

## SECTION L: EDUCATION AGENCY RELATIONS

Section L contains policies, regulations, and exhibits on the school district's relationship with other education agencies -- including other school systems, regional or service districts, private schools, colleges and universities, education research organizations, and state and national education agencies.

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<u>Code</u>	<u>Category</u>	<u>Title</u>
LA Objectives	O	Education Agency Relations Goals/Priority
LC	O	Relations with Education Research Agencies
LDA	R	Student Teaching and Internships
LEB	R	Advanced College Placement (Also IHCD)
LK	R	Legislative Representation

### Categories

**O = Optional** These policies should be reviewed to determine whether they meet a particular local need. Most are informational in nature.

**P = Priority** The subject matter of these policies is required by state and/or federal law.

**R = Recommended** While these policies are not required by law, they are highly recommended for effective and efficient school board operation.

Adopted March, 2004

## INTER-ORGANIZATIONAL RELATIONS

The School Board recognizes that the schools of the District have the primary responsibility for the formal education of the youth of the District. We recognize that many organizations, while not primarily concerned with education, play a definite role in the education of the youth of the District. Therefore, it shall be the desire of the Board to establish positive working relationships with other public and private organizations involved in the education process. The District will cooperate with all governmental agencies or organizations in the community to assist in furthering the educational process.

In its relationship to other educational institutions, the District will strive to stand as a partner and colleague in such ways as described below.

1. With post-secondary school institutions:
  - a. Within its resources and according to abilities and efforts of each individual student, the District will prepare students for successful experiences in post-secondary institutions.
  - b. To the extent appropriate and applicable, the District will utilize the resources of post-secondary institutions for the development of its own staff.
  - c. The District will cooperate with post-high school institutions in selected areas of research and experimentation which have the potential to increase the effectiveness of teacher preparation or staff development and/or which directly improve the local instructional program.
  - d. The District will share the responsibility for preparation of teachers and other school workers with institutions of higher education.
2. With other Districts:
  - a. The District will work cooperatively with other Districts in selected programs which can be better done in cooperation than by single Districts acting alone.
  - b. The District will assume appropriate responsibility for improving the climate for education in the state and nation, particularly with reference to expanding the fiscal base, providing for efficient expenditure of funds, and bringing about state or federal legislation which improves education or contributes to District goals.

**INTER-ORGANIZATIONAL RELATIONS**

(continued)

3. The District will cooperate with professional educational organizations recognized by the District as important forces for the improvement of education.

4. The District will cooperate with institutions such as educational service units and regional organizations whose aims are to improve the education of children, when their programs are in keeping with or contribute to the goals of the District.

Revised: November, 1999

Revised: July, 1998

### RELATIONS WITH EDUCATION RESEARCH AGENCIES

The potential contribution of appropriate educational research to teaching and school administration is recognized by the School Board, and it will cooperate, to the extent feasible, with colleges, universities, and other recognized agencies to promote research that will:

1. Increase professional knowledge of teaching and learning processes and the social setting in which they operate.
2. Sharpen perception of instructional and administrative problems.
3. Establish instructional and management objectives.
4. Assess progress toward accomplishment of school system objectives.

The appropriateness of all requests involving research projects to be conducted in the public schools will be judged by the School Board after they have been reviewed by the Superintendent and, as appropriate, school administrators, department heads, and/or program directors.

The decision to involve students, teachers, or other employees in any research project will be based on the following:

1. The objectives of the research should be clearly stated and the design should produce valid and reliable results which will then be made available to the public schools.
2. The research should be expected to contribute to the improvement of education or the general welfare of children.
3. The privacy of those involved in any research project must be protected. The confidentiality of records will be maintained at all times. Further, data derived from school records, interviews, or questionnaires which have a potential for invasion of privacy of students or their families or staff members may not be used unless advance written authorization has been given by the staff member or student (or his/her parent or guardian as appropriate) even though the information will be collected and reported under conditions of anonymity.

**RELATIONS WITH EDUCATION RESEARCH AGENCIES**

(continued)

4. Research proposals should be of sufficient scope and depth to justify the time and effort of students and staff members. Using the time of teachers and students in any research activity is an investment by the school system which should increase the effectiveness of the educational effort.
5. In general, instructional activities must not be interrupted unless there is a clear significance for the educational program of our schools.
6. Projects involving student researchers must have prior written approval by a faculty member of the institution in which the student is enrolled. The faculty member must have direct responsibility for the student's research.

Revised: July, 1998

Adopted March, 2004

**STUDENT TEACHING AND INTERNSHIPS**

The School Board recognizes the student teacher/intern 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.

All persons involved in this 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/intern becomes unacceptable, the District reserves the right to refuse that student teacher/intern further teaching experience within the District.

Student teachers/interns who work in the District shall be accepted only after approval of the Superintendent and the Principal of the building in which the person is to teach.

Student teachers/interns are allowed to substitute for pay for their cooperating teacher as allowed in the student teaching handbook of the institution they represent. If no reference to working for pay is in the handbook, the district restricts them to not more than three non-consecutive days of substitute teaching for their cooperating teacher(s) only. Except in emergency situations.

Student teachers/interns shall be subject to a Criminal History Records Check prior to working in the District. The cost of the Criminal History Records Check is to be paid by the school district.

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## Windham School District Policy

**LEB**

*Also IHCD*

### ADVANCED COLLEGE PLACEMENT

It is the belief of the Board that any student who is capable of, and wishes to do, college-level work while in high school should be permitted to do so and shall be given assistance in enrolling in advanced courses.

Any 11th- or 12th-grade student whose admission to a college-level course is recommended by his/her counselor may enroll in a course at an approved college for college credit, at no cost to the District. If the student wishes to receive high school credit for the course, s/he may request permission from his/her Principal, through the counselor, to apply the course toward high school graduation requirements.

Revised: July, 1998

**LEGISLATIVE REPRESENTATIVE**

One person from the School Board shall serve as legislative contact with the New Hampshire School Boards Association in order to keep the Board abreast of happenings and upcoming legislation relating to education. S/he shall carry the opinions of the Board to the legislature when requested.

Revised: July, 1998

Adopted March, 2004