be the total class size, and how many participants will there be at each school?
7. Will the schools share the cost of the instructor/facility costs?
8. Who will provide textbooks and other course materials?
9. How will materials be distributed (e.g., e-mail, fax, mail)?
10. How will student discipline issues be addressed, and which school's policies and rules apply?
11. Will all schools have trained technicians on-site for troubleshooting during the course?
12. If the schools have different grading, course credit, and attendance policies, how will this be addressed?
13. Will students have the opportunity to make up classes they miss?
14. Will there be tapes available?
15. How will students at receiving schools communicate with the instructor?
16. How will parents/guardians communicate with the instructor?
17. What support will be offered to students who are having academic or other difficulties?
18. How will student confidentiality issues be addressed?
19. If the course includes on-line components, how will appropriate student/staff support be provided (e.g., computer availability, training for new users, etc.)?
20. Will students and parents/guardians be asked to evaluate the class?

21. Will parents/guardians be allowed to observe classes?
22. Will classes be taped? If so, how will the tapes be used?
23. How will the participating schools assess the effectiveness of the class?
24. How will the participating schools assess their working relationship?

DATE ADOPTED: JULY 1, 2003

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