



a guide to **EDUCATIONAL PARTNERSHIPS**



The Office of Innovation and Partnership

STUDENTS ACHIEVING THEIR FULL POTENTIAL!



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■ Appendix I: Partnership Policy

Message from the Director



If it takes a village to raise a child, Hamilton is certainly a hamlet with talent to spare. We are not the kind of village that drivers will miss if they blink at the wrong time. That's why Hamilton-Wentworth District School Board is making community engagement a pillar of its approach to education. Our 500,000-person village has so much to offer.

The image of school and home as separate spheres is an outdated one; we know that learning starts at home, and that parents, guardians and educators must co-operate to best serve today's youth. We are leaders in local education. But we also know that we are not alone in our task. Nor do we wish to be.

With parents as our first partners, we also turn to broader partnerships. We do this so the community can use our schools outside of class time; so neighbourhoods in need can use schools as their hubs of activity and support; and so summer programs such as Focus on Youth can offer great programs and valuable student jobs.

Our schools matter to our community.

The Board and the Ministry of Education foster such efforts. But they also require hard work for many of our staff. At the Board, partnership means building relationships, securing commitments, and ensuring follow-through. I thank all staff involved in the efforts – you are making our system better, particularly for our students facing poverty.

I wish to extend a special thanks to the Board staff in the Office of Innovation and Partnership. I also hope that this guide will provide us with the details we need to strike new partnerships, and to preserve the links that are already in place.

I hope this roadmap will help chart a course for our village.

Sincerely,

A handwritten signature in black ink that reads "John Malloy". The signature is written in a cursive, flowing style.

John Malloy
Director of Education

Introduction

A Guide to Educational Partnerships

Nearly three years after implementation of the Partnership Policy, staff realized a need to revise the Partnership Policy to make it more effective and efficient. While the majority of the policy remains unchanged, the need to form partnership committees has been removed and more consultation with key stakeholders and support from members of Executive Council and the Innovation and Partnership Office, allows us to remain accountable to our students and their parents.

With the change in the Policy, it seemed timely to revise the Educational Partnership Manual to better reflect our feedback and learning.

The Guide to Educational Partnerships has been developed to assist your school in utilizing the resources and energy of your community with the goal of enhancing student learning. The process and principles outlined in the guide are supported by research and publications produced by The Conference Board of Canada, The Canadian School Board Association, Toronto District School Board and Hamilton-Wentworth District School Board.

The guide is divided into four sections for your convenience:

- 1. Partnership Development**
- 2. Partnership Models**
- 3. Guidelines, Procedures and Forms**
- 4. Partnership Policy**

Over the past five years I have met some incredible individuals at the Hamilton-Wentworth District School Board that have formed amazing partnerships. I thank you for sharing your knowledge, experience and enthusiasm with me. As Innovation and Partnership Officer for the Board, I am always available as a resource.

It has been said that ordinary people who are passionate can do extraordinary things. As a team we can achieve extraordinary results. I truly believe that if we work together we will win together!



April Morganti
Officer of Innovation and Partnership





Together we're better!

Partnership Development



What will you find in this section?

- What a Partnership Is
- Who Benefits from Partnerships?
- Guiding Principles of a Successful Educational Partnership
- What the Partnership Policy Does for HWDSB
- Forming Good Relationships with Your Partner
- Stages of Partnership Growth
- First Meeting Sets the Tone
- How to Select a Suitable Partner
- Successful Partnership Checklist
- Global Best Awards for Partnerships, Conference Board of Canada
- Maintain the Momentum: Evaluate, Celebrate & Share the News

A Partnership Is...

A mutually beneficial, collaborative relationship in which values, objectives, roles and responsibilities are shared for the purpose of enhancing learning, system or service initiatives of the Board.

Partnerships are the relationships that add human or material resources through services, supports and opportunities that ultimately lead to improved student learning, stronger families and healthier communities. Through partnerships, we are able to improve school programs and school climate, provide services to our families, improve leadership and ultimately support educators.

The main reason for creating educational partnerships is to help all children succeed in school and in life. When parents, teachers, students and others view one another as partners in educating students a caring community is formed around students.

Partnerships foster enduring relationships among:

- Educators
- Families
- Community volunteers
- Business
- Health and social service agencies
- Youth development organizations
- OR any other organizations committed to transforming their relationships with HWDSB for excellence in education.

What a partnership is NOT.....

- A method to solicit advertising
- Sponsorships
- Fundraising initiatives
- Donations

Why do we need formal partnership agreements?

- So it isn't person based - rather initiative based and can be sustained when parties change
- To ensure longevity
- To validate the partnership
- To manage expectations of ALL parties involved

Who Benefits from Partnerships?

General benefits of a partnership include: improved understanding and cooperation 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



Guiding Principles of a Successful Educational Partnership

Successful partnerships need time to grow and flourish. They also need a strong foundation so the relationship can withstand changing or challenging circumstances.

What contributes to a successful partnership?

- Common vision
- Open communication and trust
- Clearly defined goals
- Administration or management support
- Clearly defined roles and responsibilities
- Activities or tasks that support School / System Improvement Plan (SIP) and enhance curriculum
- Unique expertise valued
- Defined problem-solving and decision making process
- Mechanisms for reflection and evaluation
- Spirit of cooperation and inclusiveness



What the Partnership Policy Does for HWDSB

- Provides a unified definition of partnership that is consistent across the Board.
- Sets the standard for partnerships and requirements for screening, consultation, approval, formal agreements, recognition, conflict resolution, resources committed, evaluation and potentially the termination of a partnership.
- Helps external agencies interested in partnering to understand the criteria for partnerships.
- The partnership agreement will help establish goals, encourage innovation, guide the development and measure the value to the school/system or service partnership.

What does the Partnership Policy mean for me as a Principal / System leader?

- You must evaluate your needs FIRST to ensure it is the most effective and efficient use of your time
- Seek out appropriate potential partners
- Consider the SIP
- Consider the impact on staff, student or parental time
- Consider parents and the school community
- Enhanced resources for students



PARTNERSHIPS:

**Establish goals,
encourage innovation
and guide development.**



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

Stages of Partnership Growth

At each stage of partnership development, the partners are involved in a process of building relationships, respecting each other's areas of expertise, and sharing values and objectives to achieve the desired learning outcomes. The following points will guide you through the process of growing the relationship.

Do a Needs Assessment

- Establish planning team
- Review Department / School's need for support
- Set Goals

This will allow you to go forward with requests for support from community partners.

Develop an Action Plan

- Identify potential partners
- Meet, greet and discuss mutual opportunities
- Create a plan
- Develop a Partnership Agreement

Keep it Going!

- Evaluate goals and objectives
- Celebrate successes
- Spread the word!
- Success breeds success and often more opportunities



First Meeting Sets the Tone

You only get one chance to make a first impression. In most cases, the first meeting sets the tone for future dealings with the partnership organization. This is the time when you demonstrate your passion and commitment to your vision. It will also determine whether or not you meet again.

At the initial meeting, you should be prepared with:

- Sufficient information about the potential partners and why they fit with your vision
- HWDSB Partnership Policy
- Verbal presentation and electronically produced partnership proposal (to use as a guide for your discussion)
- Questions about what they think about the idea of a partnership with the school

Follow up with a letter of appreciation and an outline of next steps. Remember your time and their time is valuable so the work you do before the meeting will pay off.

Give the potential partner a week or two to review the proposal. If it receives a positive response, schedule your next meeting to include the committees of both partners.

It is suggested that the school/department host the first meeting. If they haven't been involved in the initial meeting, the principal/system leader and manager of the potential partner group should also meet to establish a comfort level about the partnership.

After the initial meeting, consider taking the following steps:

- Create an action plan to identify steps that need to be taken
- Identify the required resources and how they can be accessed
- Identify roles and responsibilities - who will do what
- Build on the strengths of partners and identify areas of need

Three points of caution:

1. If your proposal is rejected, find out why and determine if it could be revised. It could be a misunderstanding of your vision
2. Be prepared to move on to a new partner if it's not a good match
3. Start small and think big, solid partnerships take time



How to Select a Suitable Partner

The selection of partners should be based on the school or service improvement plan along with shared goals and a common commitment. Before the partnership commences, the potential partners must meet to discuss the goals of the potential connection, what each party brings to the relationship and how the work would be organized.

Some tips for the first meeting:

- Focus on the School/System Improvement Plan and the end result – what is the desired outcome?
- Avoid dictating the terms of the partnership
- Use “we are” instead of “we will”
- Be concise
- Generate enthusiasm and capture imagination
- Strike a balance between practicality and idealism

During the selection process the intensity and duration of the collaboration must be discussed. The expectations must be clear before the relationship begins. For schools or service departments (or partners for that matter) with limited experience in partnership development, it is recommended that they engage in simple connections that allow for trust to be developed with successful outcomes.

The broad mix of organizations and service agencies within Hamilton-Wentworth create an abundance of opportunities for every school community. Consider approaching the following types of organizations as potential partners.

- Business trade organizations (e.g. Chamber of Commerce)
- Local shopping plazas
- Foundations
- Community clubs (e.g. Rotary, Kiwanis, Boys & Girls, etc.)
- Union organizations
- Long-term care facilities or daycare centres
- Police divisions and other city services
- Hospitals and non-profit agencies
- Local industries
- Agents of the government
- Local schools of the HWDSB, HWCDSB & other private schools

Organizations don't form partnerships – *people* do.

Successful Partnership Checklist

A successful partnership is responsive and flexible, and lends itself to reflection on past practices and next steps. The following checklist can be a useful tool to stimulate discussion and further partnership development.

- ☐ Do both partners benefit?
- ☐ Do both partners share a common vision of where the partnership is going?
- ☐ Have the partnership principles, and each organization's policies and procedures been openly discussed and agreed on by both parties?
- ☐ Does trust exist between the partners? Is each side communicating openly?
- ☐ Has the partnership focused on short-term goals while still being committed to a long-term association?
- ☐ Are both organizations' administrators aware of and supportive of the partnerships?
- ☐ Does the partnership address real or perceived needs within the school and the organization?
- ☐ Are the partners in close enough proximity to allow the partnership to evolve or do they have a to overcome any geographic boundaries?
- ☐ Does each partner appreciate the expertise of the other?
- ☐ Have mechanisms been put in place to handle problem-solving and decision-making regarding partnership activities?
- ☐ Is the partnership being evaluated on a regular basis?
- ☐ Are both partners willing to adapt partnership activities as conditions warrant?
- ☐ Are opportunities available for the relationship to grow?
- ☐ Do mechanisms exist for sharing information about each other?
- ☐ Have procedures been developed to share positive results of the partnership with the community?
- ☐ How will the positive results of the partnership be shared with the community?
- ☐ Is there fun built into the partnership?



Global Best Awards for Partnerships

Conference Board of Canada

Take pride in your partnership accomplishments and publicize your success. If you are interested in seeking an award for public recognition for partners see below:

Web Site

- Conference Board of Canada
- www.conferenceboard.ca/education/awards/global/default.htm

Deadline for Application Submittal

- Intent to Enter - mid February
- Application - mid March

Criteria / Description

- Involve at least one school and one business
- Be an ongoing partnership
- Show how it is making a difference in one of the following categories:
 1. Enterprise education with links to small business development
 2. Citizenship and community regeneration
 3. Skills development for the workplace

Recipient Receives

- A trophy presented at the Education and Business Conference
- Recognition in The Conference Board of Canada's "Business and Education Idea Book"



Maintain the Momentum: Evaluate, Celebrate & Share the News

You've arrived at the collaboration stage of partnership development, and your community has taken the time to assess the value, impact and benefits of partnership. Evaluation is an important step in valuing each other's contributions and establishing continued commitment.

It's time to celebrate! An event may be planned which coincides with either the signing of the Partnership Agreement, the launching of a special activity, or the commemoration of a partnership anniversary.

The Office of Innovation and Partnership will provide the following services for your celebratory event

- A personalized certificate for your school and your partner
- Consultation with your committee regarding plans for the celebration

How to Obtain a Partnership Certificate

A certificate is presented to various partners when it is clear that the relationship is ongoing and mutually beneficial.



PARTNERSHIP CERTIFICATE

This partnership shall foster growth and enhance learning while developing a mutually beneficial relationship which enriches all participants.

■ **Educational Partnership**

DATE _____

NAME OF PARTNER ORGANIZATION _____

NAME OF SCHOOL, HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD _____

Office of
Innovation and
Partnership

 **HAMILTON-WENTWORTH
DISTRICT
SCHOOL
BOARD**

Partnership Models



What will you find in this section?

- Partnership Types
- Community/Local School: Virtual YMCA
- Course/Program: CARA Operations Limited
- Course/Program: Residential Building Construction Program

Partnership Types

Outlined below are three types of partnerships, each of which has specific benefits and may be explored with your Partnership Committee. Exemplary models of partnership types are detailed in the following pages. These models are excellent examples of successful partnerships although the focus may have changed.

Community/Local School

The potential partner and school co-exist in the same community. The initiative for this type of partnership could come from the community, the school, or from the Office of Innovation and Partnership.

Course/Program

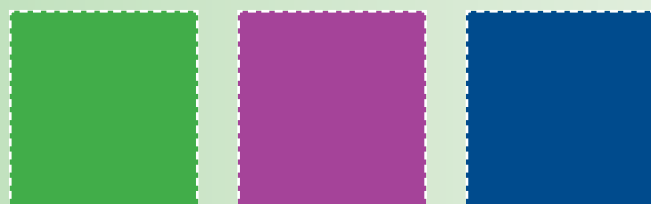
This type of partnership evolves out of experiential learning opportunities that have been arranged to augment the specific curriculum needs. Examples include: job shadowing, field trips and guest speakers. Most interaction involves the external partners representatives and course/program personnel.

Post-Secondary/Articulation

The benefit of this type of partnership includes articulation agreements where senior students gain advanced placement, a certificate of course completion or credit from a post-secondary institution while still attending high-school.

Cross-Curricular

Typically the Partnership Committee made up of stakeholders (e.g., administrators, teachers, parents, students and partner representatives) would create a vision resulting in cross-curricular benefits (e.g., literacy, numeracy or pathways.)



Example of a Community/Local School Partnership

Virtual YMCA

Description/Evolution

The YMCA of Hamilton/Burlington initiated its first Virtual YMCA program in one north Hamilton School in the fall of 2001. In the fall of 2002 the YMCA opened a second site at Dr. Davey Elementary School and then in the fall of 2004 the third location opened at Queen Victoria School.

The Virtual YMCA brings the benefits of the YMCA to inner-city or low income schools where any fee is a significant barrier to participation for the majority of children.

There are three Virtual YMCA programs in North Hamilton schools: Dr. J. Edgar Davey Elementary School, Queen Victoria Elementary School, Cathy Wever Elementary School.

Goals/Objectives/Activities

The program provides an opportunity for our students that support academic and social development. Some program elements include:

- A safe and secure environment in which children spend after school hours
- Well trained and supportive staff who are knowledgeable in healthy child development
- Open door policy-participation will be free of charge
- Access to a nutritious snack
- Access to variety of books
- Activities suitable for the children's level of development and interest
- Curriculum focus on building children's literacy skills through fun and interactive activities that motivate children to read, write, and communicate
- Integration of literacy into programs that centre on the arts, health and recreation, values and academic enhancement

Benefits/Outcomes

- Academic support through homework help and reading
- Recreational activities to help support healthy living
- Working to instill core values in our students such as caring, honesty, respect and responsibility
- Literacy (reading, writing, thinking, and speaking)

The YMCA's focus on Spirit (values), Mind (academic support) and Body (recreation) is clearly aligned with HWDSB's values.

Resources Committed

Time: Administrators, staff, parents, community stakeholders

Physical: Use of facilities, equipment, and software

Financial: Donation of snacks, access to books, and various other items. Enrollment is free of charge for students

**It is recommended that when evaluating any partnership that a monetary value be attached to the program if possible. This allows you to demonstrate what it would have cost if the program had to be purchased.*

Evaluation Process

The Virtual YMCA program is evaluated using a variety of methods. Registration forms are completed and attendance monitored. Program success is measured by student attendance, improvements in reading and math scores, as well as social competencies, changes in student's attitudes toward reading, parent, principal and staff satisfaction with the program and compliance with Virtual YMCA standards.

Example of a Course/Program Partnership

CARA Operations Limited

Description/Evolution

CARA Operations Limited is the largest operator of full service restaurants in Canada and the leading caterer to the travel industry. In conjunction with HWDSB, CARA Operations Limited began its partnership with Parkview Secondary School January of 2007. CARA has implemented a Restaurant Leaders Certification (RLC) program through cooperative education placements for students interested in investigating careers in the hospitality field.

Goals/Objectives/Activities

Program elements create an opportunity for students to participate in the co-op program supporting Experiential Learning opportunities. CARA will provide materials and guidance to Parkview Secondary School with respect to course material for National Food Safety Training (NFST). CARA will provide students with:

- Information on current industry trends
- Training on how to prepare the products based on CARA specification and food safety standards
- Promotion of hospitality and culinary operations and management experience
- Employment opportunities to students and graduates from HWDSB and in particular those students with industry specific certifications.

Benefits/Outcomes

- Industry specific certification opportunities
- Industry training
- Preparation for post-secondary school employment through job readiness training including portfolio/resume preparation and interview skills training
- Employment opportunities

Resources Committed

Time: Staff, CARA administrators, school

Physical: Classroom space, kitchen facilities

Financial: Kitchen equipment, CARA specialty foods

Evaluation Process

Both HWDSB and CARA Operations Limited will review the goals, outcomes and the working relationship on a semi-annual basis.



Example of a Course/Program Partnership

Residential Building Construction Program

For more information on programs like this please contact the Superintendent responsible for Program and Assessment

Description/Evolution

HWDSB and John Brice Robinson Construction Limited have created a program directed towards students interested in careers in residential building construction. Students may earn up to six credits in a semester while building a house and participating in co-op placements with local building contractors.

This system program is available to students in all 18 of HWDSB's secondary schools. The partnership has expanded to the Ontario Youth Apprenticeship Program where many students are signed as apprentices during or after program completion.



Goals/Objectives/Activities

Students are committed to a “regular working day” in the construction industry (in most cases over eight hours a day). Through key features of the program such as culminating task presentations at Open Houses and students’ home schools upon completion of the project, the program has grown significantly, from 12 companies participating to 20. Each year over 50% of students involved in the program are hired by the co-op employers, and the program has had a great success in having students signed as apprentices in various residential construction trades.

Benefits/Outcomes

- Curriculum: Guidance, Cooperative education
- Employment: Students are exposed to full working days in the construction industry, provided with employment opportunities
- Students are able to foster their skills while receiving hands on experience and earning high school credits

Resources Committed

Time: School administrators, partner staff and administrators

Physical: Construction facilities, equipment

Financial: Equipment, training period, facilities, materials

Evaluation Process

Student attendance is monitored as well as contractor’s evaluations from work placement.



[illegible]

A young boy with brown hair, wearing a dark blue Toronto Maple Leafs jersey, is looking through a magnifying glass. He is holding the handle of the magnifying glass with his right hand and the frame with his left hand. The background is a classroom with a green chalkboard, a yellow calendar, and various decorations.

Guidelines, Procedures & Forms



What will you find in this section?

- Statement of Agreed Partnership Principles
- TEMPLATE: Statement of Agreed Partnership Principles
- Leadership Development Program for Inner City Youth
- Writing a Partnership Agreement
- TEMPLATE: Partnership Agreement
- Partnership Agreement Samples: One, Two, Three, Four, Five, Six
- Do Frequent Updates of Partnership Information
- Student Evaluation of Partnership Activities - Sample Form
- Staff Evaluation of Partnership Activities - Sample Form
- Partnership Program Evaluation - Sample Form

Statement of Agreed Partnership Principles

Creating a Statement of Agreed Partnership Principles

It may be useful during the Cooperation stage of partnership development to commit the plans to paper. The document should become the framework for how the partnership is to operate, outlining: the goals, objectives, roles and responsibilities. The Statement of Agreed Partnership Principles should be completed for those programs that occur on a continuous basis over the school year. Since this is an informal partnership agreement, no signatures are required; however, the statement should include the following headings:

■ Title
■ Goals and Objectives
■ Program Description
■ Program Timelines
■ Resources Committed
■ Operational Guidelines
■ Contact Representatives

The principal initiates and/or assigns the Partnership Committee to create the Statement of Agreed Partnership Principles. The school superintendent and Office of Innovation and Partnership can provide advice and support. Copies of the completed statement should be distributed to all partners with one being kept on file at the school.

It's All in the Details!

When completing the Statement of Agreed Partnership Principles, be as clear as possible about:

1. Goals and objectives; they should describe the specific curriculum benefits to students(see HWDSB's Partnership Policy)
2. The program description must include an agreed upon monitoring and evaluation mechanism.
3. Specify the duration of the arrangement, and provide a detailed timeline for any activities that occur outside of the normal school day.
4. Under the resources committed acknowledge all resources, including in-kind contributions.
5. Relevant HWDSB policies and procedures should be referenced in the operational guideline.

As a guide, you can refer to the following completed exhibit and HWDSB's standard *Statement of Agreed Partnership Principles* template.

TEMPLATE:

Statement of Agreed Partnership Principles



April Morganti
Officer of Innovation and Partnership
TEL: 909.527.5092 ext. 2661 FAX 905:521-2544
E-MAIL: april.morganti@hwdsb.on.ca

Partnership Agreement Between XXXXXXX And Hamilton-Wentworth District School Board

Goals and Objectives:

Should be measurable and time based to ensure easy evaluation.

Program Description:

In one or two paragraphs state:

- The main goal(s) objective(s) of the partnership
- Benefit(s) to students
- Main partnership activities

Program Timeline:

- The program would operate on the following schedule

Resources Committed:

- Time (staffing resources)
- Money
- Physical (e.g. computer lab, school gymnasium)

Operational Guidelines:

- As outlined in HWDSB's policies and procedures including but not limited to:
- External Partnership Policy
- Permit

Contact Representatives:

Leadership Development Program for Inner City Youth

HWDSB “GET S.W.O.L.E.” PROGRAM

Goals and Objectives

The goal is to develop the leadership skills of inner city students to improve their academic achievement, sense of self worth, communication skills and their ability to work as part of a team.

Program Description

This program would target 70-75 inner city youth ages 11-13 who would benefit from a leadership development program that uses sport and the life lessons of sport as the foundation for the development of their leadership skills. The program would involve the use of professional athletes, Olympians, University athletes, young business leaders and HWDSB personnel to assist with the design and delivery of the program.

S.W.O.L.E. is an acronym for: Self-Respect, Work Hard, Overcome Adversity, Lead by Example and Excellence. These form the 5 pillars of the “Get S.W.O.L.E.” components of the program. The activities of the “Get S.W.O.L.E.” program will focus on the physical and intellectual development of the student.

Program Timeline

The program would operate on the following schedule:

May 2007	1 day (Official Launch)
October 2007	2 days
November 2007	2 days
December 2007	1 day
January 2008	1 day
February 2008	2 days
March 2008	1 day
April 2008	2 days
May 2008	1 day (Graduation)



Self-Respect
Work Hard
Overcome Adversity
Lead by Example
Excellence

Resources Committed

Gameday Training and Consulting Inc.	\$1,300
Transportation/Bus	\$200
Food/Lunch and Snacks	\$500
Facility Rental	\$0

(The owner of Soccer World has donated the use of his facility for the program)

Total \$2,000 per day

13 Day Program TOTAL COST = \$26,000

Please note the Gameday Training and Consulting cost includes staffing, training, materials (notebooks/journals/equipment/t-shirts etc.) speakers and a graduation ceremony. The staffing levels would provide for a supervision ratio of 1 staff member for each 10 participants.

Operational Guidelines

As outlined in HWDSB's policies and procedures including but not limited to:

- External Partnership Policy
- Permit

Contact Representatives

April Morganti	Office of Innovation and Partnership, HWDSB
John Lavery	Superintendent of Education, HWDSB
Orlando Bowen	Gameday Training and Consulting Inc.
John McGrane	Hamilton Soccer World
Hamilton Tiger Cats	TBD
Therese Quigley	McMaster University Athletic Department



Writing a Partnership Agreement

Whether this is your first partnering activity or your school has a long-standing alliance, there is merit in formalizing the arrangement in a Partnership Agreement. This step is usually taken during the Collaborative stage of partnership development and can be created for any of the following reasons:

- To outline roles and responsibilities
- To solidify the relationship when the partners have reached the Collaboration stage
- To celebrate the launch of a specific, creative, or innovative partnering activity

The Partnership Agreement must contain the following components:

- The definition and duration of the partnership
- Terms (goals, benefits to students, main components)
- School responsibilities
- Partnering organization's responsibilities
- Shared resources and evaluation

While the Partnership Committee works on the elements of the partnership, the principal is ultimately responsible for setting out the terms of the Partnership Agreement. Every effort must be made to ensure that student safety is a first priority. Therefore, the principal must ensure that the relevant HWDSB policies and procedures are discussed with partners and included in the Partnership Agreement. If you need help or have questions call your Superintendent or Innovation and Partnership Office.

Doing it Right: Partnership Agreement Guidelines

When completing the agreement:

- All items in the template must be included in the Partnership Agreement
- The “Terms of the Partnership” should reflect the needs identified in your School Improvement Plan and the goals of the partnership activities. This will be unique to your school
- Include any other relevant roles and responsibilities in the appropriate “Agreement” sections of the document
- Send a draft of the agreement to the Office of Innovation and Partnership for review
- The agreement is then dated and signed by the principal and an official of the partnership organization

Once completed, one copy of the signed agreement should be kept on file at your school and one copy should be forwarded to:

- Each partner organization
- HWDSB's Office of Innovation and Partnership

As a guide, you can refer to the following exhibit and HWDSB's standard Partnership Agreement template.



TEMPLATE:

Partnership Agreement



April Morganti
Officer of Innovation and Partnership
TEL: 909.527.5092 ext. 2661 FAX 905:521-2544
E-MAIL: april.morganti@hwdsb.on.ca

Partnership Agreement Between XXXXXXX And Hamilton-Wentworth District School Board Dated: XXXXXX

This educational partnership is a mutually beneficial, ongoing, and supportive arrangement between the parties to provide enhanced learning in the area of _____.

The parties agree to work cooperatively in delivering the ____ year program, starting ____.

It is intended that the program use _____.

Terms of the Partnership

In one or two paragraphs state:

- ☐ The main goal(s)/objective(s) of the partnership
- ☐ Benefit(s) to students
- ☐ Main partnership activities

(Name of School), HWDSB agrees to:

Design activities that enhance the delivery of the following in school curricula:

1. Create a Partnership Committee, comprised of representative stakeholders (staff reps, parents, students, HWDSB, etc.) to review program outcomes, recommend modifications and provide advice to program administrators.
2. Monitor the progress of the pilot programs and set priorities based on needs identified in the SIP.

(Include any other agreed upon responsibilities)

(Partner Organization) agrees to:

1. Collaborate with HWDSB Communications Department regarding promotional activities and events.
 2. Operate within the context of HWDSB policies and procedures including _____.
 3. Participate in both program evaluation and celebratory events.
- (Include any other relevant partnership responsibilities)

Goals and Objectives of the Program:

Should be measurable and time based to ensure easy evaluations

Communication and Conflict Resolution:

All parties agree to review quarterly, the progress to date to ensure viability of the program and adjust processes accordingly.

Resources Committed to the Program:

- ☐ Time (staff resources)
- ☐ Money
- ☐ Physical (e.g. computer lab, school gymnasium)

Insurance:

Do they have appropriate insurance to be working with our students?

It is agreed that the parties will share their time, resources, expertise, and energy to provide students with curriculum enhancing experiences that are cost-effective to the HWDSB.

Contribution to the program will be reflected in the school's annual report.

It is agreed that the partnership will be evaluated yearly and, if warranted, revised from time to time.

Name

Innovation and Partnership Officer

Hamilton -Wentworth District School Board

Name

Title

Organization

Signature

Signature

Date

Date

SAMPLE ONE:

Partnership Agreement



April Morganti
Officer of Innovation and Partnership
TEL: 909.527.5092 ext. 2661 FAX 905:521-2544
E-MAIL: april.morganti@hwdsb.on.ca



Partnership Agreement Between CARA Operations Limited And Hamilton-Wentworth District School Board Dated: January 29, 2007

Overview of Partnership

This partnership is a mutually beneficial, supportive arrangement between the parties to provide learning and employment opportunities for students.

The parties agree to collaborate on the named activities for a three year period, starting (01/29/07). It is intended that the activities will continue, subject to an annual review and modification and to either (any) party's right to withdraw upon mutual consent or within the timeframe specified in this agreement.

Terms of Partnership

A brief overview of the main goal(s) and/or objectives of the partnership, benefit(s) to students and the activities to be undertaken.

HWDSB agrees to:

The HWDSB will support the partnership in a variety of ways including, but not limited to, the following:

- HWDSB will work cooperatively with CARA Operations Limited to develop and implement CARA's Restaurant Leaders Certification (RLC) program through cooperative education placements for students interested in investigating careers in the hospitality field. A total of 36 placements will be made available (2 per secondary school) for HWDSB students.
- HWDSB OYAP Coordinator will work with CARA Operations Limited to identify and sign students to apprenticeship contracts.

- HWDSB will provide staff to work with CARA Operations in developing industry specific certification opportunities for HWDSB students.
- HWDSB will provide classroom space and kitchen facilities for specific industry training students may require.
- HWDSB will meet all safety and industry regulations when preparing CARA signature foods for sale in their cafeteria
- HWDSB will assist students in preparing for post secondary school employment through job readiness training including portfolio/resume preparation and interview skills training.
- HWDSB, if required, will host a job fair for graduates interested in pursuing full time employment in the hospitality field with CARA Operations Limited.

CARA Operations Limited agrees to:

CARA Operations Limited agrees to support the Hamilton-Wentworth District School Board with the following initiatives. In addition to our involvement outlined below we will provide information on current industry trends and certification for curriculum design as part of the partnership as a whole.

- CARA Operations Limited will provide materials and guidance to Parkview Secondary School with respect to course material for National Food Safety Training (NFST). CARA will provide a certified instructor to facilitate the national exam in conjunction with the classroom teacher.
- CARA will provide corporate chefs or CARA's talent development department will provide recipes, instruction and training materials for the Parkview students. The students will be trained on how to prepare the products based on CARA specification and food safety standards. CARA will provide permission for Parkview students to prepare CARA's signature foods and sell the finished product to students and members of faculty on designated days.
- CARA Operations Limited agrees to participate in the co-op program to provide Experiential Learning opportunities in one of our five brands. The students will go through CARA's Restaurant Leaders Certification program (RLC). This program will be provided to the students and restructured in accordance to the student's abilities and age requirements for alcohol service requirements. This certification process will be facilitated with the classroom teacher.
- CARA will assist students that are interested in entering the field of culinary management. CARA will support experiential learning opportunities by offering co-op/internship placements within the CARA branded restaurants which offer and promote hospitality and culinary operations and management experience, in addition to the accumulation of hours towards certification/apprenticeship (OYAP) programs. CARA will also be willing to sign up to total of five (5) students per year to Apprenticeship Contracts providing they meet all requirement of the program and are interviewed and accepted by the CARA employer.
- CARA will also provide employment opportunities where available on a part and full time basis to students and graduates from HWDSB and in particular to those students who have graduated with industry specific certifications.

Evaluation Process

All parties agree to review goals, outcomes and the working relationship on a semi-annual basis. Each party will retain a copy of the results for accountability and consistency of results.

Conflict Resolution

In the event of a disagreement/conflict, all parties will work together to resolve issues amicably. The Partnership and Innovation Officer at HWDSB and a designated representative from CARA will be used as a resource for mediation prior to any formal mediation.

Termination of Partnership

This partnership can be terminated by mutual consent at any time. Where students, staff or partner participants are deemed at risk, partnership agreements are terminated immediately with or without mutual consent.

Other circumstances of termination are as follows:

On six months notice by either party. Consideration should be given to how long it might take the school to find another partner or wind down an activity or fulfill promises/obligations made to students.

Recognition

HWDSB will highlight the partnership in Board Bulletins, HWDSB The Blackboard newsletter, Partnership and Innovation Office and any other appropriate means to recognize the value given to our students.

Other Considerations

It is agreed that the parties will share their time, resources, expertise and energy in providing opportunities for students as per the aforementioned detail. It is recognized that most contributions will be in-kind or human resources. However, from time to time as the parties may agree, financial contribution may be involved. It is understood that purchases made/expected by (school or HWDSB department) will be cost effective to HWDSB and expenses incurred will be detailed in the partnership records.

It is agreed that a copy of the partnership agreement and evaluation documentation will be shared with HWDSB's partnership office for the purpose of creating a centralized information/educational resource to be shared by all schools and departments.

Signed this _____ day of _____, 2007.

Hamilton Wentworth District School Board

Cara Operations Limited

SAMPLE TWO:

Partnership Agreement



April Morganti
Officer of Innovation and Partnership
TEL: 909.527.5092 ext. 2661 FAX 905:521-2544
E-MAIL: april.morganti@hwdsb.on.ca



Partnership Agreement Between The Hamilton Spectator and Hamilton Wentworth District School Board/ Hess Street School Dated: August 10, 2007

This educational partnership is a mutually beneficial, ongoing, and supportive arrangement between the parties to provide enhanced learning and support of Hess Street School students in the area of poverty reduction and social supports.

The parties agree to work co-operatively in delivering the two-year program, which started in November 2006.

Terms of the Partnership:

This minimum two-year program, called Kids Unlimited/Hess Street, partners with the HWDSB in delivering support, funding and programs to students and staff at Hess Street School.

Hess Street School agrees to:

- Honour the terms of this agreement.
- Collaborate with Kids Unlimited in developing opportunities to support student success, both academically and emotionally.
- Collaborate with Kids Unlimited in implementing initiatives to support student success, both academically and emotionally.
- Commit to ongoing dialogue with Kids Unlimited/The Hamilton Spectator.

Kids Unlimited agrees to:

- Honour the terms of this agreement.
- Collaborate with Hess Street School in developing opportunities to support student success, both academically and emotionally.
- Recruit volunteers for the program.
- Collaborate with HWDSB Communications Department regarding promotional activities and events.
- Participate in both program evaluation and celebratory events.

Goals and Objectives of the Program:

- Improvement of social skills of students.
- Reduced number of office visits by June 2008.
- Improved attitude and morale at the school.
- Increased attendance and participation by students, school staff and KU volunteers.
- Improve the supply of food for the Breakfast Club.
- Increase the number of students in the mentorship program – have more participants by end of June 2008.
- Increase the number of students participating in the literacy program by end of June 2008.
- Use the 2007 EQAO scores as a baseline and see an improvement in 2008 results.

Timelines for Measurement of Goals:

- Evaluate attendance and participation aspects in December 2007, March 2008 and June 2008.
- Monitor data from previous years (e.g., suspensions, office visits, bullying, participation) to determine impact of KU initiatives.
- All parties agree to review progress and viability of the program three times per year and adjust processes accordingly.

Communication and Conflict Resolution:

- KU co-ordinators and administration at Hess Street commit to bi-monthly meetings to progress and viability.
- All parties commit to the immediate addressing of any conflicts. Third parties may be called in to mediate and/or facilitate.

Resources Committed to the Program:

- Kids Unlimited/The Hamilton Spectator
- Volunteers
- KU Steering Committee
- Funding as mutually determined

Hess Street School:

- Administrative support
- Meeting time
- Facilities, such as access to the school building, playground, parking lot, for implementing programs
- Communication of school schedules and inclement weather days

HWDSB:

- Advice and counsel
- Personnel, such as curriculum leaders and superintendents

Physical Property:

- Physical property donated to Hess Street School will remain property of Hess Street School.
- Physical property generated by Kids Unlimited can be donated elsewhere, at the discretion of the KU co-ordinators.

Intellectual Property:

- Programs and teaching tools developed jointly may be used by Hess Street School, the HWDSB or Kids Unlimited.
- The Kids Unlimited name, logo and identifiers will remain the property of The Hamilton Spectator.

Recognition

- Volunteers of Kids Unlimited are celebrated once per year.

It is agreed that the parties will share their time, resources, expertise, and energy to provide students with curriculum enhancing experiences that are cost-effective to the HWDSB. Contribution to the program will be reflected in the school's annual report.

It is agreed that the partnership will be evaluated yearly and, if warranted, revised from time to time.

April Morganti
Innovation and Partnership Officer
Hamilton-Wentworth District School Board

Jane Allison
Manager, Community Partnerships
The Hamilton Spectator

Signature

Date

Date

SAMPLE THREE:

Partnership Agreement



April Morganti
Officer of Innovation and Partnership
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Partnership Agreement Between Umbrella Family and Child Centres and Hamilton Wentworth District School Board/

Dated: January 2007

This educational partnership is a mutually beneficial, ongoing, and supportive arrangement between the HWDSB and the parties providing early learning and care programs in its facilities. The partners will work together to ensure the successful implementation of programs that will support early learning, provide high quality child care, enhance school readiness and engage parents.

In the spirit of collaboration, the partners agree to adopt the following statements from the Ministry of Child and Youth Services report from the Best Start Expert panel on Early Learning, December 2006: (“Early Learning for Every Child Today”) as their guiding principles:

1. Early child development sets the foundation for lifelong learning, behaviour and health.
2. Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children.
3. Respect for diversity, equity and inclusion are prerequisites for honouring children’s rights, optimal development and learning.
4. A planned curriculum supports early learning.
5. Play is a means to early learning that capitalizes on children’s natural curiosity and exuberance.
6. Knowledgeable, responsive early childhood professionals are essential.

The partner's missions, visions and core values:

Umbrella Family and Child Centres

Mission

Umbrella Family and Child Centres of Hamilton provides high quality child care to children age 18 months to 12 years of age within schools operated by the Hamilton-Wentworth District School Board.

Our programs offer equitable access to all children, in a not-for-profit environment. Our Board and Staff work in partnership with families, schools, the Board of Education, students, community agencies and government to deliver excellent programs that:

- Respect the uniqueness of each child and family
- Identify each child's individual needs
- Nurture a wide range of interests, abilities and skills
- Offer resources and support to families
- Provide experiential learning opportunities for students.

Vision

At Umbrella Family and Child Centres of Hamilton, we strive to provide excellent child care programs within a not-for-profit environment that nurtures, enriches and respects children and their families and offers equitable access to all children.

Our Board and Staff will continue to build a dynamic team that is committed to excellence. We will continue to develop collaborative partnerships with families, schools, the Board of Education, students, community organizations and government to respond to and meet families and children's needs in our community.

We will continue to value the professionalism and dedication of our Staff in the provision of Early Childhood Education, and we will work to build more public acknowledgement of the importance of Early Childhood Education and Staff's critical role in providing care and education to the children and families they serve.

Hamilton-Wentworth District School Board

Vision

A future in which all students achieve their full potential.

Mission

Educating all students to become lifelong learners and contributing citizens in a challenging, changing, multi-cultural world.

Core Commitments

Respect

We will:

- Respond to stakeholder needs in a caring, thoughtful and considerate manner
- Ensure a safe, welcoming, inclusive environment that nurtures personal achievement
- Communicate and respond to stakeholders in an open, honest, sensitive and intelligent manner
- Acknowledge the diversity, dignity and worth of all individuals and respect their roles, competencies and contributions to our mission

Innovation

We will:

- Foster an environment that encourages creativity and inspires people to make a difference
- Recognize and reward excellence, effort and innovation in pursuit of our vision
- Encourage thoughtful experimentation and challenge routine ways of doing things
- Be mindful of the need to adapt best practices in enhancing our mission effectiveness

Accountability

We will:

- Act with integrity in accordance with established Board policies
- Measure and report our accomplishments against explicit, planned outcomes
- Use resources wisely, efficiently, effectively and equitably
- Deliver on committed actions

Specifically, the parties agree to work co-operatively in the delivery of Early Learning and Child Care programs and services.

Terms of the partnership:

The main goals/objectives of the partnership:

- To offer accessible, seamless, quality early learning and child care programs.
(see Appendix 1 for locations)
- To develop and grow partnerships with families and communities to support positive outcomes for children and their caregivers.
- To engage partners, parents and caregivers in community development.
- To work collaboratively to offer a range of services and supports to families.
- To offer opportunities for collaborative learning and growth experiences for parents, caregivers and partners.
- To act as a resource to families by providing an awareness of services and programs in the community.
- To support and promote school readiness, life long learning and healthy child development.
- To offer programs and services that respect diversity, equity and inclusion of all children and families.

Benefits to students:

- Quality, accessible, seamless early learning and child care experiences partnered with quality education.
- Positive outcomes for students and families supported through family and community partnerships.
- Improved community development working toward the shared goal of “making Hamilton the best place to raise a child.”
- Increased opportunities for services, activities and events that support children and families.

Main partnership activities:

- Curriculum links to enhance the learning experience prior to school entry and throughout a child’s education including placement and volunteer opportunities.
- An access point for children, parents, caregivers and partners to provide and receive information, resources and referrals to support healthy child and family development.
- Being involved in the planning, facilitating and participation in school, ELCC and community activities with families and partners.
- Opportunities for staff to exchange and share information on a daily basis as well as at council and advisory meetings.
- Developing and growing the school as a community hub with a variety of services and programs to meet the needs of children, their families and the community.
- It is understood that each organization is its own entity and is accountable to the mandates, protocols and legislation governing its own organization.

Each partner will communicate the contents of this agreement to the staff within their organizations.

This agreement will cover the period January 2008 to December 2010.

HWDSB agrees to:

1. Collaborate with the partner regarding the space required for the program and the use of shared resources. (i.e. gyms, photocopiers, playgrounds etc)
2. Communicate with the partner in a timely manner regarding issues such as emergency procedures and closures, cleaning and caretaking changes, early dismissal days, space allocation changes. The Principal will be responsible for notification of site-specific changes; the Early Child Development and Parenting Department, in conjunction with the Rental and Accommodation Department and Manager of Caretaking, will notify operators of system-wide issues or changes that would affect the operation of the early years programs.
3. Facilitate the establishment of twice yearly meetings of on-site staff (principals, early years staff, caretakers, and teachers) to strengthen collaboration and promote shared planning.
4. Create a Partnership Committee, comprised of representative stakeholders (staff of both organizations, parents, students, etc) who will meet annually to share feedback on the program and promote the linkages between the Board and its partner.
5. To seek opportunities to promote and support, within the Board and the community, partnerships between schools, early learning and care and parenting programs.
6. Participate in both partnership review and celebratory events.
7. To work together with our partners to ensure that there is support for a full range of early years services, available and accessible to all families, within our facilities.
8. Provide in-kind support to the partner where resources exist.

Umbrella Family and Child Centres agrees to:

1. Work collaboratively with Board staff to provide a program that is consistent with the school plan and the Board's overall mission and vision.
2. Obtain all required permits (fire, zoning, etc), licenses and insurance coverage necessary for operation.
3. Operate its program consistent with the HWDSB's mission, vision and values, as well as its policies and procedures including: Protocol for the Expansion of Early Learning and Child Care Programs; Criteria for the Selection of a Child Care Operator in the HWDSB (in the case of multiple expressions of interest).
4. Participate in both partnership review and celebratory events.
5. Collaborate with HWDSB Communications Department regarding promotional activities and events. (Refer to flyer distribution protocol)
6. Where possible and appropriate, seek opportunities to engage in activities that support overall school initiatives.
7. Provide in-kind support to the Board where resources exist.
8. (NB: Terms regarding rental fees and occupancy costs are addressed in a separate contractual agreement negotiated between the partner and the Board's Planning and Accommodation Department)

Communication:

All parties agree to have telephone or personal contact at least every three months to review the progress to date, to ensure viability of the program and to adjust processes accordingly. It is agreed that the partnership will be evaluated yearly and, if warranted, revised from time to time.

Conflict Resolution:

In all cases, the Ontario Human Rights Code, the Canadian Charter of Rights and local Human Rights Policies will prevail.

1. If existing Board/partner policies cover a conflict, the issue will be managed through the due process outlined in those policies.
2. If a conflict is beyond the parameters of existing Board or partner agency policies, the matter will be referred on. See communication flow charts (Appendix 2)

A copy of this agreement will be forwarded to each school to the current principal along with the Fall Orientation Checklist. (Appendix 3)

Termination:

This agreement may be terminated by either party with six months written notice if it is determined by either party that the partnership is no longer effective or desired.

Janis Webster
Executive Director
Umbrella Family and Child Centres

Date: _____

Krys Croxall
Superintendent of Program and Assessment
Hamilton-Wentworth District School Board

Date: _____

Jennifer Powell-Fralick
Supervisor, Early Child Development and Parenting Department
Hamilton-Wentworth District School Board

Date: _____

April Morganti
Officer of Innovation and Partnership
Hamilton-Wentworth District School Board

Date: _____

SAMPLE FOUR: Partnership Agreement



April Morganti
Officer of Innovation and Partnership
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E-MAIL: april.morganti@hwdsb.on.ca

**Partnership Agreement
Between
North Hamilton Community Health Centre
and
Hamilton Wentworth District School Board
and
Pathways to Education Canada**

Dated: April 17, 2009

BACKGROUND:

The Board places a priority on the success of all students and emphasizes programs and services that address the needs of students “at risk” of not completing their secondary education. The Board advocates for strategies that address the social, economic and academic achievement barriers to student success.

This agreement builds on the success of the Pathways to Education program developed through the Regent Park Community Health Centre. Their vision of assisting students of Regent Park to reach their academic potential through the support of the Pathways to Education program has been an outstanding success resulting in a significant decrease in the drop-out rate. Through Pathways to Education Canada, the program is being replicated in

other communities across Canada.

This educational partnership is a mutually beneficial, ongoing and supportive arrangement between the parties to increase the achievement of students attending Board schools in the North End of Hamilton.

Terms of the partnership:

The parties acknowledge their intentions as follows:

1. The parties shall share their time, resources and expertise, and energy to provide students with curriculum-enhancing experiences that contribute to student achievement and to provide a framework for the Pathways to Education program within Board schools. (see Appendix A)
2. At all times staff of the Pathways to Education Programs shall operate within the policies and procedures of their employers. The Pathways to Education Programs will abide by the policies and procedures of the Board where they are using Board space or accessing Board staff or information. Where there is a conflict between the policies and procedures of the Board and those of Pathways to Education Canada or North Hamilton Community Health Centre the parties to the conflict will come to a mutually agreeable solution before proceeding.
3. The parties will determine annually the requirements and timelines for data delivery. (see Appendix B)
4. The parties shall apply the “Guidelines for Pathways to Education Programs in HWDSB schools” see Appendix C) to define partnership roles and responsibilities.
5. The parties will ensure that the elements of the Program related to Board schools will complement, and augment, and not replace or conflict with, existing roles and services in the Board.
6. The parties shall collaborate regarding promotional activities and shall participate in both program evaluation and celebratory events.

This agreement is not intended to form, and shall not be interpreted as forming, a legal partnership between the parties as defined by the Partnership Act, R.S.O. 1990, Chapter P.5 and relevant jurisprudence of the courts of Ontario and Canada. The parties agree that this agreement shall not be interpreted as resulting in joint and several liability as against third parties.

It is intended that this Partnership Agreement continue for three years, subject to annual review and modification. This agreement may be amended on consent of the parties. This agreement may be terminated by either party on 90 days written notice to the other party.

The partnership will be evaluated by the Steering Committee in collaboration with HWDSB's Innovation and Partnership Office and if, warranted, revised from time to time.

Pathways to Education Canada will provide:

- Financial support to the Community Health Centre sufficient to provide all necessary aspects of the Pathways to Education program including staff, program expenses, and financial support to students (including current financial support and bursary/scholarship to graduates)
- Coordination of data collection for Hamilton sites including identification of comparison communities and potential additional communities for further Pathways program development
- Monitoring, analysis and reporting of Pathways to Education program data to Hamilton-Wentworth District School Board, following receipt of data from HWDSB (see Appendix C).

North Hamilton Community Health Centre:

- All Pathways to Education Program supports to registered participants in their respective geographically defined community including:
 - Tutors
 - Mentors
 - Student Parent Support Workers
 - Bus tickets or cafeteria lunch vouchers to program participants
 - Some school supplies and other school related materials up to a certain dollar amount per year
 - Bursary of \$1000 per year to a maximum of \$4,000 for each student participating appropriately in the program to be used for post secondary education, as per Pathways policies
- Registration of geographically eligible students and their parents/guardians as per program policies including obtaining signed permission to access school records and school staff to support the increased academic attainment of participants (see Appendix D-Informed Consent for Release of Confidential Information)

- Tracking of individual program participant school data (e.g. attendance and academic attainment)

Hamilton Wentworth District School Board agrees to:

- Administrative support as needed by SPSWs to access attendance information once every two weeks
- Space for SPSWs to meet students at school, where available
- Space for mentoring or tutoring activities in local schools, where available and necessary (i.e. when local schools are the best arrangement if other community space cannot be secured)
- Opportunity to communicate and meet with school personnel regarding particular students where consent exists and a communication schedule has been established with school staff.
- Arrangements for Pathways' sites to purchase school cafeteria vouchers to distribute to students where such vouchers are the current financial support being provided by Pathways
- Data as per attached schedule (Appendix B)

Goals and Objectives of the partnership:

- Improvement in high school academic performance of participants in the Pathways program
- Increased high school graduation rate of participants in the Pathways program
- Increased participation in post-secondary education of participants in the Pathways program

Timelines for Measurement of Goals:

- TBD

Communication and Conflict Resolution

All parties agree to review (at minimum) bi-annually, the progress to date to ensure viability of the program/partnership and adjust processes accordingly.

Recognition:

All partners will be recognized on all written and printed materials. Wherever possible, parties will support each other through attendance for special events or initiatives.

Signed this _____ day of _____, 2009

North Hamilton Community Health Centre

Hamilton-Wentworth District School Board
Director of Education

Hamilton-Wentworth District School Board
Innovation & Partnership Officer

Pathways to Education Canada

SAMPLE FIVE:

Partnership Agreement



April Morganti
Officer of Innovation and Partnership
TEL: 909.527.5092 ext. 2661 FAX 905:521-2544
E-MAIL: april.morganti@hwdsb.on.ca



Partnership Agreement Between Hamilton Wentworth District School Board and McMaster University Department of Athletics & Recreation

Dated: July 28, 2008

This educational partnership is a mutually beneficial, ongoing and supportive arrangement between the parties to provide enhanced learning and training in the area of athletics.

The parties agree to work cooperatively in delivering the three year program, starting September, 2007.

Terms of the partnership:

This three year program, partners with McMaster University to access the Athletics and Recreation department's programmes and services to enhance student performance in athletics and academics. For the purpose of this agreement, R.A. Riddell and Westmount Secondary will be referred to as the Sport Academy.

HWDSB – Sport Academy Schools agree to provide:

- transportation of athletes to McMaster University, David Braley Athletic Centre

- provide supervision and discipline assistance during use of any facilities during the programme time
- a list of athletes and the sports they are training in
- signed waiver for each athlete
- distribution of a letter to parents and coaches of participants that will outline expectations of the programme and an invitation to an orientation at McMaster
- distribution of one advertising package to all HWDSB teaching staff and principals (that outlines additional student programmes available to HWDSB)
- distribution of one advertising flyer to all HWDSB staff (that outlines the services and programmes available in the Department of Athletics and Recreation)
- distribution of one advertising flyer to HWDSB high school students
- distribution of one advertising flyer to HWDSB elementary students (Grade 1 – 8)
- payment of invoice as noted above

McMaster University –Department of Athletics & Recreation agree to:

- 1.5 hours of programming per week for Grade 7 students (25 athletes maximum)
- 1.5 hours of programming per week for Grade 8 students (25 athletes maximum)
- 1.5 hours of programming per week for Grade 9 students (25 athletes maximum)
- programming to consist of fitness conditioning programmes, fitness testing, strength training and other related physical fitness programming
- staff leadership and supervision (3 trainers per session)
- programming to occur on weekdays, Tuesday – Friday to be completed prior to noon
- access to gyms, tracks, pool, squash courts, climbing wall and fitness center for programming
- invoice HWDSB for a total of \$17,800 plus GST

In addition to the services provided above, HWDSB, Sport Academy participants will also have the opportunity to:

- access to the Alpine Tower for leadership, team building and adventure based learning at the internal rate of \$19 per athlete for a 4 hour session

HWDSB staff will have the opportunity to:

- access the Twist Conditioning Sport Movement and Sport Balance Course on July 21/22 8:30 am – 4:30 pm at an internal rate of \$259/person

Communication and Conflict Resolution

All parties agree to review quarterly, the progress to date to ensure viability of the program and adjust processes accordingly. The HWDSB Sport Academy Liaison Staff designate will ensure that at the beginning of each school year that 3 meetings are set for programme review and discussion.

Program Evaluation:

An annual report containing a programme evaluation and participant strength and conditioning performance physical test results will be produced by McMaster at the end of each year.

Recognition:

McMaster University – Department of Athletics and Recreation will be recognized on all written and printed materials, where relevant.

Signed this _____ day of _____, 2008.

Scott Sincerbox
Superintendent of Education
HWDSB

Therese Quigley
Director of Athletics and Recreation
McMaster University

Debbie Marinoff
Manager Recreation Services
McMaster University

SAMPLE SIX: Partnership Agreement



April Morganti
Officer of Innovation and Partnership
TEL: 909.527.5092 ext. 2661 FAX 905:521-2544
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Partnership Agreement Between Hamilton Wentworth District School Board and John Howard Society and Hamilton Police Service

Dated: October 12, 2007

This educational partnership is a mutually beneficial, ongoing and supportive arrangement between the parties to provide enhanced learning and training in the area of Restorative Justice.

The parties agree to work cooperatively in delivering the five year program, starting January 2008.

Terms of the partnership:

This five year program, partners with John Howard Society and Hamilton Police Services to support youth in the community to develop healthy relationships at school, in their homes and

their future workplace. All parties have agreed to the following support and commitment to the community.

HWDSB – Safe Schools agree to:

- support a culture within HWDSB that focuses on the principles of Restorative Justice
- provide staff for train the trainer workshops
- provide staff and structure for a comprehensive evaluation plan
- evaluation team staff will provide frequent monitoring of success of the program based on goals/objectives outlined in Trillium Proposal
- track volunteer contribution and ensure that regular efforts for recognition will be undertaken
- commit to the schedule outlined in the Trillium Workplan to ensure success for all parties

John Howard Society agree to:

- Recruit an appropriate coordinator from the community to develop, implement, coordinate and monitor all of the activities related to the Restorative Justice Hamilton project.
- Oversee and supervise the project coordinator throughout the duration of the agreement.
- Provide office space and administrative support for the coordinator.
- Receive funds and make necessary payments related to the project.
- Monitor and approve all project related revenues and expenditures.
- Ensure financial accountability for funds received and expended.
- Provide up-to-date financial and service (statistical & workplan updates) reports to the members of the collaborative and to the Trillium Foundation as required.

Hamilton Police Services agree to:

- Support a culture within the Hamilton Police Services that focuses on the principles of Restorative Justice
- Provide staff for train the trainer workshops
- Ensure that the restorative justice model is fully integrated into the already existing HPS Strategic Approach to Youth Crime Program

Communication and Conflict Resolution

All parties agree to review quarterly, the progress to date to ensure viability of the program and adjust processes accordingly. John Howard will set the meetings at the beginning of each year to ensure attendance and support.

Program Evaluation:

HWDSB E-Best staff will provide frequent monitoring and a yearly evaluation summary to John Howard Society and Hamilton Police Services.

Recognition:

Volunteer hours will be tracked to allow for regular recognition. All parties will display the three parties logos on all print and electronic materials relating to the Restorative Justice training.

Signed this _____ day of _____, 2007.

Pam Reinholdt
Superintendent of Education
HWDSB

David Lane
Executive Director
John Howard Society

Sgt Paul Evans
Hamilton Police Services

Do Frequent Updates of Partnership Information

Please keep the Office of Innovation and Partnership informed when you enter into a new partnership. That way we can:

- Update the partnership database
- Coordinate and ensure equitable distribution of Board-wide partnering opportunities
- Recognize your accomplishments and promote exemplary practices
- Facilitate partnering communications and agreements

Partnership Update Form

Name of School: _____

Name of Partnership Organization: _____

Contact Person: _____

Start Date: _____

Written Agreement:

Partnership Agreement Yes _____ No _____

(If yes, attach copy)

Participants:

Number of Students _____ Number of Staff _____

Benefits/Curriculum Enhancements (Please complete all that apply):

Workshops/Presentations _____ Materials _____

Joint Activities _____ Equipment _____

Awards/Scholarship _____ Funding \$ _____

Tutors/Mentors _____

Volunteers _____

Other (please specify) _____

Sample: Evaluation Form

Evaluation is critical to the future success of your initiatives. The following forms will assist you in evaluating success and determine next steps, for future direction.

STUDENT EVALUATION FOR PARTNERSHIP ACTIVITIES

The frequency and extent of evaluation is determined by the Partnership Committee and is outlined in the Partnership Agreement. What have you done well? What changes need to be made? How will you grow the relationships? Use the forms that follow to assist with this process. The evaluation process may be conducted in consultation with the Office of Innovation and Partnership. We would appreciate a copy of the completed evaluation to the Office of Innovation and Partnership. This will help us assist you and your colleagues in maintaining and enhancing partnerships at Hamilton-Wentworth District School Board.

STUDENT NAME: _____ HOME FORM: _____

Your feedback will assist us in planning activities that meet our schools needs. Many of you were able to participate in activities with our partner. Please check (✓) the most appropriate box beside each activity and provide specific comments.

ACTIVITY	UNSATISFACTORY	GOOD	EXCELLENT

COMMENTS:

Do you have any suggestions for future partner/school activities? Describe:

Sample: Evaluation Form

STAFF EVALUATION FOR PARTNERSHIP ACTIVITIES

We request your cooperation in completing the following survey. Your comments will be used to assist the Office of Innovation and Partnership in planning activities for next year.

NAME: _____ DEPARTMENT: _____

1. My student participated in:

Partnership Activity	Students' Level of Satisfaction			
	Poor	Fair	Good	Excellent

2. I was involved with the partnership in the following way(s) (e.g., facilities, expertise and/or services):

3. To what degree did activities accomplish the goals?

Great Degree _____ Some Degree _____ Not at all _____

4. Will you participate in activities next year? Yes _____ No _____

COMMENTS:

5. Comment on specific changes or suggestions you think should be made to increase the value and long-term benefit of the program to you and your students.

Sample: Evaluation Form

PARTNERSHIP PROGRAM EVALUATION

Your input is important in helping us plan next steps for this partnership program. Please complete the following survey and assist us with the process.

ORGANIZATION: _____

YOUR ROLE: _____

1.

What were your goals for this partnership program?
2.

Comment on the extent to which your goals were achieved.
3.

Please provide comments and suggestions for improving the program content (what was done) and delivery (how it was done).
4.

Please indicate how you will participate in this program next year.



Appendix I: Partnership Policy



Partnership Policy



Date Approved: April 2009

RESPONSIBILITY: Director of Education

Policy No.

POLICY: PARTNERSHIP

CATEGORY: COMMUNITY

Projected Review Date:

Definitions:

Educational Partnership:

An ongoing, mutually beneficial and supportive arrangement between school(s) and business, labour and community agencies. Partners share values, objectives, resources and responsibilities to achieve desired learning outcomes.

Partnership Agreement:

A formal, written document that outlines the terms and conditions of an educational partnership. The agreement is signed prior to the implementation.

SIP – School/Service Improvement Plan

Is a process through which appropriate stakeholders collaborate to set goals for improvement, develop strategies to achieve the goals and measure effectiveness.

Service Leader:

Service Leaders are responsible for the staff, business processes, functions and delivery of service for an entire department or work team within a department. The role of the service leader is to provide guidance, direction, and support for the successful implementation of the strategic direction/operational plan and continuous improvement of the initiatives, activities and processes delivered by their department.

System partnership:

A partnership whose activities extend beyond one school and applies to all HWDSB service departments.

Office Of Innovation & Partnership:

The Office of Innovation and Partnership exists to:

- Support the Hamilton-Wentworth District School Board to implement its Strategic and Operational Plans
- Core Commitments, Mission and Vision
- Identify and establish public and private partnerships to enhance learning opportunities for students
- Bring resources to the Board not covered by operational budgets

Guiding Principles:

Partnerships provide an opportunity for the Board, schools and our student population to access additional resources and services through a mutually beneficial relationship with an external group or organization. The primary objective of partnership is to support school-readiness, student learning, enriched programs, internal and external pathway opportunities and to enhance the quality and relevance of learning.

Policy Statement

The Hamilton-Wentworth District School Board encourages partnerships that reflect the Board's mission, vision and core commitments, are supportive of the Board's strategic goals and objectives and enhance the learning of our students.

Partnerships are non-exploitive of students, staff, schools or the Board and are formed with groups or organizations that demonstrate good citizenship, a commitment to public education and who do not engage in activities, provide services or products that are inappropriate for student consumption or use.

Partnership is defined by the highest form of collaboration. Partners share effort and measurable outcomes that result from mutually defined goals. Although partners may contribute resources – monetary or in-kind – these will enhance and not define the nature of the partnership. Partnerships are not defined or governed by a fee-for-service or purchasing agreement or driven by fundraising goals.

Partnerships are recognized and encouraged as strategies to achieving goals set out in the Board's improvement planning process.

Partnerships are a valuable asset to be celebrated for their creativity and respected for their contribution to the education of our students.

Objective Of This Policy:

The objective of this policy is to provide a framework for the implementation of partnerships that will enhance the educational experience of students. This policy sets standards for partnerships and creates requirements for screening, consultation, approval, evaluation, formal agreements, approval, recognition, conflict resolution and termination of partnership activity.

Action Required:

The nature of partnerships will vary based on individual school improvement plans, departmental service improvement plans and the goals of the Board. However, a common approach to establishing and maintaining partnerships will maximize the benefit and learning from each partnership experience. Establishing appropriate and sustainable partnerships requires the following:

- Consideration of the school's improvement plan (SIP) or departmental service improvement plan
- Consideration of the Board's strategic goals
- A plan to identify and approach potential partners
- A written partnership agreement that speaks to the common goals, principles and expectations of all partners
- A plan to evaluate partnership activities
- Consolidation, recognition and/or extending partnership activities
- Consideration and respect for the application of other Board policies and administrative processes related to community use of schools, access to Board facilities and properties, and pre-existing agreements/contracts.
- Consideration of risk management and issues of Board liability.
- Consideration of the "Duties of a Principal" as defined in the Education Act.

Standards for Partnership

Partnerships will provide ways and possibly means to meet goals set out in the school improvement plans, departmental service improvement plans and/or to further the goals of the Board for effective schools, effective environments and effective staff.

Screening of Partners

Due diligence is key to the screening of potential partners. Before entering into a partnership there is a need for the school, the department and/or the Board to determine what the expectations are of the partnering organization and that the partnering organizations meet the community standard for a suitable association with the school and/or Board. This will include but may not be limited to:

- the reason for the organization's interest in partnering with the school and/or the Board;
- the organization's ownership and history
- the nature of product or service of the partnering organization
- the key contact within the partnering organization
- the authority of the key contact to bind that organization.

Consultation with Key Stakeholders:

The principal or system leader will ensure that any key stakeholders are made aware of the potential partnership and take into consideration any issues or concerns that may be presented.

Partnership Agreements

Once key stakeholders have been consulted and an agreement to proceed with the partnership is determined, a partnership agreement will be prepared. The purpose of the partnership agreement is to clearly define activities, roles and responsibilities for each of the partners. Terms of the partnership will include an agreed statement of partnership principles. Copies of the agreement, signed by all

parties, will be distributed to each partner and kept on file at the school and will be submitted to the Office of Innovation and Partnership. School administrators will inform School Councils and Home & School Associations of partnerships associated with their school communities. A template for a partnership agreement is attached to this policy.

Approval of Partnerships

The principal/service leader will ensure liabilities are minimized and appropriate central departments and stakeholders are consulted. The superintendent responsible for the school/department pursuing the partnership must obtain approval with for moving forward to formalize the partnership. All partnerships must be:

- consistent with a school's improvement plan, the departmental service improvement plan and/or the board's goals
- consider the impact on staff, student or parental time, the school community and existing partnerships
- coordinated to develop a plan to fulfill partnership obligations that identifies the required commitment of resources including staff time, performance measures, an evaluation plan and a plan for recognition of the partners.

The principal will sign partnership agreements at school level. The principal will send the agreement to the Innovation and Partnership Office for signature and filing.

At the system level, partnerships will be signed by the appropriate member of Executive Council and the Office of Innovation and Partnership. If the appropriate member of Executive Council agrees the partnership fulfills the requirements stated above, the principal/service leader will develop the agreement with the partner and send the signed agreement to the Innovation and Partnership Office for signature and filing.

Evaluating Partnerships

A review of the goals, outcomes and the working relationship between partners can lead to stronger partnerships. Each partnership will be evaluated against the goals and objectives set out in a partnership agreement. Evaluation will include feedback from all stakeholders - teaching, administrative and operational staff, the parental community and students when appropriate. The process and time frame for evaluating a partnership will be included in the written partnership agreement. At a minimum, partnerships of long duration will be evaluated every second year.

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.

Celebrating Partnerships

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

Terminating Partnership Agreements

- Partnership agreements can be terminated by any of the partnering organizations with appropriate notice of termination.
- Specifics related to the termination of partnerships must be detailed in the partnership agreement.
Termination will be entertained only once the conflict resolution process has been exhausted.
- The process and time frame for termination of a partnership will be included in the written partnership agreement.

Key Measures Of Success:

A report on partnerships will be submitted to the Board of Trustees on an annual basis. The report will include number and type of new, existing and terminated partnerships, estimated total value provided to students and the plan for recognition of partnerships.

Related Policies/Policy Directives:

- Fundraising/Sponsorship
- Community Use of Schools
- Equity
- Community Relations
- Education Act

Resources:

- Appendix I – Partnership Agreement Template
- Educational Partnership Manual
- TDSB - Guide to Educational Partnerships, Adapted by HWDSB



[illegible]

A young girl with brown hair, wearing a dark long-sleeved shirt, is leaning over a wooden table. She is holding a tablet computer with both hands, showing the screen to a younger child. The younger child, with blonde hair and wearing a colorful striped sweater, is looking intently at the tablet. In the background, there is a bookshelf filled with books and a green chalkboard. Other students are visible in the distance, sitting at tables.



Together we're better!



**HAMILTON-
WENTWORTH**
DISTRICT
SCHOOL
BOARD

Office of Innovation and Partnership

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