

DATE: March 1, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Planning Engaged and Effective Governance: School-Community Relationship Identifier

ORIGINATOR: Sandra Stoddard, Executive Director, Governance, Strategic Services and Support for Schools

RESOURCE STAFF: Marnie Beaudoin, Nancy Petersen

REFERENCE: District Strategic Plan, Priority 3, Goal Two

ISSUE

Provide information regarding progress being made in the District to support strategic community engagement, as specified in Priority 3, Goal Two of the District Strategic Plan.

BACKGROUND

Priority 3 of the District Strategic Plan states that Edmonton Public Schools endeavours to “enhance public education through communication, engagement and partnerships.” Goal Two of Priority 3 states that “community partnerships are established to provide supports and services to foster growth and success of students and families.” This work is being brought forward to support The Board of Trustees’ request for ongoing updates regarding progress towards the achievement of the District Strategic Plan.

CURRENT SITUATION

We know that the work of helping all our students be successful, and achieving the District’s vision to transform the learners of today into the leaders of tomorrow involves both the expertise and talent of educators and the support of community members who are invested in the success and well-being of Edmonton’s children and youth.

There is a broad range of school-community relationships in place in schools across the District to meet the needs of students and families. Governance and Strategic Support Services is collaboratively engaged in the development of a number of tools to support schools in this important work with community. These supports include:

- the School-Community Relationships document
- a Community Relationships Tracker System
- a District Partnership Framework, which is currently under development

KEY POINTS

The School-Community Relationships document was developed to assist District leaders in their work to identify, implement and maintain school-community relationships. The document:

- defines and illustrates the various school-community relationships in place across the District, including business relationships, community friends, donors, partnerships, sponsors, tenants, and volunteers
- provides information to school leaders regarding formal District documents and processes that may be required to support school-community relationships
- links to relevant Board Policies and Administrative Regulations
- identifies District contacts that can provide further support, if needed

The Community Relationship Tracker System is an online form that allows school leaders to input information regarding the various school-community relationships they have in place to support students and families in the school community. This online tool:

- provides schools with an organized and accessible way to track, document and maintain critical information about their school-community relationships
- supports the transitioning of community relationships when there is a change in principal
- supports alignment with the new *Education Act* and the expectation that schools recognize the contribution of community
- provides the District with a source of data that informs progress on the District Strategic Plan and assists Administration on this strategic community work
- will be launched for the 2016-2017 operational school year as part of the fall budget planning process

The District Partnership Framework, currently in development, will:

- Support the spirit and actualization of Board Policy AA.BP Stakeholder Relations
- Establish the foundation to a body of community practice that is strategic, efficient and in direct support of student success and the District Strategic Plan
- Provide District leaders with a comprehensive set of guidelines, tools and links to resources that support them in their work with community stakeholders

ATTACHMENTS & APPENDICES

ATTACHMENT I School-Community Relationships document

SS:mb



School-Community RELATIONSHIPS

Building strong relationships
that enhance student success

January, 2016

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VISION

Transforming the learners of today into the leaders of tomorrow

MISSION

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

VALUES

Supporting the Vision, Mission and Priorities are the District's cornerstone values of accountability, collaboration, equity and integrity.

DISTRICT PRIORITIES 2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Edmonton Public Schools endeavors to transform the learners of today into the leaders of tomorrow and we know this will not be achieved without the support of our community. We value the contributions of community towards the success of our students.

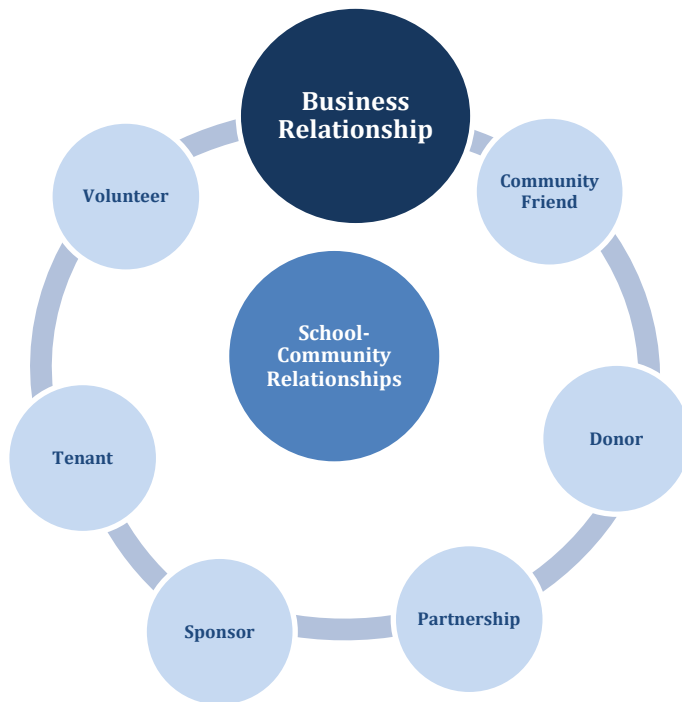
Schools have a wide range of relationships with the community. Historically, all of these school-community relationships have been loosely defined as *partnerships*. Upon closer examination, the term partnership is not an overarching term that best defines the broad spectrum of school-community relationships.

The purpose of this document is to assist District leaders in their work to identify, implement and maintain school-community relationships.

The following descriptors have been developed, in consultation with district staff and community partners, to assist in this identification. A school-community relationship may involve more than one descriptor. It is also possible that a relationship may evolve over time and shift from one descriptor to another.



Within a school community, there are many relationships that occur naturally as part of our core work, reflecting our various educational stakeholders. It is not the intention of this document to capture the following educational partnerships: parents, students, Alberta Education, post-secondary institutions and professional educational organizations.



A **business relationship** is a formal contractual relationship with an individual or organization, which involves purchasing a service or product.

Business relationships that involve a fee for service or products must be reviewed by District Purchasing and Contract Services. All vendors doing business with the District are required to carry a minimum of \$2 million liability insurance and a business license. If the business relationship involves any interaction with District students, participating staff will need to obtain a criminal records check.

Examples:

- food supplier to school store
- paper shredding service
- artist in residence

Formal District documents:

- Purchase Requisition
- Purchase Order
- Negotiated Contract

Board Policy and Administrative Regulation references:

- [CO.BP – Fiscal Oversight and Accountability](#)
- [CW.AR – Purchasing and Disposal](#)

For additional information, contact: Manager, Purchasing and Contract Services, 780-429-8203.



A **community friend** is an informal relationship between a school and a member of the community.

Examples:

- The school principal connects each August with the owner of the local convenience store to establish communication and support around students patronizing the store.
- A music teacher takes students to a local seniors’ centre to perform.
- A community grocery store makes an occasional donation of fresh fruit to the school’s snack program.

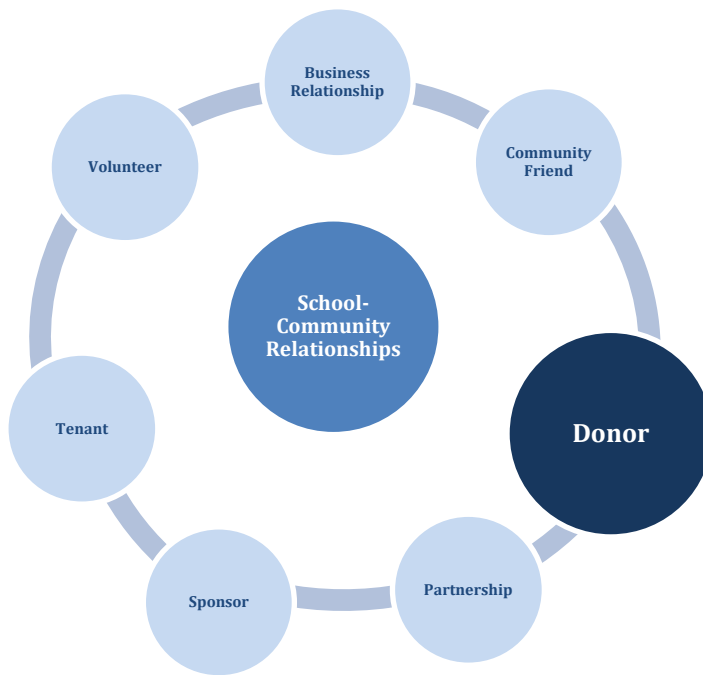
Formal District documents:

- No formal District partnership document is required to support the relationship, but a field trip form, volunteer registration form, etc., may be required within the actions of normal District practice.

Board Policy and Administrative Regulation reference:

- [IA.AR - Parent and Community Involvement](#)

For additional information contact: Governance and Strategic Support Services, 780-429-8716.



A **donor** is an individual, organization or business that voluntarily transfers property, monies, goods, or services to the District for charitable reasons and may be eligible for a district charitable donation receipt under Canada Revenue Agency regulations.

Examples:

- A local restaurant gives a one-time cash donation to a school to support the purchase of books for the library.
- A local citizen donates \$500 to the Edmonton Public Schools Foundation in support of early learning.
- A corporation establishes a student leadership scholarship and provides ongoing funding.

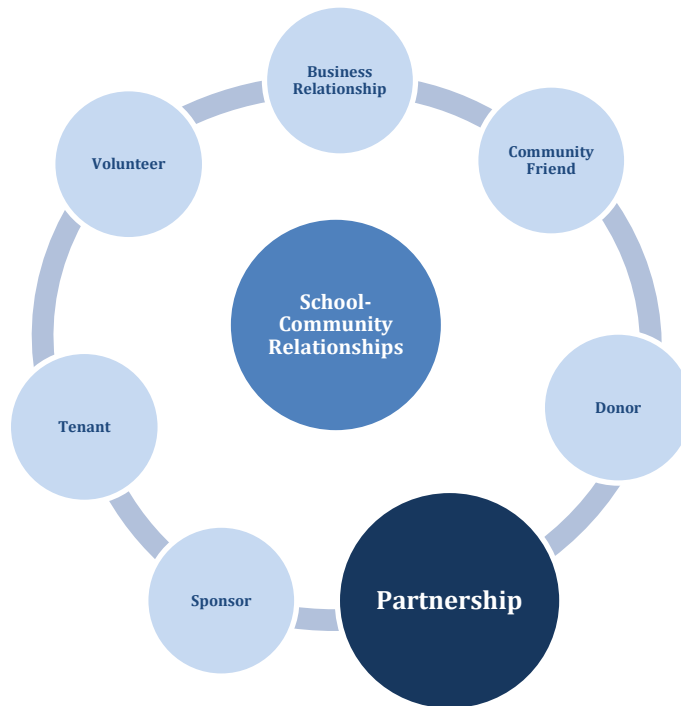
Formal District document:

- Donation retained at the school: Donational Information Sheet > Donation remitted to Financial Services: School Remittance Form.
- Donations deemed eligible in accordance with the Income Tax Act and its regulations, and in excess of \$25, will receive an Official Donation Receipt. Donations not qualifying for an Official Donation Receipt may be issued a letter of thanks acknowledging the donation. Both are issued through Financial Services.

Board Policy and Administrative Regulation references:

- [CO.BP - Fiscal Oversight and Accountability](#)
- [IH.AR - Public Gifts](#)

For additional information contact: Accountant, Charitable Donations, Financial Services, 780-429-8152.



A **partnership** is a formal relationship between a school and an individual or organization. A partnership is one of the most complex relationships, founded upon mutually developed and shared values, objectives, expectations, roles and responsibilities. Commitments of each partner are clearly articulated and are formalized with written documentation (for example: a Memorandum of Understanding).

Examples:

- A local service club funds a daily school snack program for three years. This commitment is documented in emails between the principal and the service club.
- A school has a wrap-around model of school-embedded services for students and families. These partnerships with community service providers are supported through signed agreements.
- A high school works in partnership with a local automotive dealer to provide components of its mechanics program.

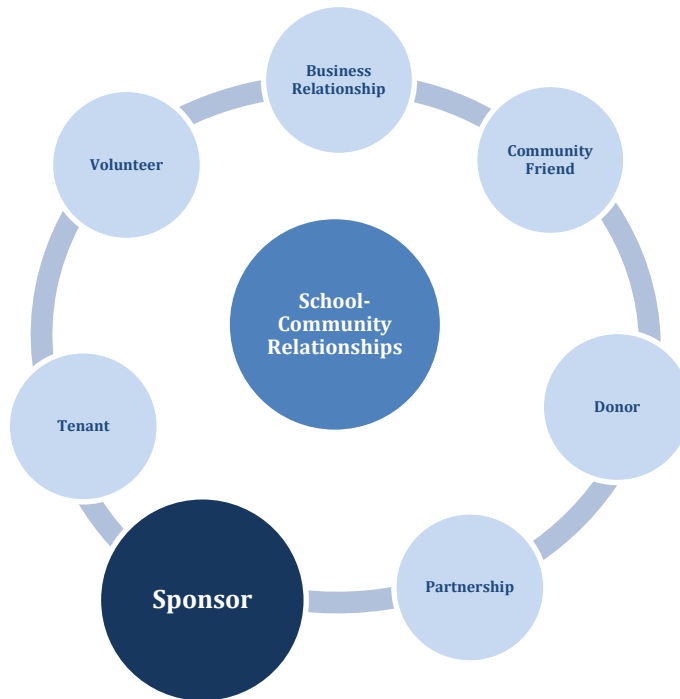
Formal District documents:

- If school space is allocated to support the partnership, the District requires a Memorandum of Agreement
- Partnerships should be supported with appropriate documentation (for example: a signed Memorandum of Agreement, contract or grant).

Board Policy and Administrative Regulation references:

- [CO.BP - Fiscal Oversight and Accountability](#)
- [IAA.AR - Educational Partnerships and Sponsorships](#)

For additional information contact: Governance and Strategic Support Services, 780-429-8716 or Property Management, 780-970-5214.



A **sponsor** is an individual, organization or business that agrees to provide goods, services or money to the District in exchange for a defined level of public recognition or advertisement.

Examples:

- A bank provides a financial contribution to a school event in return for its logo appearing on event advertising and print materials, as well as verbal recognition at the event.
- A local sporting goods store provides water bottles for student participants in the school’s track and field day, in exchange for their corporate logo being at the finish line for running events.

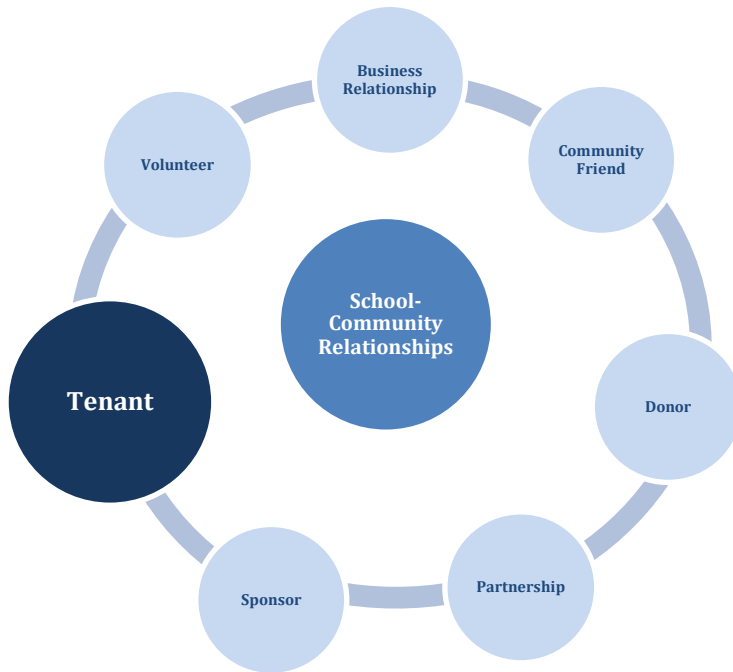
Formal District documents:

- It is recommended that the school and the sponsoring organization have a written record capturing key details of the sponsorship relationship to ensure that all parties understand their obligations.

Board Policy and Administrative Regulation references:

- [CO.BP - Fiscal Oversight and Accountability](#)
- [IAA.AR - Educational Partnerships and Sponsorships](#)

For additional information contact: Governance and Strategic Support, 780-429-8716.



A **tenant** is a group or organization that has a signed agreement granting use of school space under certain conditions and for a specified period of time.

Examples:

- A childcare leases three classrooms and access to a set of bathrooms to provide 60 childcare spots to families in the community; children from this childcare may or may not be students registered in the school.
- An organization leases a classroom to use as office space; three staff work from in this space. This organization does not provide direct support or service to the school community.
- An adult language school leases school space for the provision of Saturday language classes.

Informal District documents:

- Lease Agreement
- License Agreement

Board Policy and Administrative Regulation references:

- [EA.BP Infrastructure Planning Principles](#)
- [IG.AR - Community Use of District Buildings](#)
- [IGB.AR - Utilization of Surplus Space in Schools](#)

For additional information contact: Planning, Leasing/Rental Services, 780-429-8339.



A **volunteer** is a member of the community who, without compensation, commits to assist the District or a school with a designated task under the direction and supervision of a district staff member.

Examples:

- A senior citizen from the community comes into the school to read with students one-on-one.
- A parent comes in daily to assist the snack coordinator with the morning snack program.
- Students from the Faculty of Physical Education serve as coaches for the school’s sports teams.
- A local bank releases its staff to conduct financial literacy training with parents and students at the annual career fair.

Formal District documents:

- [Volunteer Registration Form](#)
- [Police Information Check Form](#)

Board Policy and Administrative Regulation references:

- [FA.BP Human Resources Framework](#)
- [FBCE.AR - Volunteers – Registration and Records Check](#)

For additional information contact: Human Resources, 780-429-8058.