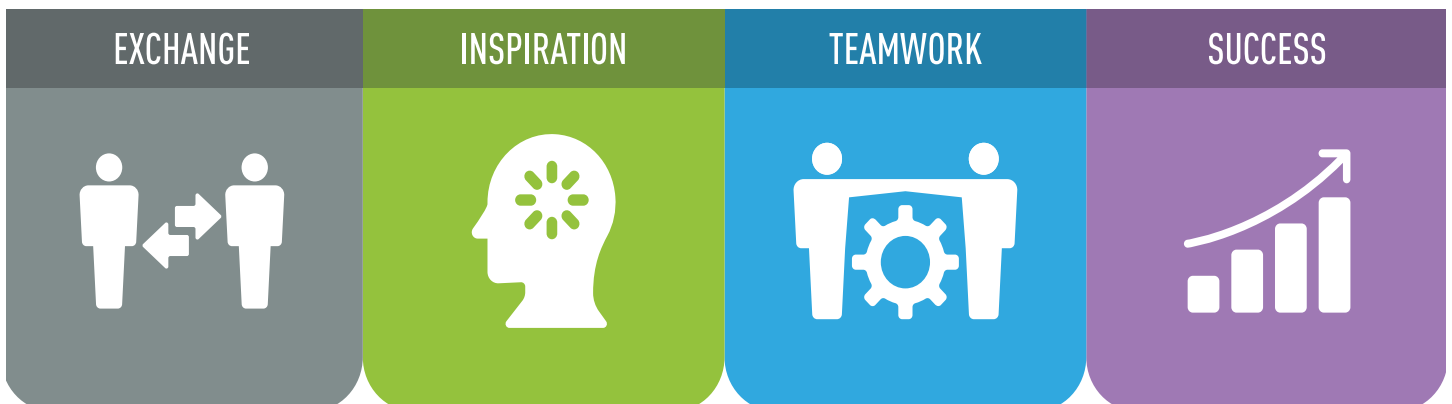




PARTNERSHIP



In Grand Erie, we foster and celebrate inclusive school communities so that learning experiences are enhanced for all students. Strong, collaborative partnerships are the foundation to building inclusive environments.

What is a Partnership?

- Enhance the opportunities available to our students
- Mutually beneficial/reciprocal, collaborative relationship in which values, objectives, roles and responsibilities are shared for the purpose of enhancing learning, system or service initiatives of the Board
- Relationships that add human or material resources through services, supports and opportunities that ultimately lead to improved student learning, stronger families and healthier communities.
- A partnership is not a method to solicit advertising, sponsorships, fundraising initiatives, or a grant/donation.



PARTNERSHIP

Who Benefits from Partnerships?

General benefits of a partnership include: improved understanding and collaboration between students and school; respect and support from the community consistent with increased interaction; smoother transition for students from school to their next destinations; increased resources resulting from shared activities. Keep these benefits in mind as you establish your partnership goals.

Learners:

- Helps students make the connection with curriculum and outside world
- Individual needs are targeted with the help of new opportunities
- Encounter new ideas and applications to the curriculum
- Reinforce values imparted by parents and teachers
- Gain positive role models
- Broaden awareness of career options
- Improve interpersonal and communications skills
- Recognize the value of life-long learning
- Create links for future employment

Partners:

- Enhanced public image through social responsibility
- Opportunity to share workplace expectations and community standards
- Exposure to new ideas from eager students involved in community activities
- Create avenues for staff to explain leadership skills
- Obtain opportunities to share knowledge and career expertise

Schools:

- Networking opportunities with the community
- Awareness of community expectations
- Share efforts to prepare students for future careers
- Additional resource support (activities, technology, facilities, equipment, ideas, expertise, human resources)
- Tutoring, coaching and mentoring
- Awareness of community concerns as they relate to education issues
- Expand opportunities for teachers to integrate relevant ideas about curriculum
- Development



PARTNERSHIP

GUIDING PRINCIPLES

What Contributes to a Successful Partnership?

1. The Grand Erie District School Board supports initiatives appropriate and compatible with the policies and values of the Board.
2. The main purpose of seeking out and building partnerships is to extend our capacity to provide enhanced services and programs for students. We need to share expertise and resources between the partners for mutual benefit.
3. Partnerships should include some or all of the following:
 - improve services and programs for students
 - partnerships work should tie to the work outlined in the schools School Improvement Plan (SIP)
 - build relationships and promote understanding
 - increase public support for education
 - increase parental and community involvement in, commitment to and responsibility /accountability for student learning
 - increase efficiency and effectiveness through sharing of services and resources
 - recognize the contributions of all partners
 - the promotion of equity and inclusiveness in our schools
 - open communication and trust
 - defined problem solving and decision making process
 - mechanism for reflection and evaluation

Forming Good Relationships with Your Partner

Educational partnerships are not unlike other relationships in terms of their stages of development. Some begin small and then grow into multi-activity, multi-dimensional interactions. There are, however, some “love at first sight” moments when values and goals catapult the partnership directly into the multidimensional. Whatever form they end up taking the key ingredient of a successful partnership is a good relationship. Whether your school begins at step one, builds on existing connections representative of step two, or finds an excellent opportunity and takes a giant leap to step three, partnership success will depend on how hard you work at building and maintaining the relationship.

STAGE 1: SUPPORT

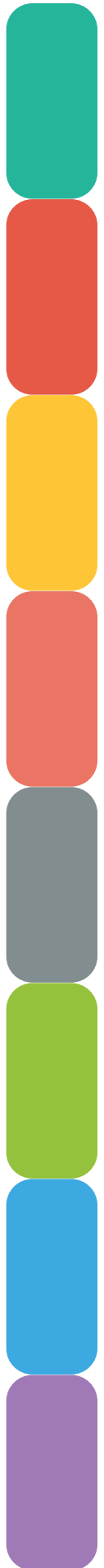
- Establish ties, create awareness; refer to SIP to determine needs
- Mostly single-event involvement at the program or department level

STAGE 2: COOPERATION

- Committee based; involve partners in planning and implementing; focus on SIP
- Shared resources; joint activities

STAGE 3: COLLABORATION

- Involve partners in all phases of activities; evaluate and broaden range of activities
- Reciprocal activities included in annual planning; communicate successes



Conflict Resolution

Partnership agreements will contain a process and time frame for resolution of conflicts that arise in the course of the working relationship. The conflict resolution process must identify potential areas of conflict such as, but not limited to, a change in resource requirements, project timelines, and a change in personnel or school administration associated with the partnership.

Assessing Partnerships

A review of the goals, outcomes and the working relationship between partners can lead to stronger partnerships. All parties agree to review annually, the progress and success of the partnership to date to ensure viability of the program and adjust processes accordingly. Evaluation may include the following:

Feedback from all stakeholders - teaching, administrative and operational staff, the parental community and students will be considered when evaluating the success of a partnership.

Celebrating Partnerships

All partnerships will be recognized with a certificate suitable for framing, issued by Grand Erie. Schools are encouraged to celebrate school-based partnerships in their own way with respect for the partners needs or wishes in that regard.



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