



Regina Roman Catholic Separate School Division # 81

School, Community, and Home Relations 11221 Partnerships	Administrative Application	
	Effective:	January 12, 2017
	References:	ER-1 Treatment of Students and Parents/Guardians
	Status:	Operational

Preamble

Formal partnerships are those associations, as described above, that are established through a formal partnership-signing event and exist based on a written agreement.

Several formal and informal partnerships exist in the school division.

Application

1. The Formal Partnership Cycle

A typical formal partnership has a cycle of activity consisting of:

- a. Formation
- b. Maintenance
- c. Conclusion

2. Formal Partnership Formation

When establishing a formal partnership, consider the following:

- a. Refer to Administrative Application 11220 – Partnerships, Sponsorships, and Co-operative Ventures and related resources for further information.
- b. Establish a planning team. Suggestions for this team include staff, pupils, school administration, and members of the Catholic School Community Council, depending on the nature of the partnership.
- c. Determine the need and focus for involvement in the partnership. This may include:
 - i. Curricular enhancement objectives.
 - ii. Need and/or purpose of parental involvement.
 - iii. Employment potential for students.
 - iv. Public relations.
- d. Select a community partner.



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- e. Meet with the community partner to establish compatibility and common goals.
 - f. Arrange a meeting with the school planning team and the community partner team to brainstorm partnership ideas.
 - g. Design a proposal outlining plans for the partnership and submit this proposal to the designated Senior Administrator and Partnerships / Practical and Applied Arts Consultant for the school at least one month before planned formalization.
3. **Maintaining Formal Partnerships**
- Formal partnerships require regular maintenance in order to remain viable and purposeful. The ideas below are suggestions for making a formal partnership work over an extended time.
- a. Commitment
 - i. It is important that both parties are committed to the success of the partnership.
 - ii. Schools and businesses should each assign one or two individuals, who are committed to maintaining the enthusiasm and plan partnership activities.
 - iii. Time should be set aside to work on partnership activities and planning.
 - iv. Staff assigned, as the main contacts should attend regular partnership meetings.
 - v. Keep an open dialogue between the partners and allow for the sharing of ideas.
 - b. Goals
 - i. All partnerships are based upon a clear sense of mission, defined goals, and objectives.
 - ii. The goals must be realistic and obtainable by both partners and may be altered as needs change.
 - iii. Goals should be linked to school curricula.
 - c. Communications
 - i. Communication is a vital aspect.
 - ii. It is important for the partners to make contact as soon as the school year starts.
 - iii. It is critical to inform all partners of key personnel changes.
 - iv. Throughout the school year, partnership meetings should occur on a monthly or bi-monthly basis to discuss planned activities and review past activities.
 - v. Inform Senior Administration, staffs and Catholic School Community Councils of partnership activities. Include information about the partnership for inclusion in the school newsletter.



d. Planning

- i. At the beginning of each school year, partnership activities should be discussed and planned between the school and business partner.
- ii. Outlining activities in advance may help with staff support.
- iii. Early planning gives a starting point for a successful partnership year.

e. Evaluation

- i. Partnerships should be evaluated on a yearly basis.
- ii. Evaluation results provide up-to-date information to share with parents, school board trustees and media.

4. **Concluding Formal Partnerships**

Over time and for several reasons, formal partnerships may require conclusion. Concluding a partnership should be considered when the partnership has been inactive for an extended period without any logical reason. To conclude a partnership:

- a. Meet with the school-based partnership planning team to discuss reasons for the period of inactivity.
- b. Contact the partner and discuss reasons for the period of inactivity.
- c. Reach a mutually agreeable goal of either reviving or dissolving the partnership.
- d. If dissolving the partnership, contact the designated Senior Administrator for the school and request issue of a letter of formal partnership dissolution.

5. **Formal Partnership Resources**

- a. **The Canadian Journal of Business Education, Volume 3 - Partnership Building - Practices, Issues, Trends. August 1991** by John Wiley & Sons Canada Ltd.
- b. **Industry Education Partnership Councils Handbook, Industry Education Business Education Partnerships - Your planning Process Guide, Focus 2000. April 1990** the Canadian Chamber of Commerce
- c. **Partnerships Handbook, Calgary Board of Education**
- d. **Bloom Michael Profiles of Partnerships - Business-Education Partnerships that Enhance Student Retention April 1991** A Conference Board of Canada report from the National Business and Education Centre, prepared with the support of the Minister of State for Youth, Government of Canada.