

Community Relations

Partnerships – Community Organizations, Governmental Entities, Educational Institutions, and Other Organizations

I. Purpose

This policy defines the working relationship between the school district and community organizations, governmental entities, educational institutions and other organizations. The district is committed to growing successful partnerships and creating additional opportunities to advance its mission.

II. General Statement of Policy

The school district recognizes the value and worth of cooperative relationships with other organizations to assist in advancing its mission. The district encourages its employees to pursue both formal and informal partnerships that increase access to academic and non-academic supports in advancement of the district's mission. Partnerships may incorporate all segments of our community including community organizations, governmental entities, educational institutions, and organizations. All formal partnerships must be approved by the school board.

III. Definitions

- A. Informal Partnerships - Informal partnerships are ongoing, cooperative working relationships between the school district and an organization or entity that are covered by another district policy; do not change district decision-making authority; have a cost of less than \$10,000; and are within the school board's approved budget.
- B. Formal Partnership - Formal partnerships are ongoing, cooperative working relationships between the district and an organization or entity that are not covered by other district policies; do not change district decision-making authority; have a cost of more than \$10,000; and are within the school board's approved budget.

IV. School Board and Administrative Roles

- A. The school board will approve all formal partnerships with memberships, joint agreements, contracts, and service agreements. These partnerships must be documented in writing in accordance with this policy and its appendices. Contracting authority resides solely with the school board.
- B. The superintendent or his/her designee will coordinate and oversee all district approved partnerships.

- C. The superintendent will designate administrative representatives to assist in the development of partnerships with community organizations, governmental entities, educational institutions, and/or for-profit organizations.

V. Overview of Partnerships Types

- A. The district will develop a framework for creating formal partnerships. The framework will include:
 - Purpose and accountability measures
 - Selection and approval process
 - Decision-making authority
 - Key partnership components
 - Length of partnership and review cycle
 - Financial impact
- B. The superintendent will develop and maintain a database of district partnerships.
- C. All formal partnerships must follow all district policies unless specifically defined in the agreement and approved by the school board.
- D. The written partnership agreement requirement is waived when all of the following are true:
 1. There is no direct contact with students;
 2. No student, employee, or other confidential/private information is exchanged;
 3. The informal agreement is for an expected duration of less than one year; and
 4. The informal agreement has a cost of less than \$10,000 and is within the school board's approved budget.

VI. Establishing Partnerships

Potential partnerships may be initiated by individual employees, building or district administrators, the superintendent, or the School Board. After a potential partnership has been identified, the superintendent will designate an administrative representative to assist in the development of the potential partnership with the community organization, governmental entity, educational institution, and/or for-profit organization.

The superintendent and/or administrative designee are responsible for ensuring compliance with this policy and categorizing the partnership.

VII. Partnerships Providing Direct Resources to Students and Families

The superintendent and designated administrative representatives will develop

and implement procedures to create an effective and efficient partnership relationship, and ensure data privacy requirements are followed when direct resources are being provided to students and families. Resources could include donated funds, talent, scholarships, grants or services (see Appendix I).

VIII. Separate Entities

- A. Partnering organizations or entities are separate and distinct from the school district. A district employee may not, while acting in his/her capacity as a district employee, exert any control over or direct the operations of a partnering entity. This section does not prohibit district employees from becoming members of, or participating in, partnering entities.
- B. The district will not contribute, donate, lend or otherwise give monetary support to a partnering entity unless written into an agreement under Section IV. A.
- C. Sharing of private or confidential information by the district with a partnering entity can only occur if a written agreement under Section IV.A. is entered into with language ensuring compliance with state and federal data privacy laws.
- D. Unless otherwise stated in a written agreement under Section V.A., partnering organizations and entities are permitted to access district property to the same extent, and for the same purposes as any other type of organization or individual, as outlined in Policy 902 – Use of School Facilities and Equipment.

Related Policies:

629 – Student Fundraising

902 – Use of School Facilities and Equipment

Policy

adopted: 08/15/16

Revised: 5/15/17

INDEPENDENT SCHOOL DISTRICT 273

Edina, Minnesota

Appendix I to Policy 912
**Procedures for Partnerships Providing Direct Resources
to Students and Families**

1. Purpose: To create effective and efficient relationships, and ensure data privacy requirements are followed, when direct resources are provided to students and families.
2. Types of Resources: Donated resources could include:
 - Funds
 - Talents
 - Scholarships
 - Services
 - Grants
3. District and School Contacts for Partnering Organization: All requests to support possible resources at the district or building site level are to be directed to one of the following:
 - Director of Community Education Services
 - Director of Equity and Enrollment
 - Edina Resource Center Coordinator
 - Principals and Assistant Principals
 - School Social Workers
4. Employees Supporting Distribution of Possible Resources:
 - At the building level, the employees will identify students who have unmet needs through conversations with teachers and families. At the district level, the employees will support the building, and identify needs of other community members within the district (e.g. ECSE, Family Center, Community Education).
 - Teachers and other employees need to work with the above-named employee liaisons to access outside resources. This practice helps to ensure recipient anonymity.
 - The building administrator will communicate the role of the school social worker and ERC Coordinator to teachers or other employees so they can bring concerns and pertinent information about students and/or families to the school social worker, building principal, or ERC Coordinator.
 - The Social Worker and ERC Coordinator can best determine how to connect a student or family up with the appropriate supports.
5. Data Privacy: The building principal and the ERC Coordinator will ensure that families receiving resources have either (1) consent in writing (found in District Policy 515) that their information can be shared with the specific organization allocating the resource, or (2) that the district act as a liaison between the organization and the family. Maintaining anonymity and data privacy is a top priority of the resource sharing.

6. Communications:

- To non-profit organizations – The district administration will direct non-profit organizations who provide student resources to contact the ERC Coordinator, building administrators, or the school social worker when resources exist.
- To family – The district will publicize opportunities to families and solicit from them whether they would like to receive further notifications about other opportunities. The district recognizes that not all students who lack resources to participate fully in our community are eligible for state and federal benefits.
- To teachers and other employees – Building principals will communicate to teachers and other employees that the above-named employees are contact points regarding outside resources.
- Between buildings and the ERC Coordinator – As resources become available to the district for families, the ERC Coordinator will send out information to school social workers and building administrators. The ERC Coordinator will communicate with building administrators and social workers regularly and send electronic communications to update them about resource options available.