

# Cooperative Agreement

by and between UNIVERSITY OF NORTHERN IOWA and COOPERATING  
EDUCATIONAL AGENCIES

This agreement entered into by and between the Board of Regents, State of Iowa, the governing body of the University of Northern Iowa, and Belmond-Klemme Community School District in accordance with the Code of Iowa. This agreement has a duration of one year expiring July 31, 2026.:

Section 262.30 CONTRACTS FOR PRACTITIONER PREPARATION provides:

The board of directors of any school district in the state of Iowa may enter into contract with the state board of regents for furnishing instruction to pupils of such school district, and for practitioner preparation for the schools of the state in such particular lines of demonstration and instruction as are deemed necessary for the efficiency of the University of Northern Iowa ... as training schools for practitioners.  
AND see also Section 256.16(1)(m).

## **1. Scope of Agreement**

1.1 This Agreement sets forth the roles, responsibilities, and rights of personnel associated with the cooperating educational agency, personnel associated with the University of Northern Iowa and of any student enrolled at UNI, while assigned as a student teacher, administrative intern, or for any other educational clinical experience with a cooperating educational agency.

1.2 To the extent the cooperating educational agency generates or maintains educational records related to the participating student, the cooperating educational agency agrees to comply with the Family Educational Rights and Privacy Act (FERPA) to the same extent as such laws and regulations apply to the university and shall limit access to only those employees or agents with a need to know. For the purposes of this Agreement, pursuant to FERPA, UNI hereby designates the cooperating educational agency as a school official with a legitimate educational interest in the educational record of the participating student(s) to the extent that access to the university's records is required by the cooperating educational agency to carry out the Program.

## **2. Options of Student Teachers and other Educational Experience Students**

2.1 Students must be registered for the appropriate university course. Educator clinical experiences can range from 3 hours through 640 hours, depending on the experience. Principal internships are two year experience. Social work specialization students complete 500 hours of clinical experience. School Psychology practicum can range from 60 hours to 240 hours, depending on the experience. School Psychology clinical internship includes 1500 hours over 10 months-24 months, with at least 600 hours occurring in a school setting. School counseling students complete a minimum of 100 hours of practicum

experience and a subsequent minimum of 600 hours of internship. Speech Language Pathology students complete 10-200 depending on experience level.

### **3. Placement of Students**

3.1 Placement of practicing interns shall be accomplished on a cooperative basis between UNI and the cooperating educational agency. All participating pre-service teachers and school psychology UNI interns students have completed a background check, including criminal background and child abuse, sex abuse, and dependent adult abuse registry checks, before beginning their clinical experiences and are provided clearance certificate by UNI. Should other programs require a background check, they would want to share this process with the intern to ensure it is completed in the manner appropriate for the position. Specific to speech language pathology, each student will be informed that they must meet the health requirements, immunizations, and tests; P.P.D., Rubella, Rubeola, Varicella titer or documentation of immunity: Hepatitis B Vaccination, Training regarding OSHA Bloodborne Pathogens, and Tuberculosis Standards. Vaccination waivers may be accepted on a case by case basis, depending on the site.

3.2 Placement shall be initiated by the university coordinator (hereinafter referred to as coordinator) upon completion of an application from each student setting out the student's qualifications/background and the assignment(s) needed to meet course requirements, certification, endorsement, and approval area standards.

3.3 Requests for assignment of practicing interns may be accompanied by suggested names of individuals who are recommended to serve as a cooperating teacher/educational agency supervisor by the coordinator.

3.4 The University of Northern Iowa reserves the right to decline the assignment of a student to classroom teachers/educational agency supervisors who may request a student. However, said decision shall not be based on race, creed, color, sex, national origin, disability, age, religion, gender identity, sexual orientation, veteran or military status or on any other basis protected by state and/or federal law.

3.5 The cooperating educational agency reserves the right to refuse assignment to any given practicing interns. However, said decision shall not be based on race, creed, color, sex, national origin, disability, age, religion, gender identity, sexual orientation, veteran or military status or on any other basis protected by state and/or federal law.

### **4. Termination or Change of Assignment**

4.1 The coordinator or cooperating educational agency may, for good cause, terminate or change the assignment of any practicing intern. Prior to reaching a decision the coordinator and the cooperating educational agency designee shall consult with the cooperating teacher/educational agency supervisor and all other concerned parties regarding the reason(s) for termination or change in assignment. If the district desires to terminate or change an assignment, the practicing intern will not return to the District Facility while awaiting the required consultation before the termination/change of assignment.

## **5. Supervision of Practicing Interns**

5.1 A member of the university faculty, or designee, will serve as the coordinator or supervisor of the clinical or educational experiences for the purpose of administering the program and supervising/evaluating the practicing interns in cooperation with the cooperating teachers/educational agency supervisors who guide and direct the practicing interns.

5.2 The identification, selection and continued use of qualified mentor professionals/educational agency supervisors shall be the joint responsibility of the coordinator and the administrators of the cooperating educational agencies.

5.3 The practicing intern remains subject to all UNI applicable policies , rules and regulations, and Professional Code of Ethics as well as those of the cooperating educational agency

5.4 All interaction between the mentoring professional/educational agency supervisor or nonpublic cooperating educational agency and the practicing intern shall occur without regard to religious education, religious indoctrination, religious beliefs, or involvement with religious activities. Practicing interns shall not be present or participate in the instruction or discussion of religious subjects or any other religious activity of the cooperating educational agency.

5.5 Interns shall be appropriately supervised and supported as they engage in the clinical experience. Supervision by the cooperating educational agency while on site is expected as appropriate for the position. The cooperating educational agency should remain in close communication with the university throughout the duration of the experience.

## **6. Evaluation**

6.1 Evaluation of the practicing intern shall be a shared responsibility. The coordinator or supervisor, the mentoring professional/educational agency supervisor, the practicing intern, and others knowledgeable about the performance of the intern shall be involved. Evaluation is comprehensive, continuous, specific, and individualized. The evaluation in the nonpublic educational agency shall be based on non-religious criteria.

6.2 Evaluations appropriate to the length of the internship/clinical experience will be required. Shorter internships may utilize only a final evaluation by the university supervisor as well as mentor professionals, along with intern reflections. Longer internships will include multiple evaluations occurring over the duration of the clinical experience completed by mentor professionals as well as university supervisors. However, the coordinator, as the designated UNI official, is responsible for the final evaluation.

## **7. Status, Authority, and Tort Liability Protection of Interns**

7.1 Practicing Interns shall have status and authority in accordance with section 256.16 Code of Iowa. (see section 7.4 for out of state internships)

7.2 Practicing Interns engaged under the terms of this contract in a public school shall be entitled to the same tort liability protection under the provisions of section 670.8 Code of Iowa, as is afforded by said section to officers and employees of the school district/agency during the time they are so assigned.

7.3 Practicing Interns engaged under the terms of this contract in a non-public school shall be named as additional insured under the liability insurance coverage of the cooperating nonpublic school during the time they are so assigned. The cooperating nonpublic school shall provide a certificate of insurance to the University of Northern Iowa as evidence of such coverage prior to the beginning of the student teacher's activities pursuant to this agreement.

7.4 Practicing Interns engaged under the terms of these contracts outside of the state of Iowa will be required to acquire liability insurance (verified by the University) prior to the commencement of the internship or field experience. The limits of such coverage shall be a minimum of 1,000,000 per occurrence.

## **8. Confidentiality**

8.1 Practicing interns are expected to maintain and uphold the level of confidentiality that is appropriate to the policies and regulations of the experience in which they are engaged. This confidentiality includes protection of identities, likeness, records, and any additional information that would be classified as confidential information for the participating educational agency.

## **9. Compensation to Mentor for Work with Practicing Interns**

9.1 Compensation varies within and among the various educational preparation programs. The University of Northern Iowa agrees to pay compensation to the cooperating teacher (262.75 Code of Iowa) in the amount of five-hundred dollars (\$500) per student teacher assigned who completes the full semester student teaching period. Compensation for shorter internships for pre-service teachers will be \$100. Assignment of less than the full and normal duration will be paid on a prorated basis for their work with the intern. There is no monetary compensation for those serving as mentor administrators or for school psychology internship or practicum mentors.

9.2 For placements in which monetary compensation is provided, cooperating educational agencies agree to provide a listing of the assigned mentors in their district and to forward social security numbers when direct payment is made to these mentors OR allow the University of Northern Iowa to request from the individual mentor their social security number and home address for direct payment.

## **10. Compensation of practicing intern (program specific)**

10.1 A written contractual agreement specifying the School Psychology Intern as a permanent employee for a term of 10-months (a school calendar year) and terms of compensation including the amount of compensation and proration of salary in 12-month or 22 bi-weekly equal paychecks. The contract further specifies that the intern is limited to employment for the period of appointment, is not guaranteed employment beyond that period, nor is required to stay in employment of the member of the field agency. This agreement should include a salary that is at a level commensurate with the intern's experience and at a level that allows the intern to be fully devoted to training. It should also include employee benefits consistent with those of other full-time school psychologists. School psychology practicum students are not expecting compensation.

10.2 With the exception of School Psychology Intern, the student interns are not employees of the placement site.

10.3 Masters of Social Work interns are not expecting compensation. However, some programs do provide an educational stipend for these interns. This stipend is not required but is allowable.

10.4 School counseling interns are not expecting compensation. However, if they are hired as school counselors under a Class G License by the school district, they should receive a salary that reflects their experience, along with employee benefits consistent with those provided to other full-time staff members in the building.

10.5 Educational Leadership interns are not expecting compensation during their practicum experience. However, if they have completed 75% of their program requirements and are serving as a substitute administrator under a conditional administrative license, they should be compensated at the standard district rate.

10.6 Pre-Service educator interns are not eligible for a salary during student teaching as the teacher of record. However, a district can provide an educational stipend should they wish to do so. Pre-service educators can serve as substitute teacher if they hold a substitute teaching authorization and should be compensated appropriately for this work. Note: Time spent as a substitute teacher during the student teaching placement does not count toward the minimum requirement of student teaching.

10.7 Speech Language Pathology interns are not expecting compensation. However, some programs do provide an educational stipend for these interns. This stipend is not required but is allowable.

## **11. Workload expectations and settings**

11.1 For clinical placements that carry a workload (ie student teaching, social work) it is not expected that an intern would carry a workload that is as extensive with the degree of independence as the mentor. This is to allow time for the practicing intern to adequately reflect and grow in their own practices.

11.2 The intern setting provides a space that affirms and respects diversity and differences in staff, populations served, and interns completing their clinical experiences.

11.3 Mentors are open and share expectations with their assigned practicing intern(s) while also providing guidance and support needed to allow for a productive and educational experience.

11.4 Assure that the candidate is able to engage in the necessary activities, procedures, and protocols as appropriate to the placement.

11.5 Assure that the candidate is appropriately supervised and supported during their experience.

11.6 Abide by program specific roles and responsibilities (such as logging hours, orientation to the educational setting, etc)

---

Gary Berkland, Board President

Belmond-Klemme CSD

---

Date

**University of Northern Iowa, Designated Signing Official:**

A handwritten signature in dark ink, appearing to be 'B. Forsyth', with a large, stylized initial 'B' and a long, sweeping horizontal stroke at the end.

**Dr. Benjamin Forsyth**

Associate Dean, Undergraduate Studies and Teacher Education  
College of Education