

SCHOOL-COMMUNITY RELATIONS

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COMMUNITY/EDUCATION PARTNERSHIPS PROCEDURES

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1. Policy

It is the policy of Lakehead District School Board (LDSB) to encourage community involvement in education which positively impacts upon student learning and community life.

2. Definitions

2.1 Partnerships

Partnerships are mutually beneficial relationships to all parties that are designed to enhance learning for students. Partnerships are co-operative relationships in which partners share values, objectives, resources (human, material or financial), roles and responsibilities in order to achieve desired learning outcomes.

2.2 Partner Organization

Partner organizations are those businesses, industry groups and associations, private and public sector organizations, and institutions expressing interest in community partnership programs.

2.3 Contributions

Contributions are donations of money, goods, services, advice or facilities offered by partner organizations.

2.4 Promotion

Promotion is the promotion of a product or an event by giving public notice using verbal, written, or electronic/digital methods (e.g. posters, mailings, telemarketing, advertising on apparel, etc.).

2.5 Partnership Agreement

A partnership agreement is a contractual agreement between a school(s) or the Board and community organizations designed to benefit both parties. A partnership agreement is built around desired student learning outcomes. Partnership agreements can be formal or informal in nature.

2.6 Every partnership is unique and may be described by more than one of the following types. The most appropriate type should be chosen.

Types of community/education partnerships are categorized as follows:

Type 1 - Informal Partnerships - Partnerships are informal in nature and of short duration; approximately one day. They may involve the enhancement of student programs (e.g. visit to a business under the field trip policies -

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6020 Extended Field Trip and 6021 Day Field Trip). Usually, the terms of partnerships of short duration are formed through a verbal agreement.

- Type 2 - Student/Group/School Partnerships - a multi-day experience involving a student's program. The program partnerships are of two types:
- i) Credit Generating: cooperative education, apprenticeship, etc.; and
 - ii) Program Enhancement: adopt-a-school, job shadowing, mentorships, etc.
- Type 3 - Board and Regional Partnerships - a multi-day experience involving students from more than one school and requiring program considerations. These partnerships may be credit generating or program enhancement (i.e. School College Work Initiative Regional Planning Team events) that are open to more than one school.
- Type 4 - Contribution/Promotion Partnerships - contributions by organizations (i.e. donation of money to a sporting event, playground equipment, counselling services). The promotion of a program, product or an event by providing public notice using verbal, written or public relations announcements, electronic/digital methods (i.e. Online, visual, telemarketing, etc.).

3. Labour and Employer Standards

- Before students are placed in a unionized work setting, the terms of placement will be discussed with both management and the union and/or collective bargaining unit.
- No student work placement will replace employee jobs or potential jobs.
- Students who are placed in a unionized work setting shall be given the opportunity to learn about the operation of a union and the service it provides.
- Students shall not be placed or remain in a placement with an employer where the bargaining unit is involved in a work stoppage.

4. Screening Partnership Organizations

Prior to entering into a community/education agreement, the participating school, or Board staff, shall clearly determine the partnership organization's expectation of LDSB. The following information shall be collected in order to determine a potential partner's eligibility:

- the nature of product or service of the partnership organization;
- information about the sponsor's history and ownership;
- reason for the sponsor's interest in the LDSB, i.e. the program/event around which the sponsor wishes to create a partnership agreement; and/or

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- representatives of the firm with which LDSB will work, including any outside advertising or communication agency.

5. Establishing and Maintaining Community/Education Partnerships

Even though every community/education partnership will be different, a coordinated effort will help maximize the success of the partnership. Establishing and maintaining a partnership may include:

- establishing a task force;
- assessing needs;
- finding partners;
- forming an initial agreement (agreement to form a partnership in principle);
- developing an action plan;
- signing a final written agreement;
- implementation of plan;
- evaluation; and/or
- extension and consolidation.

6. Community/Education Partnership Agreements

A community/education partnership agreement helps clarify agreed upon conditions and terms of the partnership. There are four kinds of community/education partnership agreements:

6.1 Initial Community/Education Partnership Agreement

The partners agree, in principle, to enter into a community/education partnership, and agree to investigate the conditions and terms of establishing a partnership (8090 Community/Education Partnerships Procedures - Appendix A).

6.2 Final Community/Education Partnership Agreement

An action plan stating the conditions and terms of the community/education partnership are embodied in a written agreement prior to implementation of the plan (8090 Community/Education Partnerships Procedures - Appendix B).

6.3 Work Education Contract

Community/education partnerships that generate credits for students must have a work education contract signed by a student, partnership organization, a parent/guardian and a teacher. The contract clearly outlines the roles and responsibilities of these partners. An example of this type of partnership is Cooperative Education and other similar work/education partnerships. A work education contract is signed prior to a work placement (8090 Community/Education Partnerships Procedures - Appendix D).

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6.4 Contributions or Promotional Community/Education Partnership Agreement

A contributions/promotional agreement clearly outlines the terms, benefits, and entitlements of the partnership (8090 Community/Education Partnerships Procedures - Appendix C).

7. Approval of Community/Education Partnerships

The principal of a school will approve partnerships at the school level. Due diligence must be integral to the screening of potential partners.

Senior administration will approve community/education partnerships that involve interschool or regional partnerships.

8. Termination of a Partnership Agreement

Lakehead District School Board or the partnership organization has the right to terminate an existing community/education partnership after notice has been given. The conditions of the terms of termination will be agreed upon in the partnership agreement.

9. Acceptance and Approval of Contributions

The solicitation of contributions from individuals, organizations or businesses to encourage support for school programs shall be approved by the principal in consultation with parent groups. Contributions at the school level of amounts over \$1,000 must be reported and approved by the superintendent of education. The acceptance of contributions shall fall under Board policies and guidelines. The Board will approve interschool or regional contributions.

10. Promotions

The promotion of programs, products, or an event by giving public notice by using verbal, written or electronic/digital methods in the form of posters, mailings, telemarketing, or advertising shall be approved by the principal in consultation with parent groups. The acceptance of promotions must be beneficial to student learning, and there must be a clear understanding of partnership entitlements.

10.1 Entitlements to Partner

The context or content of a promotional partnership must be controlled by the school and school community. If a portion of a contribution is to be used as a promotional activity, the terms shall be clearly written in the partnership agreement (8090 Community/Education Partnerships Procedures - Appendix C).

10.2 Protection for Students

There should be no monetary gains to individuals in a community partnership, and there will not be any exclusive direct selling or direct promotion of a partner's organization or

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service. Schools or students will not be used for commercial, institutional or corporate endorsements.

11. School Task Force

The principal is responsible for establishing a task force which will provide direction at the school level. The mandate of this committee will be to advise the principal on:

- assessing the needs of the school;
- investigating possible community partnerships;
- promoting present community partnerships;
- monitoring and reviewing community/education partnerships; and
- reporting.

This task force will seek input from the school council and established partner organization links.

12. System Responsibilities

It is senior administration's responsibility to:

- monitor progress;
- approve interschool or regional community/education partnerships;
- review yearly school reports; and
- establish and maintain a Community/Education Partnership Advisory Committee to support and provide input on community/education partnerships.

13. Steps in Establishing and Maintaining Community/Education Partnerships:

STEP 1 - INCEPTION

- principal will establish a planning team;
- membership of the planning team will be determined by the principal;
- planning team will determine needs based on desired learning outcomes;
- general goals and objectives will be set; and
- input will be sought from the school council, students and present partnership organization links.

STEP 2 - PREPARATION

- determine level of support within the school; and
- check with program coordinators on how improved learning outcomes might be achieved through community/education partnerships.

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STEP 3 - EXPLORATION AND DEVELOPMENT

- seek suitable project partners;
- establish a project planning committee made up of key stakeholders (clear mandate and continuity of membership);
- an initial agreement (agreement in principle) may be signed;
- partners explore needs, goals, objectives and levels of commitment;
- develop an action plan (tested against Guideline Checklist - Appendix E);
- sign a final written agreement ; and
- build grassroots support within the school, school community and partner organization.

STEP 4 - IMPLEMENTATION

- based on action plan and signed agreement;
- clear records will be kept;
- process for monitoring; and
- Ministry and Board policy, procedures and practices will be followed.

STEP 5 - EVALUATION

- measure and assess or evaluate performance;
- basis for making informed decisions; and
- prepare annual report and share with partners.

STEP 6 - EXTENSION AND CONSOLIDATION

- effective communications can be achieved by setting timelines, regular meetings, record keeping, clear training manuals, etc.;
- promoting partnerships by developing brochures, putting articles into newsletters, presentations, etc.;
- celebrate successes by media events, plaques, awards, special events; and
- promote positive teamwork and collaborative strategies by involving key stakeholders in the decision-making process (planning, implementing and evaluation).

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14. Board/School Promotion of Partnerships

The Board and schools will attempt to expand partnerships in areas such as:

- volunteers;
- adopt-a school;
- sponsorship of extra-curricular activities;
- career exploration;
- work/education;
- support to special needs students;
- growth and professional development;
- cooperative education;
- mentoring;
- enrichment;
- resource sharing;
- stay-in-school;
- job fairs; and/or
- projects.

15. Primary Decision Makers

The principal will be responsible for final approval, implementation and monitoring of site-based partnerships (Type 1, Type 2, and non-receipted Type 4).

The Board will be the primary decision maker regarding Type 3 and Type 4 (involving more than one school, regional and receipted contributions) partnerships. The Board will assist in the development of a system partnership.

The Board will also be responsible for addressing identified issues. Examples of this might include equitable distribution of resources and promotion of system programs.

16. Conditions of Contributions

16.1 Approval of Contributions

The solicitation of contributions from individuals, organizations or businesses to encourage support for school programs shall be approved by the principal, and when appropriate, in consultation with the school council. Requests for contributions shall be monitored by the principal to ensure good will within the school community.

Principals shall keep a record of contributions received by the school from individuals.

Contributions on a system level of amounts over \$1,000 require the approval of a superintendent of education.

Contributions on a regional level require the approval of Director's Council.

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Consultation with the purchasing department and the health and safety officer is required prior to accepting contributions that involve such things as: electronic equipment, chemicals and play equipment.

16.2 Ownership/Responsibility

Items received by schools shall be retained at the receiving school under the ownership of LDSB. The Board shall retain the discretion to remove, repair or modify any item as required.

16.3 Charitable Donation

Schools will not accept contributions requiring a charitable donation receipt but will refer requests to the Board.

16.4 Board Employees

No member of the Board or employee of the Board is permitted to receive a personal gift, donation or discount from any supplier of goods or services to the Board resulting from a community/education partnership.

16.5 Contributions Not Permitted

Soliciting funds by political or commercial agencies is not permitted on the property of LDSB.

17. Conditions for Promotion

- A promotion of a purely commercial nature is not permitted in the schools.
- Announcements of political meetings or controversial social issues are permitted at the discretion of the principal. Political promotions during a campaign are not permitted.
- Promotion of charities is permitted in the school with the approval of the principal.

18. Board Responsibility

- seek advice from the Community/Education Advisory Committee;
- monitor progress of partnerships;
- review existing school partnerships on a yearly basis; and
- support school partnership initiatives.

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19. Review

These procedures shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
	September 30, 1997 <u>Date Revised</u> April 22, 2014 February 22, 2022	
