

EDUCATIONAL AND INTERORGANIZATIONAL RELATIONS

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RELATIONS WITH OTHER SCHOOLS AND DISTRICTS

The Board of Education will cooperate whenever possible with other school districts in matters of common concern.

This cooperation may extend to such areas as joint educational services, research, exchange of data and information, coordination of curriculum, coordination of school activities and calendars and cooperative use of school facilities.

Before joining in any cooperative programs or participating in joint educational services with other districts, the Board will carefully weigh the desirability and feasibility of such cooperation and will make sure that in all instances the best interest of the school district's children are served. Of utmost importance will be the financial impact in relation to services received. The Superintendent shall provide as much background information as possible to facilitate the Board's decision making on such programs.

STUDENT TEACHING AND INTERNSHIPS

The Board of Education recognizes the student teacher program as an important aspect of a future teacher's education. Therefore, the Board will cooperate with institutions of higher education in training student teachers.

In placing student teachers in the system, the Superintendent and staff shall:

Provide for placement of student teachers with outstanding teachers who will serve as supervisors.

Protect students from being overexposed to student teaching and teachers from excessive supervisory responsibilities toward student teachers.

Ensure placement of student teachers without regard to race, color, sex, creed, national origin or status of handicap.

Make provisions with the higher educational institutions to provide for cooperative selection of students to be placed in the district's schools.

All persons involved in the student teacher program must recognize that the first and primary responsibility of the district is to the students within its schools. If at any time a student teacher becomes unacceptable, the district reserves the right to refuse that student teacher further teaching experience within the district.

Student teachers normally shall not be used as substitute teachers in case of teacher illness or other personal reason. However, special arrangements may be made with the universities to allow student teachers to substitute to provide opportunity for the supervising teacher to attend an approved inservice program or workshop. In such instances, the student teacher will be under the direct supervision of the building principal.

Before committing the school district to accept student teachers from a given university, an agreement shall be negotiated with and signed by a duly authorized representative of the university whereby the school district is relieved of its responsibility and liability for Worker's Compensation claims which may result from accidents to student teachers performing their student teaching tasks within the school district.

STUDENT TEACHING AND INTERNSHIPS

Student Teacher Selection

Prospective student teachers to be assigned to the school district will fill out a standard application form and be interviewed by the principal, who will determine whether or not the student is acceptable.

Supervising Teacher Selection

The building principal shall be responsible to determine those teachers on his/her staff who may be designated as supervising teachers.

Responsibilities of Supervising Teachers

Supervising teachers shall provide the student teacher with experience in all phases of instruction.

Though the student teacher should be provided experiences in grading and evaluation, all grades and evaluations will be reviewed by the supervising teacher and the supervising teacher shall be responsible for final entries on the report card.

The supervising teacher shall provide a balance of activities so that the student teacher has the opportunity to observe the supervising teacher, teach under direct - supervision of the supervising teacher and to be left alone with students while he/she is teaching under indirect supervision of the supervising teacher. Student teachers should not be left alone with the class during the first days of practice teaching.

The supervising teacher shall have the final responsibility of reviewing and approving lesson plans and shall meet regularly with the student teacher to discuss lesson plans, instructional procedures and instructional problems.

The supervising teacher shall be responsible to evaluate the progress of the student teacher, conferring as needed with the building principal and the representative of the sending institution.

Responsibilities of the Building Principal

The building principal shall:

1. Assume the overall supervising responsibility to ensure that:

A. Student teachers are provided with necessary and desirable learning experiences.

- B. The student teaching program is not working to the disadvantage of the students.
 - C. Student teachers adhere to Board Policies and administrative regulations.
2. Provide, when possible, opportunities to work with extracurricular programs in which the student teacher has special interests and expertise.
 3. Be alert to the effectiveness of supervising teachers and recommend whether or not given teachers shall continue as supervising teachers.
 4. Cooperate with supervising teachers in determining whether or not a given student teacher whose work is not satisfactory shall be allowed to continue his/her student teaching in the school system.

Responsibilities of the Teacher Preparation Institutions

The institution shall make known its requirements prior to the first day of the student teaching experience. Such requirements need to be known to the student teacher, the supervising teacher, and the Spring Lake Schools.

The student teaching requirements of the institutions must be compatible with those of the Spring Lake Schools and should be in most cases a full-day assignment.

The institution shall provide a coordinator who will work closely with the student teacher and the supervising teacher.

The institution has the responsibility of providing the student teacher with a background which will enable recognition of strengths and weaknesses of children, and knowledge of practical ways to adapt instructional methods to meet these differences.

The institution shall provide its student with observation or aiding experiences in elementary schools prior to actual student teaching practice .

The institution shall provide a background in teaching of reading for elementary student teachers and preferably secondary teachers, too.

RELATIONS WITH INTERMEDIATE DISTRICT

The Board of Education is committed to cooperating with the Ottawa Area Intermediate School District in special programs and services provided by said district. The Superintendent shall assume the responsibility of evaluating the various programs and services provided, alerting the Board to such services and recommending to the Board whether or not the schools should participate in or avail itself of those programs and services. The key to participation shall be guided by:

The educational value to the students.

The effect on the efficiency of operation of the school system.

The economic factors involved in relationship to the service and the school budget.

The Board shall, through directions to its Superintendent or by specific action, communicate to the intermediate district its concerns about intermediate organizational services and suggestions or recommendations of services which, in its judgment, deserve consideration.

The Board of Education shall appoint a representative who, with representatives from other constituent districts, shall review the budget of the intermediate school district and shall determine the maximum amount of said budget.

LEGAL REF: General School Laws, 380.624

MEMBERSHIP IN ASSOCIATIONS

The board supports the concept of membership for this school district in associations which will enable our schools to benefit from cooperative development and supervision of our educational program.

The board, in entering into any such membership, recognizes and agrees that any administrative or legal action contemplated by the board in the name of the schools must conform to the published policies, rules, and regulations of the association.

If conflict between the policies, rules, and regulations of this school district and those of any association in which this district maintains membership should arise, the board reserves the right to decide in the best interest of the school district whether its policies, rules, and regulations should be placed in harmony with those of the association, or the membership should be terminated.