



VIRGINIA BEACH CITY PUBLIC SCHOOLS
A H E A D O F T H E C U R V E

Partners in Education

VIRGINIA BEACH CITY PUBLIC SCHOOLS

School Partnership Coordinator Handbook

Mission Statement

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.



VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

Partners  in Education

VIRGINIA BEACH CITY PUBLIC SCHOOLS

***School Partnership Coordinator
Handbook***

A guide to assist schools in developing
high-quality partnerships in support of student
achievement.

**Prepared by the Office of Community Relations
Virginia Beach City Public Schools
August 2010**

Melissa T. McQuarrie, Director
Laura J. Smart, Coordinator
Mary Z. Flannery, Administrative Office Associate

Partners in Education
Office of Community Relations
Virginia Beach City Public Schools
2512 George Mason Drive
Virginia Beach, VA 23456
Phone (757) 263-1337
Fax (757) 263-1009
www.vbschools.com



Table of Contents

Introduction	1
Role of the School Partnership Coordinator	2
Benefits of Partnerships	3
Defining Partnerships	4-6
Partnership Models	7
Process for Partnership Development	8-14
Characteristics of Effective Partnerships	15
Expectations and Responsibilities	16
Partnership Categories	17-20
Partnership Support and Activities	21-22
Partnership Recognition and Appreciation	23
Communication Ideas	24
Partnership Pitfalls to Avoid	25
Annual Report and Model Partnerships	26
School Partnership Coordinator Calendar	27-28
Forms and Guidelines	29-65
Partners in Education Interest Form	29-30
Partnership Documentation Form (for Central Office)	31
Certificate Request Form (for Central Office)	32
Sample Needs Assessments	33-35
Sample Agenda: Initial Partnership Meeting	36
Partners in Education Evaluation Form	37
Model Partnership Nomination	38-39
Annual Report Template and Sample	40-43
Community Involvement Documentation Forms	44-47
Parental Release for Photographing/Videotaping Students	48
Sample Letters	49-52
VBCPS Volunteer Guidelines	53
Community Relations School Board Policies and Regulations	54-65



Introduction

*The mission of Virginia Beach City Public Schools
Partners in Education
is to improve student achievement by fostering the
growth and development of mutually beneficial relationships
with the community through shared resources.*

Virginia Beach City Public Schools benefits from approximately 1,500 partnerships with businesses, military commands and community organizations. As a School Partnership Coordinator, you assume an important responsibility in the process of accomplishing the school division's goals (*namely Strategic Objective 4*) outlined in *Compass to 2015: A Strategic Plan for Student Success*. By collaborating with school administrators, teachers, staff, and parents, you are in a position to "create opportunities for parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success."

The benefits of partnerships are numerous, but most importantly, research shows a link between community involvement and student achievement. Through partnerships students also learn that the community cares about public education and their success, while partners gain an awareness and appreciation for the challenges and rewards of working in the field of education. The community has a vested interest in preparing students for their adult lives, and the collaboration with partnering organizations leads to expanded human, material and financial resources that extend and enrich educational opportunities for students and staff.

In a true partnership, both parties benefit, and the reciprocal role of the school in the partnership process is an important one. Working together with your staff, consider all of the ways that your school can give back to, thank and recognize your partners. From school/PTA newsletters and Web sites to student thank you notes and appreciation receptions, do not miss opportunities to promote and celebrate the success of your partnership. It is important to share the story of your partnerships with others, and we know that positive communication about our schools increases school and community pride.

The staff in the Office of Community Relations is ready and willing to help you recruit, plan and promote your partnerships. As a member of your school staff, you are in the best position to assess school needs and identify gaps where partner support would be beneficial; however, we are also available to assist in that process. With knowledge of your specific needs, we can help make community connections and provide additional resources and/or training. As we hear from organizations interested in joining the Partners in Education program, we will communicate partnership opportunities to school coordinators, and we will be happy to provide new partner plaques in addition to helping promote your partnership activities in division-wide publications and on vbschools.com.

This handbook is designed to provide a brief overview of the partnership development process and to offer ideas and strategies to recruit, retain, evaluate and celebrate your partnerships. It is only a start. Your fellow school partnership coordinators, school staff and volunteers, parents and other community members are great sources for new ideas and support.

Thank you for serving in this very important role for your school's students, staff and community. We appreciate your time and efforts to support meaningful community involvement in your school, and we look forward to helping you celebrate all of your partnership successes.



Role of the School Partnership Coordinator

In order to enhance schools' community outreach efforts, the Office of Community Relations requests that each school principal designate a staff member to serve as the Partnership Coordinator at his/her school. This person helps manage the coordination of community involvement with the school, provides assistance and training to school partners/staff as needed, and serves as the school liaison with the community and the school division's Office of Community Relations.

School Partnership Coordinators should have:

- Enthusiasm for community involvement
- Knowledge of the culture, climate, and demographics of the school and its community
- The ability to establish and maintain effective working relationships with staff, parents and members of the community
- Strong oral and written communication skills
- Strong organizational skills
- The ability to maintain records and meet schedules/timelines
- The ability to see possibilities for community engagement and the relationship to school goals

School Partnership Coordinator responsibilities include:

- Oversee the partnership program – recruit, maintain and recognize business/community partners and evaluate partnership activities
- Attend district training/workshops for partnership coordinators
- Provide a connection to the school for business/community partner volunteers and a connection for school staff to these volunteers
- Promote communication, understanding and cooperation between the school and the business/community partners
- Provide a timely response to business/community inquiries
- Advocate the use of business/community resources and solicit community participation in school programs as needed
- Recognize/promote the partnership program as appropriate – with a school ceremony, submission of photographs/captions to media liaison and district partnership coordinator, school newsletters, school Web site, bulletin boards, etc.
- Attend the school division's citywide community celebration with his/her school's partners in April
- Submit Partnership Agreements to the Office of Community Relations as new partnerships are formed
- Update the Office of Community Relations on partnership changes, i.e. change of main contact and inactive partnerships on your school's database
- Submit an annual report of partnership activities in June (template provided by the district office)



The Benefits of Partnerships

Partnerships offer something for everyone. They help prepare today's students for tomorrow, extend the classroom into the community, engage volunteers in meaningful school involvement and provide valuable resources and opportunities to enrich teaching and learning.

Students Benefit

Partnerships:

- Support student achievement
- Demonstrate that the community cares about students' success as well as their success as adults
- Increase student self-esteem
- Optimize resources
- Enhance learning opportunities, expand curriculum and classroom activities
- Provide opportunities to relate academic learning to real world applications

Partners Benefit

Partnerships:

- Provide increased visibility and recognition for valued community service
- Offer rewarding and satisfying experiences for employees/members/students
- Provide a greater understanding of public education and the challenges and rewards of teaching
- Help students and educators develop a better understanding of post-secondary institutions/workplace needs and expectations
- Prepare well-educated students to enter post-secondary educational institutions and the workforce

Schools Benefit

Partnerships:

- Provide additional human, material and financial resources to expand educational opportunities
- Reinforce the message that education is important
- Provide technical assistance in planning and implementing school programs
- Offer opportunities for staff development and ideas for innovative approaches to teaching and learning
- Improve the morale of school personnel recognizing that the community values their work

Communities Benefit

Partnerships:

- Contribute to the strong economic health of the community
- Increase communication and cooperation among citizens
- Help produce an educated citizenry and a well-prepared workforce
- Provide opportunities for volunteer service and involvement in public education



Defining Partnerships

The Virginia Beach City Public Schools Partners in Education program supports mutually beneficial relationships between schools and partnering organizations to support student achievement. A partnership is a collaborative effort between a school and an organization that is aligned with specific goals and provides expanded material, financial, and/or human resources to support and enrich teaching and learning. Each partnership is unique and individually planned between the school and the partner, allowing for unlimited opportunities to help promote students' academic and personal growth and success.

Who Can Become a Partner?

Partners are businesses and organizations (not an individual volunteer) that are interested in helping support students, teachers and public education. Groups of all sizes partner with schools, and even a small number of volunteers can make a big difference. Virginia Beach City Public Schools benefit from approximately 1,500 partnerships with organizations including:

- City Agencies
- Civic Leagues
- Colleges and Universities
- Community Organizations
- Cultural Arts Centers
- Cultural Community Groups
- Engineering and Architecture Firms
- Faith-Based Organizations
- Financial Institutions
- Fire Department
- Fitness Centers
- Garden Clubs
- Government Agencies
- Grocery Stores
- Hotels
- Industry and Trade Groups
- Law Firms
- Medical and Health Service Providers
- Military Commands
- Museums
- Non-Profit Organizations
- Police Department
- Printing, Media and Entertainment Companies
- Parent Teacher Associations (PTA)
- Public Libraries
- Restaurants
- Retail Stores
- Retirement Communities
- Rotary Clubs and Auxiliary Groups
- Sheriff's Department

How Does An Organization Become a Partner?

Organizations may express their interest in joining the Partners in Education program in one of three ways:

- Contact the school with which they would like to partner and speak with the school partnership coordinator or school administrator.
- Contact the Office of Community Relations at (757) 263-1337 to speak with Central Office staff about partnership opportunities.
- Complete the Partners in Education Interest Form found online and submit it to the Office of Community Relations for follow up.



Defining Partnerships – Activities and Policies

What Kinds of Activities do Partners Support?

Generally speaking, partner support falls into the categories of human resources, material and financial support and in-kind services. Partnership activities should be designed to match the needs and goals of the school with the time, resources and skills of the partnering organization; therefore, there is no set list of activities for partner involvement. Partner support of students and teachers may include:

- Tutoring students in reading, writing, mathematics and science skills
- Sharing expertise with school clubs or organizations
- Participating in mentor programs during school hours
- Reading with/to students
- Supporting student and teacher recognition programs
- Supporting school-to-career efforts, including student tours of business facilities, career fairs and guest speakers
- Planning career-shadowing and internship experiences
- Assisting with school beautification projects
- Participating in incentive/motivation programs for student achievement
- Donating school supplies, equipment and materials
- Sponsoring or chaperoning a field trip
- Participating in “lunch buddy” programs and eating lunch with students at school
- Volunteering in the school office
- Serving as a judge for an academic competition or fair
- Providing training to students and/or staff
- Making classroom presentations
- Helping with activities and/or sharing expertise related to physical education, art, music, technology, foreign language, etc.
- Assisting with fundraising efforts to support scholarships, service projects, etc.
- Supplying classrooms and/or clubs with relevant trade publications
- Providing instructional support and/or enrichment programs
- Volunteering at school events or activities
- Hosting a school event at the partner’s location
- Helping provide books, student supplies, or teacher materials
- Serving on school planning councils and committees

Additional ideas for partner support and partnership activities may be found on pages 21-22.

What Policies And Guidelines Govern Partners in Education Activities?

The school division and School Board acknowledge the valuable contributions that volunteers, businesses and organizations provide to the school division’s educational programs, and they encourage community involvement that supports the instructional goals and objectives of schools. To ensure meaningful involvement, partners and volunteers need to comply with policies and regulations related to volunteer conduct and supervision, confidentiality, advertising, fundraising, etc. Copies of the School Board’s Community Relations policies and regulations may be found on pages 54-65 in this handbook, and partnership coordinators should contact the Office of Community Relations with any questions concerning how these policies govern partner or volunteer involvement.



Defining Partnerships – Is It A Partnership?

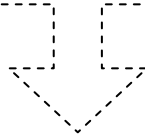
We know that excellent partnerships:

- Improve student achievement - *They are integral to the school's plan for improvement.*
- Improve the quality of public education - *They help prepare all children for life and work in the 21st century.*
- Have written, realistic action plans - *These plans include planning, goal setting, communication, recognition and evaluation.*
- Demonstrate progress - *They evaluate their success primarily on the basis of improvements in student achievement rather than on programmatic success. Goals should be ambitious and related to top priorities.*

Is It A Partnership?

Is it a mutually beneficial, collaborative arrangement based upon the needs of the school?

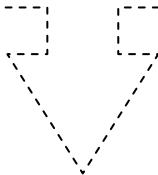
*(If no, **restructure** it to be mutually beneficial or consider this arrangement as some other form of support.)*



Does the arrangement support the school's goals & objectives by:

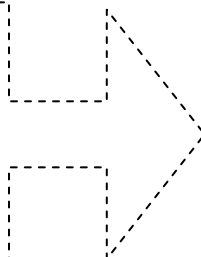
- improving student learning/achievement, or
- enhancing teacher capacity, or
- improving conditions at the school?

*(If no, **modify** the plan to positively impact school goals or reconsider reasons for initiating this partnership.)*



Does the relationship have agreed upon, well-defined goals articulated in a written plan of action?

*(If no, **put** plans in writing.)*



Congratulations!

You are on your way to a successful partnership!

Have methods for ongoing communication with and recognition of the partner been planned?

*(If no, **develop** a way to communicate with and recognize your partner.)*



Does the arrangement have a plan for measuring outcomes and/or effectiveness?

*(If no, **establish** a method of evaluation.)*





Partnership Models – Resource & Comprehensive

Any support that public education receives from sources external to the organization may be considered “**community involvement.**” Virginia Beach City Public Schools values any and all such engagement by the public.

Community involvement, or public engagement, happens at many different levels, from “**Valuable Resources,**” i.e. one-time, episodic donations, guest speakers, etc., to broad-based and on-going support in the form of “**Resource Partnerships**” or “**Comprehensive Partnerships**” with the latter, especially, leading to **systemic transformation** of education.

Valuable Resources

- Individuals or organizations may be recognized for contributing **valuable resources** (guest speakers, equipment, supplies, materials, technical assistance, facilities or financial assistance) on a **one-time** or **episodic** basis. There is not necessarily the implication of a **relationship** with this designation; therefore, it is not considered a partnership.
- Valuable Resources may be more loosely related to student or staff achievement programs and VBCPS/school mission and goals, i.e. they may support more recreational and social activities.
- Valuable Resources are recognized at the **school level**, rather than the district-level, through **school-designed recognitions, certificates/plaques, receptions**, etc. However, upon request, the Community Relations Office will provide standard or customized certificates or templates for duplication as one aspect of your school’s recognition program. (See Certificate Request form, p. 32.)
- Schools may further acknowledge these valuable resources in the designation section of the Annual Report form that School Partnership Coordinators complete each year to document community involvement at their schools.

Resource and Comprehensive Partnerships

School Partnership Coordinators should document partnerships in the Central Office database by submitting a **Partnership Documentation Form** (p. 31) following a meeting between the school and the partner to commit to specific partnership goals and activities.

Partnerships should:

- Contribute **significant** human/material/financial/in-kind resources;
- Support a **substantive annual** or **ongoing** program(s);
- Fill a **critical school need(s)**;
- Have activities closely aligned with VBCPS and individual school **mission** and **goals**; and
- Be guided by mutual goals that are agreed to and documented by both the school and the partner.

Additionally, Comprehensive Partnerships:

- **Support** (rather than only “reward”) student **achievement**;
- Meet at least annually to **plan** and **communicate** regularly; and
- Are **evaluated** annually.



Process for Partnership Development

1. Create a Climate for Success – Awareness

- Create a climate for success by making sure school personnel have an understanding of how partnerships can support their efforts. Look for ways to educate students, teachers, parents, school system administrators, as to what partnerships are and how community involvement can benefit students and staff.
- For example, at the start of the school year, ask your principal if you may speak briefly about the Partners in Education program at a staff meeting. You may want to create a flyer that describes the program and encourages the staff to share their own ideas for potential partners and partnership activities.
- Build more awareness by promoting the partner support that you *do* have - at meetings, in newsletters, on bulletin boards or the school Web site. Make sure that all of the school's stakeholders are aware of your partners' valuable contributions.
- Through the "awareness" process, help build a foundation for a school climate whereby businesses and community volunteers feel welcome and needed at the school. When school personnel understand the value of community support and feel comfortable with partnership relationships, they will welcome partners and volunteers with open arms.

2. Assess School Needs

- Before you can recruit any partners, you need to know what you need. Begin with the end in mind (*UbD, S. Covey*). What resources and support will help meet your school's goals? What compelling need will partner involvement fulfill?
- Assess your school needs through discussions with school leaders, teachers, parents, and/or students, or create a needs assessment for your stakeholders to complete and return to you (See sample forms on pages 33-35).
- Categorize and prioritize the needs to help you identify partners that can best match your needs. Is there a need for human, material or financial resources in particular areas?
- Based on your needs, where are there opportunities for partner support and what are your partnership goals?

Sample goals -

- Increase math, science, etc. test scores by providing curriculum support
- Increase meaningful volunteer involvement each year
- Involve community members in Career Days
- Provide opportunities for relating school to work
- Provide opportunities to learn and practice real-world skills
- Provide training for students & parents/school staff
- Offer staff development
- Mentor students with regard to choices/future/employment
- Mentor/tutor students in need
- Offer career job shadowing and guidance
- Offer teacher internships
- Emphasize academic support for below average students
- Provide technical training
- Offer additional rewards/incentives for students
- Increase business's visibility in the community
- Sponsor/fund school program/project
- Provide in-kind services (e.g. printed materials for classroom instruction)



Process for Partnership Development

3. Identify Resources/Partners

- Based on your school needs, what human, material and financial resources are already available and with what resources may a potential partner be able to assist? Does your school have existing partners or volunteers who may want to take on new roles or extend their partnerships?
- To identify potential partners, start with your own school staff and community. *You never know who knows whom until you ask.* Dozens of schools find a good match with businesses, military commands, community groups, etc. through a connection to a spouse, relative, neighbor or school volunteer. Request that staff members “map” their network of connections to assist with partner identification.
- To identify potential partners, consider businesses near your school; community organizations with memberships of potential volunteers; scan the local newspaper or Web sites for connections; or make connections through the civic league or faith-based groups in the area.

4. Recruit

The success of any partnership depends, in large part, on the commitment, enthusiasm and expertise of the participants – be strategic in your recruitment efforts.

Target businesses or organizations that you think are most appropriate for partnership development and the fulfillment of identified needs.

- **To get volunteers and mentors**, target businesses with employees who are not constantly involved with customers because they may be more likely to get work-release time (tellers, sales people, grocery store clerks, restaurant personnel, etc.); organizations or associations with memberships of retired professionals; faith-based organizations or educational institutions. For elementary schools, student organizations or teams at middle schools or high schools may be a good source for tutors and/or mentors.
- **To get incentives**, target restaurants, stores and places that your students frequent.
- **To get curriculum support**, target a business that connects to the curriculum that you want supported. For example:
 - Banks with math classes or life skills
 - Law offices with debate club
 - Technology with systems classes
 - General business with interviewing skills, writing, team work, planning, time management
- Contact your local service organizations, i.e., Kiwanis, Rotary, Optimists, etc.
- Network through current partners
- Display information about the Partners in Education program or about partnership activities to catch the attention of school visitors who may be or know potential partners
- Create door hangers or flyers to promote partner and volunteer opportunities in the school
- Use the school’s newsletter or Web site to communicate your needs to recruit partners



Process for Partnership Development

4. Recruit *(continued)*

Research the targeted business or organization prior to recruiting.

- Check the internet.
- Do you think they have the resources and capabilities that you are seeking?
 - How many employees/members do they have?
 - What types of jobs do these employees have?
 - Is their Community Involvement philosophy or policy listed?
- Ask yourself, if I were the business owner, WIIFM (What's in it for me)?
 - Why would I want to partner with the school?

Be prepared to answer questions.

- How will their involvement benefit students?
- What do they get out of the partnership?
- What are your school demographics?
- What do other similar businesses do with other schools?

Once you have successfully recruited a partner and you have agreed to planned activities, it is essential that you **follow through** and schedule them to start. There is no easier way to lose partners or volunteers than to make them wait to get started. Make sure you communicate specific information about time commitments, what is expected and how their involvement will help students.

5. Develop a Plan

- If you did not recruit a partner with a particular job in mind, it may take some exploration to best match partner time, skills and outreach goals with your priority need. Even if you did originally recruit a partner with a specific task in mind, school and partner needs, resources or interests may have changed over time.
- Spend time with your partner reviewing your needs and resource assessments and discuss the creative ways that the school and the partner can work together to support stated goals. Can your neighborhood grocery store help you plan a scavenger hunt that has students use a treasure map to hunt for information related to nutrition, math skills or other curriculum-related information? Is there a community organization with volunteers that can help with an "Extreme Makeover" beautification project complete with a hyped-up final "reveal"?
- Find out when employees or an organization's members are available to support partnership activities and what their particular interests are.
- You or your partner may need to get additional approvals and recruit volunteers to the specific tasks agreed to at the planning meeting.
- When ideas for involvement are agreed upon, work with your partner to **develop a schedule of activities for the year** and **commit that plan to paper**. Submit a Resource/Comprehensive Partnership Documentation Form to the Office of Community Relations and request a plaque for your new partner (p. 31).



Process for Partnership Development

5. Develop a Plan *(continued)*

- Remember, just because someone offers you a resource does not require you to use it. Evaluate the appropriateness of the resource for your school – consider students, teachers, parents and other partners.

When planning with returning partners:

- Evaluate the past year's activities prior to reassignment. Do not just reschedule year after year.
- Assess both the effectiveness of the partnership activities in achieving school objectives and the satisfaction the partner derived from the experience.
- If the activity is still relevant to student needs and is of interest to the partner, move forward with the activity again.
- If the activity is no longer relevant, or the partner is no longer fulfilled by the activity, review other areas of need and discuss new areas for involvement.

6. Assign, Orient and Train

Volunteer **assignment** is closely linked to retention, as volunteers who are a "good fit" with their assigned tasks tend to be more gratified and want to stay involved for a longer period of time. When matching volunteers to jobs, keep the following in mind:

- Talents
- Skills
- Abilities
- Personality (Some people work together more effectively than others.)
- Experience
- Comfort-Level (Someone may be very talented in a particular area, but not have a comfort level when performing it in front of others.)
- Desire (Similarly, someone may be very skilled at a particular task, but not want to perform it as a volunteer.)

Volunteers have the right to expect a suitable assignment with consideration for their time, personal preferences, temperament, life experience, education and employment background. Likewise, you and school staff have the right to, and need to, interview volunteers prior to placement to assess both the volunteer's appropriateness for the assigned task and the appropriateness of the task for the volunteer.

Orientation and training is necessary in order to help partner volunteers:

- learn how best to assist teachers and students;
 - define their roles clearly and know their responsibilities;
 - motivate them to perform outstanding, **reliable** service; and
 - increase their confidence and sustain their commitment to the program.
- Take time to train partner volunteers regarding school or program protocols, routines and procedures, school expectations, and equipment usage.



Process for Partnership Development

6. Assign, Orient and Train *(continued)*

- Provide an introduction to those with whom they will be working and give them the name and contact information of whom to contact in case of an absence.
- Assure them that support is available should they experience difficulty and let them know where to go to get support.
- Make sure you communicate specific information about time commitments, what is expected, and how their involvement will help students.
- Prepare your staff to work with volunteers as well:
 - They need to feel comfortable with an adult in their classroom.
 - They need to be able to plan and assign meaningful work.
 - They need to teach volunteers how to do the jobs assigned such as how to read to a Kindergarten class or how to adapt a presentation to middle school students.
 - They need to respect the volunteers' time and the work they do.
 - They need to show appreciation for the volunteer. This doesn't have to wait for a formal all-school recognition program.

7. Manage, Monitor and Evaluate

- After a partnership is initiated, it is important to follow-up with school staff and the partner to ensure that the partnership is moving forward successfully and everyone is pleased with the results. Remember, happy volunteers and partners spread good news about your school. What news do unhappy partners and volunteers spread?
- As you monitor the partnership and work to encourage the **retention** and annual reenlistment of your partners, review the following:
 - Make sure that the job they do is one that needs doing and will be valued and appreciated by teachers and staff.
 - Make sure the job is one the partner volunteer wants to do.
 - Make sure the partner volunteer knows the purpose of the assignment, and how it connects to the school's *Plan for Continuous Improvement* and to student achievement.
 - Make sure the partner volunteer feels ownership for the activity.
 - Make sure the partner volunteer is working in the most appropriate job for his/her interest and skills.
 - Make sure the partner volunteer gets feedback on the outcomes of the activity.
 - Make sure partners and their volunteers have the ability to make decisions about the activities in which they participate. Ask for their suggestions.

Partner volunteers, just like employees, require motivation, good morale and job satisfaction. Ensuring that volunteers are treated with respect and appreciation will keep your partners actively involved in your school.



Process for Partnership Development

7. Manage, Monitor and Evaluate *(continued)*

- **Evaluation** is a continuous process, and it is important to conduct regular evaluations and monitoring, along with a year-end review of the effectiveness of the partnership.
- Partnership participants may be hesitant to assess their partnerships because they are volunteering their time and energy, a gift to the schools, so it may strike them as evaluating or assessing a gift. Some results, such as enhanced student self-esteem and increased school pride, are intangible and hard to quantify.
- Involve all stakeholders in the evaluation process. The questions below may be used to initiate reflection and discussion about your school/community partnerships in general or specific activities. You may also use them in a questionnaire to obtain written feedback (see Partners in Education Evaluation Form, page 37).
 - What was the purpose of the partnership? Did the partnership meet its goals?
 - What did we learn?
 - What positive changes occurred as a result of the partnership?
 - Is the commitment for the partnership growing? If not, why not? What can be done to build commitment now, before the waning commitment goes too far?
 - Does the partnership have a plan for improvement and growth?
 - Is the volunteer base increasing or decreasing?
 - Are the communication links strong? Do the school and partner staffs know about the partnership?
 - Do the school and partners feel good about being part of the program? Do they get the support and recognition from their peers for their efforts?
 - Is the partnership solely dependent on one person in either or both organizations? Is there a plan for succession – would it survive if either party left?
 - What data/records are being maintained to support and recognize the partnership?

Questions regarding specific activities may also include:

- Did the activity (activities) take place as planned? If not, why not, and what will ensure future success?
- Did activities meet the expressed goals and objectives? If not, why not?
- Did students benefit? Did it affect student achievement? If so, how?
- How did the teachers, parents and the partner benefit from the activity/partnership?
- Is the activity worth repeating? Can this activity be replicated in other schools?
- Is this an activity that can be institutionalized, if funding or partner support is no longer available?
- Did the people (volunteers) involved feel fulfilled by the experience?



Process for Partnership Development

8. Recognize and Celebrate

- Showing appreciation to community partners should be an **integral part of the management process**.
- Recognition **rewards** current partners and **recruits** potential partners. Recognition is the foundation for future involvement by business and the community.
- Recognition must be **continuous**. Remember that even a smile or a thank you means a lot. To keep the momentum going, partnership coordinators need to keep singing the praises of their partnering organizations and individuals active in partnership efforts.
- Recognition is easiest when a partnership first gets started. The challenge is to **keep recognition and motivation alive** throughout the duration of the partnership relationship.
- During the year, **ongoing small/private “thank yous”** and **annual major/public celebrations** need to occur to provide recognition of the accomplishments of the partners.
- Students and staff may **show gratitude** verbally or through the use of cards, memos, telephone calls, features in newsletters, and visibility in the local media.
- **Display prominently** partnership activities through a bulletin board display or large thank-you banners. Send a student-created thank-you banner to your partner’s facility for them to display.
- **Recognize and celebrate the anniversaries** of your partnerships by presenting special certificates or gifts of recognition.
- Partners should be recognized at annual **school appreciation events**. Comprehensive partners are also invited to attend a district-wide recognition event sponsored by the school division each spring.



Characteristics of Effective Partnerships

- Top leaders view the partnership program as a **priority**
- The identification of **key people** who coordinate the partnership activities and commit to the partnership concept
- Partnership activities are based upon **needs and resources** of both organizations
- **Clear understanding** of the program BEFORE committing to a partnership
- **Mutual planning**
- **Open, ongoing communication**
- Broad-based **ownership** of the program (include all employees)
- **Mutual benefits** for both business/community organization and school
- **Effective training**, when needed
- **Smooth transitions** when personnel changes
- **Recognition** for exemplary programs
- Ongoing **review/evaluation**
- A planned process for **communication** to school staff and partner's employees/members
- Follow through on **planned activities**
- Frequent and sincere **expressions of appreciation**
- A plan for **collecting data** to determine the success of partnership activities
- **Outcomes** which result in improved student performance and learning*



Expectations and Responsibilities

Partners should:

- Express a genuine interest in helping students.
- Assist teachers who request their help and work with students referred to them by the teachers. ***Volunteers must always work under the direct supervision of school staff!**
- Attend training sessions.
- Commit themselves to a regular schedule of service; be prompt and dependable, notifying the school when unable to be present.
- Comply with record keeping procedures for school volunteers established by the school site.
- Serve under the supervision and direction of the school staff; NEVER substitute for staff.
- **Not** be responsible for discipline, diagnosis, prescription, or evaluation of students.
- Maintain a professional attitude; respect the **confidentiality** of all information and activities related to students and others in the school.
- Be willing and able to comply with school rules.
- Understand and use the appropriate channels of communication for comments and suggestions.
- Become an integral part of the school organization and work within the school program.
- Adhere to the Code of Ethics defined in Guidelines for School Volunteers (page 53).

School Personnel should:

- Be responsible for the daily educational program-instructing, diagnosing, prescribing, and evaluating students and their work.
- Plan the work the volunteer is to do **before** the volunteer arrives. Give clear, specific instructions and support.
- Provide appropriate training for specific volunteer situations.
- Provide information about students to enable volunteers to help students effectively.
- Provide materials for volunteers to use. Give volunteers a textbook, if appropriate.
- Keep school volunteers informed about any changes in classroom schedules.
- Notify volunteer tutors in case of student absence so the volunteer will not make an unnecessary trip.
- Express appreciation for their contributions and **make them feel welcome**. Share students' successes and provide time for periodic feedback.
- Always return their phone calls promptly.
- Realize that volunteers may be taking time off from their workday to make a contribution. Effective use of their time shows respect for their service and reflects positively on the school and the school division.



Partnership Categories

There are broad categories in which community partners may work together with schools. Imagination and school/partner needs may lead to other partnership opportunities. As you collaborate with your partner to plan the partnership, consider these general areas for activities.

Instructional Support and Enrichment

- In this area, partners typically work directly with students, one-on-one, or in groups, to remediate skills, motivate performance, or enrich the curriculum.
- Depending on the nature of the business/community organization and the identified needs of the schools, the partnership may bring business personnel into the schools as volunteer tutors, guest speakers, sponsors, coaches, mentors, or classroom aides.
- Good partnerships try to match the special expertise of businesses in science, mathematics, technology, writing, or the arts with the instructional program of the schools, so students can see real-world applications of the skills they are studying. Partners may work with teachers to develop lesson plans that support curriculum.
- In some partnerships, the partner opens its laboratories or offices to students for training on specialized equipment, or for career awareness. Other partnerships may operate after-school tutoring programs.
- In all instructional support activities, the partner works in collaboration with school staff to further the schools' instructional objectives. Partners/volunteers always work under direct supervision of school staff (see School Volunteer Guidelines, page 53).
- Also in this category are incentives and rewards for academic achievement offered to students by community partners. These may include scholarships and summer employment, special trips, luncheons, banquets, books, or items such as tee shirts, caps or buttons. All incentives work best when people from the partnership are in regular contact with students as part of the incentive program. The partners should not, of course, offer any incentive without the approval of school authorities.

Staff Development

- Partners may assist schools with staff development by offering summer internships to teachers or by funding attendance at professional meetings and seminars.
- They may make corporate expertise in management and strategic planning available to school boards and administrators.
- In science, mathematics, technology, publishing and other fields in which changes have occurred since teachers were trained, business can provide state-of-the-art updating on equipment and content.
- In turn, schools (particularly high schools) may serve as a site where business partners can offer career development courses and basic workforce skills training for business employees.



Partnership Categories

- Working in conjunction with school boards and administrators in the development of guidelines and selection methods, business partners may create and/or sponsor recognition programs for outstanding teachers and administrators as part of the overall staff development effort.

Curriculum Development

- In some partnerships, business partners with technical expertise have developed supplemental instructional materials in fields such as science and mathematics to augment the regular school curriculum and textbooks. This is an advanced step in most partnerships and should be taken in cooperation with the school district's curriculum development staff.
- Community partners may serve on curriculum development committees, offering staff a fresh perspective and/or proposing ideas for new courses.

Material and Financial Support

- Experience has proven that involving people is more important for good partnership development, and it is more likely to improve education than simply having the organization supply material and financial support.
- Schools often need and welcome material support, but it should be accompanied by people support. For partnerships to succeed, it is essential that business partners "buy into" partnerships with an involved, participative level of commitment that may include, but should extend beyond, material and financial support.
- Partners may donate funds for books or educational supplies; underwrite field trips or staff development; provide school supplies; purchase gift baskets or holiday presents; or support scholarships.

Facilities and Resources

- Vocational and job-skill training programs can be enhanced by schools using business facilities, training materials and procedures, state-of-the-art equipment and employees as supervisors and credentialed teachers. By working in partnership in this manner, schools are able to take advantage of the most current trends, processes, expertise and equipment.
- School personnel can coordinate the programs, market them, recruit the students, credential business employees as part-time teachers and provide school credit to students who complete the training.



Partnership Categories

Employment and Employability Training

- Some partnerships focus specifically on the schools' responsibility to provide education for employment and partners' responsibility to employ graduates of the school system.
- Compacts between schools and employers in a number of cities represent this kind of partnership, in which the businesses pledge priority hiring in return for students' achievement of certain academic, attendance, and other standards. Within the compacts, partnerships may exist between businesses and individual schools, aimed at achieving a variety of other educational objectives.

Counseling and Guidance

- Business/education partnerships may include a component of counseling and guidance for students for career or college.
- This may take the form of career shadowing, in which students are assigned to business mentors for in-school and out-of-school experiences.
- In some partnerships, students can receive information about applying for college admission, the costs of college, or available student aid.
- Some partnerships offer trips to college campuses and arrange interviews for students with college admissions officers. This can be a useful partnership activity in schools where there are too few counselors to reach all students.

Service Learning

- Partners may be able to supply the idea and consult with students/staff on a service-learning project; for example, a partnership supporting activities to protect the environment.

Policy Development and Advocacy

- Business partners, along with other community groups, may work with schools to develop new policies in such areas as early childhood education, graduation requirements, technology education, school management, or teacher training.
- Supporting change in existing schools' policies is a legitimate function of partnerships, whose participants may have a better understanding of school needs than citizens who are not involved in education. Many partners will also choose to serve on key advisory committees in areas such as budget, magnet schools or academies, or school planning councils.
- In many communities, this mutual desire for good public relations translates into advocacy, with partners and schools working together to support tax levies and bond issues for education, or to promote other school-improvement strategies.



Partnership Categories

School Beautification and Safety

Partnership activities may involve improving the environment in which teaching and learning occur:

- Organization volunteers assist with mural projects.
- Organizations donate curtains, used furniture and plants.
- Volunteers refurbish and paint schoolrooms and hallways.
- Organizations donate lumber and labor for school beautification.
- Organizations assist with school and neighborhood beautification projects.
- Organization volunteers, school staff, parents and students work together to landscape school grounds.
- Organizations assist schools in neighborhood watch programs.
- Organizations provide assembly speakers to promote safety on the campus and in the community.



Partnership Support & Activities

The community resources that are available to enhance and strengthen educational programs are virtually unlimited. Below are examples of partnership activities that enrich the school curriculum and achievement of instructional goals.

1. Reading
 - a. Provide volunteers who read to/with students on a weekly basis.
 - b. Invite partners to read during reading month.
 - c. Sponsor reading incentive programs.
 - d. Provide tutors to work under the direction of the teacher.
 - e. Sponsor reading clubs.
 - f. Provide resources to support needed reading programs.
2. Math
 - a. Tutor students on a one to one basis.
 - b. Provide access to computers.
 - c. Provide volunteers to instruct students on computers and software.
 - d. Provide math incentives.
 - e. Assist teachers during math lessons.
3. Language Arts: Written/Oral
 - a. Sponsor essay contests.
 - b. Initiate pen pal programs for employees and students.
 - c. Provide volunteers to assist students with school newsletters.
 - d. Provide tutors to assist individual students.
4. Social Science
 - a. Sponsor Career Days.
 - b. Provide guest speakers.
 - c. Publish social studies books prepared by students.
5. Science
 - a. Provide judges for science fairs.
 - b. Sponsor speakers on health/fitness and science.
 - c. Demonstrate experiments to students.
6. Fine Arts
 - a. Provide financial sponsorship for assemblies at the school.
 - b. Exhibit students' artwork.
 - c. Print greeting cards prepared by students.
 - d. Have students design your company's Christmas card, envelopes, etc.
 - e. Share employees fine arts talents with students and staff.
7. Physical Education
 - a. Participate in programs like "Jump rope for Heart," "Family Fitness Night."
 - b. Sponsor physical fitness programs for students and staff.
 - c. Assist P.E. staff during physical fitness classes/programs.
8. Curriculum/Instruction
 - a. Provide tutors for at-risk students.
 - b. Assist teacher with instruction.
 - c. Provide materials to support instruction.
 - d. Provide finances for curriculum-related field trips.
 - e. Provide guest speakers for school programs.
 - f. Provide tours of the workplace.
9. Materials
 - a. Donate materials.
 - b. Provide resources for computer equipment and software.
 - c. Provide financial support for needed materials.
 - d. Provide printing, food services, etc.
10. Needs of Students in Special Programs
 - a. Provide educational field trips and opportunities to expose students to a variety of environments.
 - b. Volunteer to assist teachers.
 - c. Provide tutoring to students with special needs.
 - d. Donate special equipment for students.
 - e. Tutor students who are speakers of another language.
 - f. Provide jobs for students.
 - g. Provide volunteer tutors in special programs.
11. Staff Development
 - a. Provide guest speakers.
 - b. Provide workshops relevant to staff needs.
 - c. Provide tours and internships for teachers.
 - d. Invite teachers/staff to participate in your organization's training.
 - e. Provide classes on current technology.
12. Learning Environment
 - a. Provide volunteers at school site.
 - b. Sponsor school beautification projects (landscaping, shelves).
 - c. Offer "lunch buddies" to talk with students during lunch.
 - d. Display artwork by students.
 - e. Provide resources for school improvement projects.
13. Parent Involvement
 - a. Participate in school's Councils.
 - b. Provide guest speakers for parents.
 - c. Provide donations to the PTA.
 - d. Provide volunteers to assist parents in workshops.
 - e. Join PTA and support PTA programs.
 - f. Sponsor workshops & financial resources for parent training workshops
15. Homework
 - a. Provide incentives, such as awards and stickers to students.
 - b. Recognize students at assemblies.
 - c. Provide volunteers/resources to assist with after school homework.
16. Attendance
 - a. Provide incentives to reward attendance: T-shirts, buttons, awards, certificates, etc.
 - b. Provide speakers on the importance of attendance, dependability in the workplace.



Partnership Support & Activities

In a true partnership, both parties benefit. The reciprocal role of the school is an important one, and listed below are ways that schools can strengthen their partnerships by supporting their partners.

What Schools Can Do For Their Partners

1. Offer the use of school facility for company events.
2. Offer opportunities for staff/students to participate in community service projects.
3. Provide students artwork for display in business office.
4. Volunteer students as interns or hosts.
5. Host business for a day.
6. Provide English as a second language instruction for company employees.
7. Host recognition reception for company volunteers (PTA).
8. Submit a column to company newsletter.
9. Offer complimentary tickets to athletic events and plays to partners.
10. Put your PARTNER on your mailing list - communicate.
11. Provide visibility by submitting partnership information to be used in press releases, human interest articles, and school publicity.
12. Always remember to thank your partner - notes from students are particularly effective.
13. Provide space in the school to highlight partnership activities.
14. Invite your partner to shadow a teacher or administrator.
15. Sponsor games with your partner - softball game, races etc.
16. Provide choral or musical groups for special occasions.
17. Honor your partner with an adoption ceremony or a reaffirmation ceremony.
18. Identify a coordinator at the school to channel all ideas and coordinate all activities.
19. Invite your partner to serve on advisory committees, task forces, planning councils etc.
20. Share monthly activity calendars with your partners.
21. If your school has a monthly newsletter or calendar for parents, provide activity space for a partnership column.
22. Provide decorations for partner functions, meeting, i.e., centerpieces, signs, etc.
23. Conduct tour of school and explain curriculum.
24. Invite your partner to school Career Day as participant.
25. Give an update on partnership activities at PTA meetings.
26. Invite your partner to participate in community projects with your school, i.e., baskets at Thanksgiving, Angel trees, etc.
27. Obtain birthdays of employees and have children send birthday cards.
28. Establish a program for part-time employment opportunities for secondary students.
29. Share school and student success with partners, particularly when the partner has been involved.
30. Allow partner access to school library.
31. Invite partners to participate in parent training.
32. Hold in-services for partners on school curriculum and how to help with homework (partners are parents, too!)
33. Increase your partner's visibility by recognizing them on the school marquee.
34. Invite partners to speak to faculty.
35. Display pictures of partnership activities.
36. Invite partners to school activities (carnivals, spaghetti dinners, etc.).
37. Display partners' name on plaques/banners in your school.



Partnership Recognition & Appreciation

Schools can strengthen their partnerships through recognition and appreciation. Your recognition rewards current partners and recruits potential partners. Below are suggestions for thanking your partners, recognizing their efforts and celebrating success.

- Present a **plaque** to the partner to formalize the partnership at its inception
- Make sure that volunteers can tell that thought and time went into preparing for their arrival—**nametags and sign in sheets**, office staff **aware and expecting their arrival**, activities for the day already determined.
- Send **personal thank-you letters** from students, teachers, parents and administrators
- Distribute **memos** that update and detail partnership activities.
- Recognize an **Employee of the Month** from the business. Invite him/her to a special event.
- **Display pictures** of business volunteers working with students.
- Encourage **media coverage**. Let your school Media Liaison and the Office of Community Relations know about upcoming partnership activities.
- Nominate partners for local, state, and national **awards**.
- **Recognize** your partner at school assemblies, PTA meetings and open houses.
- Submit stories and photographs of partnership activities to **school** and **PTA newsletters**. Upload stories and photos to the PIE Share Point site or send to the Office of Community Relations.
- Host a **Partner Appreciation Day**.
- Host **faculty/partner breakfasts**. Ensure that staff is seated among partners.
- Present a **certificate** to commend involvement and participation.
- Post a thank you to the partner on the **school's marquee or Web site**.
- Hold a partnership **information night** when school staff, parents, and partners can meet each other and discover what opportunities exist.
- Write **letters of commendation** about your partner to your partner's supervisor.
- Present a school **T-shirt** to your partner. They're a great gift and create a sense of unity.
- **Recognize partners by name**. Have nametags, sign in sheets and schedules that identify partners by name — spelled correctly. Get titles and ranks right on correspondence, nametags and in introductions.
- Give partners **examples of student work**.
- Use **student-produced artwork** for thank you notes and cards.
- Provide **school choral or music groups** for the partner's events.
- **Report** on the partnership's progress and achievements and **be sure the partner gets copies**. Use **photos** of partners in action in **publications** and **on Web sites**.
- Hold a **thank you event**—dinner with PTA and volunteers, a reception with students, a student performance.
- Show that you've done your homework: **know protocol** for your partner's business and organization—titles, terms, and schedules.
- Give partners **certificates, plaques, and banners** to display celebrating their partnerships.
- **Recognize levels of service and anniversaries of partnerships**—longstanding active arrangements might get milestone awards.
- Provide opportunities to **showcase** your partner's company or organization at school carnivals or festivals.
- Allow your partner to **use your facilities** for meetings or athletic events.



Communication Ideas

Regular communication keeps your partnership in everyone's mind to help maintain support for the partnership and enthusiasm among participants.

Communication Tips for Schools –

- Include your partner on all school communications, including calendars and special event notices.
- Prior to partnership activities, let your school media liaison and the Office of Community Relations know so that they may assist you with publicity and promotion (local media, VBTV).
- Following each partnership activity, publicize it in your school newsletter, Web site, etc.
- Send emails to school staff informing them of your partners and partnership activities, or ask your principal to include the information in his/her regular communication with staff.
- Devote a bulletin board in the school to photos and information about partnership activities.
- Create posters and signs to recognize your partners, especially as a way to welcome them to the school for related activities.
- Use the school marquee to promote upcoming events and post thank you messages.
- Create signs for partners to use at their locations.
- Send letters to a partnering organization's leadership regarding the outstanding service of particular volunteers.

Communication Tips for Partnering Organizations –

- Create a display highlighting partnership events in a common area on site.
- Display your Partners in Education plaque at your location.
- Send emails to staff/participants informing them of your partnerships.
- Recognize employees or volunteers who participate in the partnership – create an award, acknowledge them at meetings, put information in a newsletter, and send a letter to a supervisor.
- Invite school staff to participate in your organization's activities.
- Provide a partnership-related banner or motivational poster to your school to display in support of your collaboration.



Partnership Pitfalls to Avoid

To ensure on-going, quality collaboration, be aware of some common pitfalls to avoid while managing partnerships.

- **Communication Breakdown**
It is essential that coordinators communicate regularly and address concerns as soon as possible.
- **Lack of Promotion**
Business/organization/military command, school, and school division must continually promote partnership through the use of:
 - company and school newsletters;
 - displays;
 - articles for media;
 - thank you notes; and
 - recognition events
- **Poor Selection of Participants**
Persons involved from business and school must be enthusiastic, voluntary participants. They should receive the support of top management and attend orientation/training offered by the district coordinator.
- **Poorly Defined Program Content**
It is far better to do a small number of successful activities than try to do many activities in a poorly planned way. A partnership agreement provides the basis for articulating responsibilities.
- **Lack of Recognition**
Recognition is critical to the retention of partners. It may be a simple thank you or a well-orchestrated school wide event. Try not to let a partnership languish during busy times.
- **Public Relations**
Partnerships may serve as a form of positive public relations for both organizations; however, a partnership should not become a public relations stunt or recruitment scheme for either partner.
- **Unrealistic Goals**
Set realistic, achievable goals. It is always best to under promise and over-deliver. Unmet goals may lead to disappointment and frustration.
- **Neglecting Evaluation**
Share both positive impressions and ideas for improving an activity so that the next event can run more smoothly. Take time to review the year of activities to identify areas for growth and development of new ideas.



Annual Report & Model Partnerships

One of the responsibilities of the School Partnership Coordinator is to take the lead on completing an annual report of community involvement. The report is submitted by June 1 each school year. This report is included in the Division's Annual Report to the School Board which is produced each fall. The purpose of summarizing the involvement with the community is:

- to recognize and honor the support of community partners;
- to provide written documentation of school/community involvement; and
- to contribute to the development of a division wide annual report, reflecting system wide data on community partnerships.

What to include in the Annual Report

- School name, address, phone, mascot, mission, etc.
- Names of administrators, partnership coordinator, and PIE committee.
- Names of comprehensive partners and a brief summary of substantive partnership activities during the current school year.
- List of organizations who donated material or financial resources and deserve recognition for the valuable resources provided.
- Community service activities in which school participated.
- RESULTS (What was accomplished as a result of PIE activities—include dollar value of donations, impact on students and staff).
- VIE information (number of volunteers, hours, Volunteer of the Year, etc.)
*Collaborate with PTA's Volunteers In Education coordinator to obtain this data.
- If desired, names of guest speakers or significant events may be included.

A sample report template and forms to help your school track related information are included on pages 40-43 and are available on the Partners in Education SharePoint site.

Schools should consider nominating their most valuable and successful partnerships for **Model Partnership** recognition. Nominations are submitted in January/February each year, and the recipients are recognized at the citywide community celebration held each spring. Find information and photos for previous Model Partnerships on the "Partners in Education" page on vbschools.com. The criteria for the recognition are listed below and copies of the Model Partnership Nomination Forms are included on pages 38-39.

Model Partnership Criteria

Nominated partnerships should be school/community alliances actively involved in creating and maintaining collaborative relationships designed to benefit students. Special attention will be given to partnerships that demonstrate:

- A clearly articulated purpose;
- Innovative activities;
- Documented results (for at least one *full* academic year);
- Mutual benefits; and
- Significant impact on student learning and achievement.

Partnerships that represent vendor relationships and partnerships that have previously received Model Partnership recognition are not eligible.



School Partnership Coordinator Calendar

At various points throughout the year, partnership coordinators will be asked submit information, assist with event invitations and/or provide additional documentation. The calendar below outlines anticipated activities for the school year, beginning with training in August. Additional information, along with specific deadlines and/or guidelines, will be provided by email to all coordinators throughout the year.

August/September

- ***Attend School Partnership Coordinator training***
- Orient your school staff to Partners in Education program, community involvement opportunities
- Form PIE Committee (if desirable)
 - Consider including a PTA/Volunteers in Education representative on committee
 - Meet with Committee: Establish goals, action plan and management system
- Conduct school needs assessment
- ***Update your school's PIE database and send updated information to Office of Community Relations***
- Send appropriate letters to partners that are NO LONGER ACTIVE
- If desired, request Partners in Education brochures and/or materials for recruitment efforts

September

- ***Welcome your Partners in Education back to school!***
 - Contact all partners currently on your database (send contact updates to Central Office)
 - Plan/Host a Back-to-School/recognition event for Partners (or combine recognition with some other event, i.e. Open House)
 - Send notes, student-decorated cards
 - Update your school Web site with Partners in Education information

August-December

- Recruit new partner(s) according to needs assessment, committee goals and action plan
 - Schedule a Meeting with the District's Partnership Coordinator if needed
- Send Partnership Documentation Form(s) for new partners to Office of Community Relations and request plaque(s) on same forms, if desired
- Formalize new Partnership(s) as appropriate

December/January

- Nominate Partner(s) for Model Partnership Recognition (Watch your email for exact dates)

March

- Send invitations to your comprehensive partners for the citywide community celebration held in April



School Partnership Coordinator Calendar

April/May/June

- Attend PIE citywide community celebration with your Partner Representatives
- Plan/host partner recognition event at your school, if desired

May/June

- Evaluate your schools PIE program and plan for improvements
- Prepare Annual Report (to be submitted electronically and **on time**)

Ongoing

**Management:* Communicate/Coordinate/Meet with PIE Committee and PTA/PTSA, as needed.*

- *Documentation:*
- Send Resource/Comprehensive Partnership Forms to District Partnership Coordinator as new partnerships are formed
- Notify Office of Community Relations of changes in partner contact information or personnel and of inactive partnerships
- Document partnership activities with e-Photos/captions; email to School Media Liaison and to the District Partnership Coordinator

Recognition:

- Recognize partnership involvement as appropriate

Marketing/Promotion:

- Email Marketing/Promotional Advisories about upcoming partnership activities to School Media Liaison and to District Partnership Coordinator, including those appropriate for VBTv-48 coverage
- submit photos and events to the Partnership Pipeline (Office of Community Relations publication)



Please return this form to:
Virginia Beach City Public Schools
Office of Community Relations
2512 George Mason Drive VB, VA 23456
Fax: (757) 263-1009 Phone: (757) 263-1337
Email: lauraj.smart@vbschools.com

Partners in Education Interest Form

Thank you for your interest in initiating a partnership with Virginia Beach City Public Schools. Completion of this survey will assist us in identifying your organization's needs and resources.

Name (Partnership Point of Contact): _____

Organization: _____

Address: _____

Daytime Phone: _____ Fax: _____

Email: _____

Type of Partner (check one): Business Community Organization Educational

Government Military Other: _____

What is your organization's main interest in participating in the Partners in Education program?

How many members of your organization are available to participate? _____

What time of day (during the school day) are your volunteers available? _____

Will employees be granted work release time for partnership activities? Yes No N/A

Preferred school(s): _____

Preferred level: Elementary Middle High

Partnership Activities and Areas of Interest:

Partnerships are mutually beneficial arrangements designed to benefit students and/or staff and to extend learning experiences through expanded human, material and/or financial resources. Below is a list of examples of how your organization may support and assist a school. Each partnership, however, is unique and individually planned by the school and the potential partner, allowing for unlimited partnership possibilities. **Our organization is interested in assisting with:**

- | | |
|---|--|
| <input type="checkbox"/> Athletic events | <input type="checkbox"/> Providing supplies or equipment |
| <input type="checkbox"/> Classroom volunteers | <input type="checkbox"/> School beautification/site improvement |
| <input type="checkbox"/> Community service projects | <input type="checkbox"/> School clubs/activities |
| <input type="checkbox"/> Computer/technical assistance | <input type="checkbox"/> Service on School Planning Council |
| <input type="checkbox"/> Curriculum development | <input type="checkbox"/> Special events/projects (please specify) |
| <input type="checkbox"/> Cultural enrichment | <input type="checkbox"/> Staff development |
| <input type="checkbox"/> Guest speakers/classroom presentations | <input type="checkbox"/> Support of scholarships, field trips, fundraising |
| <input type="checkbox"/> Incentive programs for student achievement | <input type="checkbox"/> Training for students/staff |
| <input type="checkbox"/> Job shadowing or internships | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Literacy support | <input type="checkbox"/> Workplace tours |
| <input type="checkbox"/> Mentoring | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Office support | |

(continued)

Please check areas of skills and/or interests in which members of your organization would like to participate:

- | | |
|---|---|
| <input type="checkbox"/> Art | <input type="checkbox"/> Science |
| <input type="checkbox"/> Dance | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> English as a Second Language (ESL) | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Technical and Career Education |
| <input type="checkbox"/> Health/Physical Education | <input type="radio"/> Business Education |
| <input type="checkbox"/> Language Arts/English | <input type="radio"/> Engineering |
| <input type="checkbox"/> Marketing Education | <input type="radio"/> Health and Human Services |
| <input type="checkbox"/> Mathematics | <input type="radio"/> Industrial Cooperative |
| <input type="checkbox"/> Military Science | <input type="radio"/> Computer Science/Technology |
| <input type="checkbox"/> Music | <input type="checkbox"/> Other: _____ |

Please use the space below for any additional information you would like to include regarding the types of partnership activities/involvement you think will work best for your organization, areas of expertise, volunteer availability, school preferences, etc.

Thank you again for your interest in the Partners in Education program. Please return this form to the Office of Community Relations, and we will contact you to discuss partnership opportunities.

Central Office Use -

Date Form Received:

Central Office Follow-Up:

Interest Form Distributed to Following Schools/Coordinators:

Partnership Documentation Form for Central Office

The School and Partner listed below agree to enter into a Partners in Education relationship to enhance student achievement, to support teaching and learning in the classroom and to provide mutual assistance and benefits through shared time and resources. A partnership involves more than one person from the partnering organization and *ongoing* collaboration between the school and the organization. Partnership activities and outcomes will be evaluated consistently in order to support effective collaboration and an alignment with shared goals and expectations.

Date: _____ School: _____

School Partnership Coordinator: _____

PARTNER INFORMATION

Name of Partner: _____

Partnership Contact Person/Title: _____

Year Partnership Established: _____

Phone Number: _____ Fax Number: _____

Email: _____

Partner Address: _____

City/State/Zip: _____

Type of Partner (check one): Military Business Government Educational Community Organization

Number of Employees Participating in the Partnership: _____

PARTNERSHIP SUPPORT/ACTIVITIES *(activities listed below are examples, not a complete list of partnership possibilities)*

- Instructional Support and Enrichment / Volunteers: Mentors Academic Tutors Classroom or Office Volunteers Guest Speakers
 Readers Advisors (Curriculum, Clubs, Internships) School Event Volunteers Site Beautification Volunteers Worksite Tours/Fieldtrips
 Material & Financial Support: Coupons Gift Certificates Giveaways School Supplies/Equipment Staff Development Materials
 Scholarships Grants Fundraising Help Contributions (field trip support, etc.) Site Beautification Materials Printing & Mailings

The following partnership support/activities are planned:

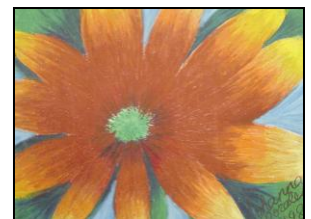
-
-
-
-
-

PARTNERSHIP RECIPROCATATION/APPRECIATION

In reciprocation and appreciation of the partnership, the school plans to do the following:

- Present partner with a New Partner Plaque provided by Central Office
- Invite personnel to appropriate school activities, volunteer/recognition events
- Recognize the partner in school newsletter, bulletin board or Web site
- Write letters of appreciation/reflection to partner volunteers
- Inform school media liaison of newsworthy partnership activities
- Other: _____

YES, I would like a plaque for this Partner (**please allow 2 weeks**) Date needed ___/___/___



Partnerships help students bloom

Please return this form to: Laura J. Smart, Media & Communications • fax: 263-1009 • email: lauraj.smart@vbschools.com

Central Office Use:
 Date Request Received: _____
 Date Certificate Sent to School: _____

Certificate Request Form
(for School Partners who have previously received plaques)

We appreciate the contributions that our Partners in Education make each year to Virginia Beach City Public Schools. Upon your request, the Office of Community Relations is pleased to provide certificates that may be used to recognize the annual contributions of your school partners. Certificates should be issued to a partner who previously received a plaque when the school partnership was first established.

Certificate Information:

Please note — The information you provide below will be printed exactly as you specify, so please verify the correct title or name of business/military partner. Some organizations prefer initials in their titles; others may want their formal name spelled out. Please pay special attention to upper and lower case letters, as well as hyphens and other punctuation.

- If you would like to request a certificate for more than one partner, please include an attachment listing the name(s) of the school partner(s) to be printed on the certificate(s).
- **Allow 2 weeks for processing, except in special cases*** (please indicate below).

1. School: _____
2. Community Partner: _____

3. School Partnership Coordinator: _____

** If needed by a certain date, please indicate: _____*

Please call _____ for pick up OR _____ Please deliver through pony.

Sample Certificate



Please return this form to: Laura J. Smart, Media & Communications • fax: 263-1009 • email: lauraj.smart@vbschools.com

Partners In Education School Needs Assessment (Long Version)

School/Office: _____ Date: _____

Completed by: _____ Room # _____

A. Area(s) of Need/Support: (WHAT does the school need?)

- | | |
|---|--|
| <input type="checkbox"/> Increase Student Learning | <input type="checkbox"/> Implement Shared Decision-Making |
| <input type="checkbox"/> Support for School's Strategic Plan | <input type="checkbox"/> Expand Professional Development and Staff Recognition |
| <input type="checkbox"/> Enhance Instruction | <input type="checkbox"/> Provide In-Kind Assistance, Materials, and Financial Services |
| <input type="checkbox"/> Reduce Dropout Rate | <input type="checkbox"/> Improve Communication with Legislator, Business, Community, and Parents |
| <input type="checkbox"/> Improve Career Education and Prepare for World of Work | |
| <input type="checkbox"/> Improve School Learning Environment | |
| Other _____ | |

B. Targeted Group(s) (e. g. specific/all students, staff, parents, etc.): (WHO will benefit from this support?)

C. Anticipated Needs: (WHAT is needed to improve student achievement?) Academic Volunteer Support (Please Specify)

- Classroom Activities/Demonstrations
- Career Education
- English as a Second Language
- Tutoring
- Resource Speaking
- Other _____

Technical and Career Education (Please Specify)

School-wide Assistance

- | | |
|---|---|
| <input type="checkbox"/> Physical Education | <input type="checkbox"/> Computer Assistance/Training |
| <input type="checkbox"/> Library | <input type="checkbox"/> Athletic Events |
| <input type="checkbox"/> Clinic and Health Programs | <input type="checkbox"/> Tours of the Workplace |
| <input type="checkbox"/> Landscaping/Beautification | <input type="checkbox"/> Clerical |
| Site and Building Improvement | <input type="checkbox"/> Other (please specify) |

Special Recognition and Events

- | | |
|---|---|
| <input type="checkbox"/> Awards | <input type="checkbox"/> Career Awareness |
| <input type="checkbox"/> Staff/Student Recognition | <input type="checkbox"/> Incentive/Motivational |
| <input type="checkbox"/> Sponsoring Student Groups/Clubs | <input type="checkbox"/> Fairs/Carnivals |
| <input type="checkbox"/> Publication Activities | <input type="checkbox"/> Public Display of Students Talents |
| <input type="checkbox"/> Tours and Field Trips | <input type="checkbox"/> Host Events |
| <input type="checkbox"/> Fine Arts Enrichment (art, music, drama, etc.) | <input type="checkbox"/> Other (Please Specify) |

Staff Development

- | | |
|--|---|
| <input type="checkbox"/> Management | <input type="checkbox"/> Computers/Training |
| <input type="checkbox"/> Workshops | <input type="checkbox"/> Internships for Teachers |
| <input type="checkbox"/> Wellness | <input type="checkbox"/> Other (Please Specify) |
| <input type="checkbox"/> Multicultural Awareness | |

School to Work Transition

- Scholarships
- Mini-grants to Teachers
- Equipment Purchases/Donations
- Other (Please Specify)

D. **School Resources Available to Company/Organization:** (WHAT can the school offer in return?)

Instruction that the School Can Provide for the Partner:

Use of Facilities and Equipment

- | | |
|---|---|
| <input type="checkbox"/> Gymnasium | <input type="checkbox"/> Conference Rooms |
| <input type="checkbox"/> Computers | <input type="checkbox"/> Auditorium |
| <input type="checkbox"/> Library | <input type="checkbox"/> Playing Fields |
| <input type="checkbox"/> Audiovisual Studio | <input type="checkbox"/> Career Center |
| <input type="checkbox"/> Videotaping | <input type="checkbox"/> Other (Please Specify) |
| <input type="checkbox"/> TV | |

Services School Can Offer a Partner

- Public Display of Student's Work at the Workplace
- Chorus/Band Performance
- Articles for Partner's Newsletter
- Complimentary Tickets to Sporting Events, Plays, etc.
- Heightened Visibility in the Community
- Parenting Classes

E. **Type of Resources Needed:**

- Human Resources/Volunteers (e.g. tutors/mentors)
- In-Kind (e.g., printing)
- Financial (e.g., scholarships, Grants)
- Equipment (e.g., computers)
- Materials (e.g., books, paper)

Partners in Education School Needs Assessment (Short Version)

School/Office: _____ Date: _____

Completed by: _____ Room # _____

List community involvement that your class currently receives.

What additional resources/involvement do you need?

Human Resources (Volunteers, Tutors, Mentors, etc.)

Financial Resources (Money, Scholarships, Grants)

Material Resources (Computers, Equipment, Coupons, T-Shirts, Gift Certificates, etc.)

In-Kind Resources (Printing, Mailings, etc.)

What ideas do you have for the Partners In Education program for this year?

How would you be willing to assist with the Partners in Education program in our school?

Sample Agenda: Initial Partnership Meeting

Purpose of the meeting:

Introductions

- I. Information about the partner
- II. Information about the school
- III. Needs and resources of the partner
- IV. Needs and resources of the school
- V. Match mutually beneficial needs and resources of both organizations
- VI. Begin to develop a partnership plan
- VII. Next Steps
 - Assign responsibilities
 - Select date for next meeting

Partners in Education Evaluation

This form may be used to assess the effectiveness of the partnership.

School _____

Partner _____

Excellent partnerships are designed to improve student achievement and are integral to the school's or school division's plan for improvement.

1. What was the purpose of this partnership?
2. Did the partnership meet its goal?
What positive changes occurred as a result of this partnership?
3. Is the partnership connected to the school's plan for improvement?
How?
4. Is this partnership designed to improve student achievement?
5. Is this partnership designed to enhance staff development?

Excellent partnerships are committed to improving the quality of public education in order to prepare all children for life and work in the 21st century. They have broad bases of support and awareness for their activities and welcome new ideas and participants. The nature of partnership commitments is clearly delineated.

6. List strengths of this partnership. What positive changes occurred as a result?
List opportunities for future growth
7. Does the partnership have top management support from school administrators and from the partner's leader?

Excellent partnerships are guided by written, realistic action plans which include planning, goal setting, communication, recognition and evaluation. They evaluate their success primarily on the basis of improvements in student achievement, rather than on programmatic success. Successful partnerships often serve as models for others.

8. Is the partnership guided by a written, realistic action plan?
9. Were partnership successes recognized and publicized?
How?
10. Was there collaboration with the PTA's Volunteers in Education program?
11. Will the partnership continue?
12. Does the partnership have a plan for continuous improvement?

For School Use Only This evaluation *may* be used by school coordinators for continuous improvements of the partnership. It does not need to be submitted to Central Office.

VBCPS Partnership Advisory Link (PAL) Announces the 11th Annual...

Call for Nominations to Recognize Model Partnership Practices

Partnerships between businesses/community organizations and schools are an integral part of public education in Virginia Beach. To date, our schools have established more than 1,500 mutually beneficial partnerships with hundreds of businesses and organizations. The Partnership Advisory Link desires to recognize model partnership practices within the Virginia Beach City Public Schools.

Selection Process

To nominate a Model Partnership, complete the attached nomination form and submit it to the Virginia Beach City Public Schools' Office of Community Relations by **February 18, 2011**. The selection committee of the Partnership Advisory Link will evaluate the nominations based on established criteria and will select recipients from the information provided. Recipients will be notified by **mid-March**, and awards will be presented at the Virginia Beach City Public Schools citywide community celebration held on **April 28, 2011**.

Criteria

Nominated partnerships should be school/community alliances actively involved in creating and maintaining collaborative relationships designed to benefit students. Special attention will be given to partnerships that demonstrate:

- A clearly articulated purpose;
- Innovative activities;
- Documented results;
- Mutual benefits; and
- A significant impact on student learning and achievement.

Not Eligible

- Partnerships that have existed for *less* than one full academic year.
- Partnerships that represent vendor relationships.
- Partnerships that have received Model Partnership Recognition in the past.

To see lists of previous Model Partnership recipients and review brief descriptions of their activities, visit the "Partners in Education" page on vbschools.com.

Mission Statement

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

Model Partnership Nomination

Deadline: February 18, 2011

Name of Business, Military, Community Organization _____

Contact Person for Business, Military, Community Organization _____

Address _____

Phone _____ Fax _____

Name of School _____

Contact Person for School _____ Title _____

Nominator's Name _____ Title and Organization _____

Date of Partnership's Initiation _____

Nomination Instructions:

Please address the five points listed below in a written submission describing the nominated partnership. Please note that members of the selection committee may have no previous knowledge of the nominated partnership, and they will be relying on your written submission to determine which partnerships are best practices for 2010-2011. Thank you for providing reviewers with specific examples and complete descriptions and/or anecdotes that demonstrate the value of the partnership to students, staff, and business/military/community representatives. Direct quotes from participants are also encouraged and welcomed, as are photographs of your partnership in action.

HISTORY & PURPOSE:

- Explain **when, how, why** the partnership was initiated.
- What is the **purpose/goal(s)** of the partnership?

PARTNERSHIP ACTIVITIES:

- Describe the specific **activities** implemented as a result of this partnership.
Be specific – what were the activities and what was involved; who was involved; how many people were involved; which students were involved (grade level, etc.); when or how often did the activities occur; etc.

RESULTS:

- Explain the **impact and specific results** of the partnership. What occurred as a result of this alliance that would not have happened otherwise?
- Describe the value of the partnership - in what ways have participants benefited? Describe the **mutual benefit** to both the school/students/staff and the business/military/community organization as a result of this partnership.

Submit **four copies** of this completed cover sheet and supporting materials by **February 18, 2011 to:** Laura J. Smart, Office of Community Relations, Virginia Beach City Public Schools, 2512 George Mason Drive, Virginia Beach, VA 23456. Contact Laura J. Smart at 263-1337 or lauraj.smart@vbschools.com with any questions.

Please note: **Photographs of partnership activities/participants are encouraged for your nomination but not required.** If your submission *is* selected as a Model Partnership, we will request multiple photographs that will be used in print materials and video presentations at our citywide community celebration.

**VBCPS COMMUNITY RELATIONS
2010-2011 ANNUAL REPORT**

School Logo/Mascot

School Name
Address • Virginia Beach, VA ZIP CODE
NAME, *Principal*
NAME, NAME, *Assistant Principals*
NAME, *School Partnership Coordinator*

School Motto

School Mission Statement

In cooperation with family and community, we will prepare individuals for life by developing excellence in education, appropriate interpersonal skills, and positive responsible behavior in a safe environment.

School Partners in Education Committee
(if applicable)

Partnership Activities (*new partner)

Partner Name	Activity/Program/Initiative
Partner X	<i>Description of activity/program/initiative</i>
Partner Y	
Partner Z	

Other Valuable Resources

Business/Organization		

Community Service (by students & staff)

Organization Served	Activity/Program/Initiative

Results...Partners in Education Accomplishments

Partnership Program/Activity	Results/Accomplishments

Volunteers in Education Coordinator:

No. of Volunteers	No. Volunteer Hours	Volunteer of the Year

Example



**VBCPS COMMUNITY RELATIONS
2009-2010 ANNUAL REPORT**

Windsor Oaks Elementary School
3800 Van Buren Drive, Virginia Beach, VA 23452
(757) 648-4120
Michael A. Maloney, *Principal*
Ann Hurd, *Assistant Principal*
Katie B. Knapp, *School Partnership Coordinator*

“Warrior Pride!”

School Mission Statement

The mission of Windsor Oaks Elementary is to provide a quality education through the cooperative efforts of the home, school, and community, for all students to meet the challenges of tomorrow.

School Partners in Education Committee

Katie Knapp, Partnership Coordinator
Michael Maloney, Principal

Ann Hurd, Assistant Principal
Partner Liaisons

Partnership Activities

Partner Name	Activity/Program/Initiative
ATCS AIMD Oceana (Oceana, Navy)	Mentor/Tutoring Program, provided volunteers for Field Day and SOL Carnival, attended SOL Carnival, attended WOES VIE Luau
U.S. Coast Guard Maritime Intelligence Fusion Center, Atlantic Area (MIFC, Coast Guard)	Mentor/Tutoring Program, provided volunteers for Field Day and SOL Carnival, attended WOES VIE Luau
Chick-fil-A in Lynnhaven Mall	Provided gift certificates for staff & PTA events, provided coupons for Perfect Attendance, provided lunch for various staff events, attended WOES VIE Luau
CiCi’s Pizza	Monthly School Nights, donated pizza for Principal’s List luncheon, provided gift certificates for Perfect Attendance, and staff & PTA events
Food Lion	Displayed Citizens of the Month pictures, donated food and drinks for Grade 5 picnic
Zero’s at Birchwood	Provided food for Grade 5 picnic, provided coupons for Citizens of the Month

Other Valuable Resources

Business/Organization			
Jungle Golf	SPCA	Dr. Michael Galliatt	Atlantic Garden Center
Vico Construction	Hong Kong House	Junior Achievement	Lt. Evan Mowie
Gay Mudrick	Taco Bell	Famous Uncle Al’s	Workplace Network
Jason’s Deli	Denny’s	Moe’s Southwest Grill	Cinema Cafe
Virginia Beach Fraternal Order of Police	Burger King at Holland Road		

Example

Community Service (by students & staff)

Organization Served	Activity/Program/Initiative
Haitian Earthquake Relief	SCA – Family Movie Night
World Vision	SCA – Lollipop Sales
Union Mission Ministry	SCA –Canned Food Drive
Windsor Oaks Elementary	SCA – Beautification Project (plants and flowers in courtyard)
Windsor Oaks Elementary	SCA -Skating Parties, Kempsville Family Skating Center
United Way	SCA – Coin Toss
United Way	Staff – Annual Drive

Results...Partners in Education Accomplishments

Program/Activity	Results/Accomplishments
Attendance Awards	Over 750 coupons given in recognition of perfect attendance (Chick-fil-A, CiCi's, Famous Uncle Al's)
Citizens of the Month	Over 550 students received recognition as Citizen of the Month (Zero's, Burger King, Jungle Golf)
Field Day	Over 60 volunteers assisted with our annual Field Day (Windsor Oaks PTA, MIFC, Oceana, Landstown HS National Honor Society)
Principal's List	Over 80 students received recognition and lunch for attaining Principal's List
School Nights	Money earned for instructional technology program, held monthly - CiCi's Pizza
SOL Carnival	Over 650 people attended this annual event with over 100 volunteers (Windsor Oaks PTA, MIFC, Oceana, Landstown HS National Honor Society)
Tutor/Mentor Program	Numerous students received academic support from tutors and social support from mentors (MIFC, Oceana, Landstown HS National Honor Society)
Valentine's Party	Over 30 Oceana volunteers/mentors hosted a Valentine's Party for students involved in the mentorship program

Volunteers in Education (Chasity Jones, Coordinator)

No. of Volunteers	No. Volunteer Hours	Volunteer of the Year
175	over 2,200	Donna Cheatham

Documentation of Community Support

Donations

Date	Organization	Donation	Value

Guest Speakers

Date	Name	Topic	Audience

Partners in Education

Date	Partner	Activity



IRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

Department of Media and Communications Development

Parental Release for Interviewing, Photographing, Videotaping/Audio-recording, and Web Postings of Students

School Year

I am the parent/guardian of _____, who is currently enrolled as a student with the Virginia Beach City Public Schools (“the School Division”). I recognize that, as part of the educational process, there may be times when the School Division, or someone properly authorized by the School Division, such as media representatives, may want to interview, photograph, and/or videotape a student. Consequently, I grant permission to the School Division and to anyone properly authorized by the administration of the School Division, to interview, photograph, audio-record and/or videotape my student during regular school hours on school grounds and/or at student activities.

This grant of permission means that, in addition to other appropriate uses (which include, but are not limited to, inclusion in or on School Division publications, promotional materials, advertisements, presentations, and programs) information obtained from the student and the student’s likeness and name may be used in conjunction with or by any medium, including print, electronic, radio, and television. This form also grants permission for posting student images on a School Division Web site.

The purposes for which this Release may be used and the procedures relating to its use are governed by all pertinent School Division policies, procedures, rules, and regulations.

By signing this Release, I waive any cause of action I may have, or that the student may have, against the School Division pertaining to the reproduction, publication, and/or use of information obtained from the student and/or the student’s name or likeness. I acknowledge that I may revoke this Release at any time during the school year by mailing or delivering a written notice of revocation to my student’s principal or the Department of Media and Communications Development, 2512 George Mason Drive, Virginia Beach, Va. 23456-0038.

Parent/Guardian Signature

Date

Student Signature
(for students 18 and above)

Date

Street Address

Home Phone Number

City, State, and Zip Code

Name of Student’s School

Sample Letter: Commendation of an Outstanding Volunteer/Partner

Date

Name

Company

Address

City, State Zip

Dear *{Name}*:

The faculty and student of *{Name of School}* join me in taking this opportunity to thank *{Name of Partner}* for your continued support of our school. Since our partnership was established three years ago, *{Name of Partner}* has helped us realize goals that otherwise would have been difficult, if not impossible, to achieve.

More recently, *{Name of Partner}* undertook career education as a project to foster awareness of job opportunities and better understanding of workplace requirements. *{Name of Volunteer}* of the Department worked closely with a faculty representative on this project to provide job shadowing experiences last month for four eighth grade teachers and fifteen of their students. *{Name of Volunteer}* also coordinated a Career Day on *{Date}* at which fifty jobs were represented, including three from your organization.

{Name of Volunteer}'s efforts are deeply appreciated by staff, students, and parents alike. Not only has *{Name of Volunteer}* increased job awareness but *{he/she}* has served as an excellent role model in community service, as well.

Thank you for sharing *{Name of Volunteer}*'s talents with us. *{His/Her}* participation constitutes a major investment of time, experience, and concern in the development of this community's youth. *{Name of School}* looks forward to many more years of a successful productive association with *{Name of Partner}*.

Sincerely,

{Your Name}, Partnership Coordinator
{School}

cc: *{Principal}*

Sample Letter: Requesting a Donation

Date

Name

Company

Address

City, State Zip

Dear *{Name}*:

{Name of School} recognizes an outstanding student of the semester from each grade level at a breakfast. These hard working students are selected by a committee from each level. The students demonstrate improved performance in a variety of areas including math, science, music, physical education, etc.

In order to recognize and honor their extraordinary achievements, we would greatly appreciate your support of their achievements in the form of a door prize, goodie bag item, etc. to be issued the morning of the breakfast. The breakfast will be held on *{date}*. The name of your organization would be announced to over 75 guests including parents, teachers, administrators, and students. Your company's name will also be printed in our program. I will call you in two weeks to follow up with this request. If you have any questions please feel free to contact me at *{phone number}*. Your contribution is greatly appreciated!

Sincerely,

{Your Name}, Partnership Coordinator

{School}

cc: *{Principal}*

Sample Letter: Thank You for Donation

Date

Name

Company

Address

City, State Zip

Dear {*Name*}:

{*Name of School*} would like to express our appreciation for your generous donation of {*donated items*}. It is through donations such as yours that our students are provided with additional opportunities to {*practice their skills*}. We are very grateful for your contribution, as it will enhance educational programs for our students. {*Name of Business*} has helped us realize goals that otherwise would have been difficult, if not impossible, to achieve. Again, thank you for your continued support of {*Name of School*}.

Sincerely,

{*Your Name*}, Partnership Coordinator
{*School*}

cc: {Principal}

Sample Letter: Termination of a Partnership

Date

Name

Company

Address

City, State Zip

Dear *{Name}*:

{Name of School} School has enjoyed a partnership with *{Name of Organization}* for the past *{number}* years. During that time, we have *{list activities in which the school has collaborated with the partner}*. As a result of our collaboration, students have *{list benefits to students, staff and the school community}*. We have greatly appreciated your support and involvement with our school.

In order to renew this relationship, I have made numerous attempts to communicate with you. Since I have not received responses to any of these communication attempts, I am assuming that *{Name of Organization}* is no longer interested in a partnership with *{Name of School}*.

Thank you for your previous support of public education in Virginia Beach. Please contact us at *{school phone number}* should you wish to rekindle our partnership in the future. Our best wishes for your success.

Sincerely,

{Principal's Name}, Principal
{School}

{Your Name}, Partnership Coordinator
{School}

VBCPS School Volunteer Guidelines

Procedures for all Volunteers

- Report to the office to sign in and out.
- Wear identification badges provided by the school while participating in volunteer activities.
- Work under the direction of the school staff, recognizing that instructing, supervising, grading, and disciplining students are school staff responsibilities.
- Work in collaboration with school staff to plan volunteer activities. When possible, school staff will match volunteer talents with tasks assigned.
- Communicate with designated staff members to ensure clear expectations, task assignments, and feedback on volunteer activity.
- Adhere to the Virginia Beach City Public Schools Volunteer Code of Ethics.

Revised by Superintendent: August 2009

Volunteer Code of Ethics

DEPENDABILITY

A volunteer shall be responsible for his/her scheduled times and must notify the school staff if not able to meet this commitment.

RESPECT FOR AUTHORITY

A volunteer shall respect the authority of the school staff and the school administration.

CONFIDENTIALITY

A volunteer shall not discuss school matters or information concerning students outside the classroom with anyone but the designated school staff.

IMPARTIALITY

A volunteer shall favor no one side or party more than another in all school situations.

OBJECTIVITY

A volunteer shall not let his/her personal feelings enter into his/her work as a volunteer.

APPEARANCE

A volunteer shall dress appropriately, always remembering that he/she is setting an example for the students.

COMMUNITY RELATIONS

School Board of the City of Virginia Beach
Policy 7-18

Community Involvement/Volunteers

The School Board of the City of Virginia Beach recognizes that volunteers and businesses make a valuable contribution to the educational program and that their involvement in the schools increases the support of the schools by the community.

Businesses, through partnerships with the schools, enhance and support educational opportunities for students. Cooperative programs which meet the goals and objectives of the instructional program of Virginia Beach Public Schools are permitted.

Parents shall be encouraged to become involved as volunteers in the educational program. The principal may appoint parents as volunteers to assist in the schools. The principal will provide orientation, job descriptions and specific assignments for the volunteers. Parent volunteers may be permitted to ride the school bus to and from school under regulations of the superintendent.

Legal Reference:

Code of Va., § 2.1-555. Definitions.

Code of Va., § 2.1-558. Volunteer benefits.

Code of Va., § 65.1-4. "Employee" defined.

Code of Va., § 22.1-253.13:7. Standard 7.

Adopted by School Board:	August 21, 1990
Amended by School Board:	July 16, 1991
Amended by School Board:	October 20, 1992

COMMUNITY RELATIONS
Community Involvement/Volunteers

A. Generally

The Superintendent in conjunction with parents and community representatives will review annually and revise as necessary the Guidelines for School Volunteers. The handbook will contain guidelines for implementing the program.

1. Each school in Virginia Beach City Public Schools will maintain a Volunteers-in-Education program coordinated by the Parent-Teacher Association.
2. Parents and community members will be invited to participate in this program for the purpose of assisting and enhancing the educational experience for all public school students.
3. Prior to service as a school volunteer, all candidates for this program will be provided training to familiarize them with the procedures governing their service.
4. All volunteers will be provided a copy of the Guidelines for School Volunteers, and the code of ethics requirements for volunteers will be explained.

B. Responsibilities

The administration of the schools and the instructional program are the responsibility of School Board employees and the responsibility cannot be delegated. Volunteers work under the direction of the administration and school staff who retain the responsibility for the instruction and supervision of students in their charge.

Approved by Superintendent: July 16, 1991
Revised by Superintendent: August 14, 1993
Revised by Superintendent: September 23, 1998

COMMUNITY RELATIONS

Community Involvement/Volunteers: School/Business/Military Partnerships

A. Partners in Education (PIE)

A Partners in Education program designed to pair individual public schools with business, military or other public or private agencies is established in the school division. The program's major objective shall be to strengthen instruction in academic and technical skills so as to enrich the educational program through the talent, ideas and special human resources that can be provided by personnel in the participating organizations.

B. Coordination

The division-wide coordination of the business/military partnerships shall be assigned to personnel in the Department of Media and Communications Development/Office of Community Relations as designated by the Superintendent. The principal at each school shall designate a staff member as the school's partnership coordinator.

Editor's Note

See school division website: www.vbschools.com/community_involvement.

Legal Reference:

Virginia Board of Education Regulations, Accreditation of Public Schools in Virginia.
(January 1993)

Adopted by School Board: August 21, 1980
Amended by School Board: July 16, 1991
Amended by School Board: October 20, 1992
Amended by School Board: May 25, 2004

School Board of the City of Virginia Beach
Regulation 7-19.1

COMMUNITY RELATIONS

School/Business/Military Partnerships

A. Office of Community Relations

The Office of Community Relations will coordinate school/business/military partnerships and carry out the following responsibilities:

1. Establish program goals
2. Identify business/military partners
3. Match partners with schools
4. Orient appropriate personnel from businesses/military and from schools
5. Monitor the program
6. Conduct an annual evaluation of the program

B. Principals

Principals will implement the program in their respective buildings.

Approved by Superintendent: July 16, 1991
Revised by Superintendent: August 14, 1993

School Board of the City of Virginia Beach
Regulation 7-6.1

COMMUNITY RELATIONS

Communications with the News Media

The news media will receive permission from the Department of Media and Communication before contacting individual schools. Representatives of the news media must report to the principal immediately upon arrival unless they are providing coverage for spectator-attended events.

A. Routine Situations

1. The principal will be informed of the purpose for the media inquiry or visit.
2. Staff members are encouraged to respond to media inquiries concerning their areas of responsibility and to refer all other questions to the Department of Media and Communication.
3. A principal will accompany the media representative during the visit on school grounds.
4. The principal will deny access to a student or an activity if the access interrupts the educational process.
5. The principal must guard the privacy of students. Parental permission is necessary prior to granting interviews with students.

B. Emergency Situations

1. The principal may respond directly to the media representative after which the Department of Media and Communication will be informed.
2. Should the principal have doubt about the nature of the subject, the matter will be referred to the Department of Media and Communications.

C. Staff-Initiated News Releases

1. Staff members will be encouraged to initiate positive stories about school activities.
2. News releases will be sent to the Department of Media and Communication to avoid duplication of information, to assure the appropriateness of the information for the media source and to coordinate media contacts.

Approved by Superintendent: July 16, 1991
Revised by Superintendent: August 14, 1993 3/95

School Board of the City of Virginia Beach
Policy 7-14

COMMUNITY RELATIONS

Advertising in the Schools

A. Generally

Students and employees shall be protected from exploitation by advertising in the schools.

B. Use of Commercial Materials

The Board approves of the use of instructional materials developed by commercial organizations if the educational value of the materials outweighs their commercialism, if the advertising is in good taste and if the materials are not available elsewhere at a reasonable cost.

C. Announcements, Notices and Signs

Principals may permit the posting of announcements, notices and signs in designated areas of the schools if the advertised activity will contribute to the students' education or if the proceeds of the activity will benefit the programs of instruction or extracurricular activities.

D. Billboard Advertising

Principals may accept billboard advertising at school facilities. Advertisements for alcoholic beverages and tobacco are prohibited.

E. Corporate or Other Private Sponsorships

Advertising in the schools associated with corporate or other private sponsorship of interscholastic activities is governed by School Board Policy 7-70 and Regulation 7-70.1.

F. Political Advertising

School facilities or equipment may not be used as a means of producing or disseminating to the community any material that advertises or promotes a political party, a political cause or the candidacy of an individual for public office.

Students and Employees of the Board shall not be used to distribute campaign literature within the schools or on school grounds.

School Board of the City of Virginia Beach
Policy 7-14

COMMUNITY RELATIONS

Advertising in the Schools, Continued

G. **Advertising in School Publications**

School and/or student publications that normally solicit paid advertisements as a means of supplementing their income may accept and publish paid advertising copy that is appropriate for a school publication and that receives the prior approval of the principal or a designee.

Editor's Note

For distribution/announcement of outside communications see School Board Policy 7-15 and any implementing regulations.

For corporate sponsorship, see School Board Policy 7-70 and any implementing regulations.

For prohibition of expressive activities on school property see Policy 7-16.

Adopted by School Board:	October 21, 1969
Amended by School Board:	August 21, 1990
Amended by School Board:	July 16, 1991
Amended by School Board:	October 20, 1992
Amended by School Board:	June 17, 1997
Amended by School Board:	September 16, 1997
Amended by School Board:	December 19, 2000

COMMUNITY RELATIONS

Fund-Raising by Students

A. Generally

No fund-raising activities by a school, school-sponsored organization or student group may include any of the following prohibited elements:

1. the use of cash or prize incentives in any fund-raising activity;
2. door-to-door sales or neighborhood canvassing by elementary and middle school students; or
3. the use of instructional time to promote a fund-raising activity or to celebrate the outcome of a fund-raising activity. This restriction on the use of instructional time shall not apply to annual book fairs conducted under the supervision of a school's media specialist.

B. High School Fund-Raising

Fund-raising activities by schools, school-sponsored organizations or student groups that require and/or encourage high school students to engage in door-to-door selling or to solicit funds within the community must have the prior authorization of the principal under regulations approved by the Superintendent.

C. In-school Projects

The individual school principal may use his or her discretion in approving or disapproving in-school fund-raising projects. These are projects in which students are involved either within the school day or are scheduled before and/or after school. Projects in this category take place on the school premises or where a sanctioned school function is being held.

Legal Reference:

Virginia Board of Education Regulations, Accreditation of Public Schools in Virginia.
(January 1993)

Adopted by School Board:	October 21, 1969
Amended by School Board:	August 21, 1990
Amended by School Board:	July 16, 1991
Amended by School Board:	October 20, 1992
Amended by School Board:	November 18, 1997 Effective Date December 1, 1997
Amended by School Board:	October 6, 1998

COMMUNITY RELATIONS

Fund-Raising by Students

Fund-raising by students will be governed by these regulations:

1. Fund-raising activities by student groups may take place only before school, after school, and during lunch periods.
2. No funding-raising activity by schools, school-sponsored organizations or student groups may include the following prohibited elements:
 - a. the use of cash or prize incentives in any fund-raising activity;
 - b. door-to-door sales or neighborhood canvassing by elementary and middle school students; or
 - c. the use of instructional time to promote a fund-raising activity or to celebrate the outcome of a fund-raising activity. This restriction shall not apply to annual book fairs conducted under the supervision of a school's media specialist.
3. The procedures below will be used by secondary school student groups in seeking approval for fund-raising activities.
 - a. The group will complete the appropriate form(s) designated by the school.
 - b. This written request will be presented to the Inter Club Council (ICC) and/or the student activities coordinator (SAC).
 - c. The ICC/SAC will review each request in accordance with the following criteria:
 - (1) Schedule of other fund-raising events;
 - (2) Duplication of activities by various clubs or groups;
 - (3) Potential to raise funds.
 - d. If approved by the ICC/SAC, the request will be submitted to the principal for final approval prior to implementation.
 - e. If approved by the principal, the group will submit a purchase order/requisition to the bookkeeper.

Approved by Superintendent: July 16, 1991
Revised by Superintendent: November 19, 1997 Effective Date December 1, 1997
Revised by Superintendent: October 8, 1998

COMMUNITY RELATIONS

Gifts, Grants and Bequests

The school division as a corporate body established by law in the Commonwealth of Virginia, by action of the school board, may accept any devise, bequest, grant, endowment or donation of any property, real or personal.

The school board authorizes the superintendent to specify the manner in which gifts are made, to define the type of gift or grant which is appropriate and to reject those deemed inappropriate or unsuitable.

Gifts, grants and bequests shall:

1. Be free of all restrictions.
2. Be deemed fitting and appropriate.
3. Be of value to the educational program.
4. Include installation costs unless waived by the superintendent.
5. Not require excessive maintenance or personnel training costs.

The principal or superintendent, on behalf of the school board, shall formally acknowledge receipt of gifts, grants and bequests made to a school or the division. Such donations become the property of the school division.

Corporate or other private sponsorship of interscholastic activities is governed by school board policy 7-70 and regulation 7-70.1 and is not defined as a gift, grant, or bequest.

Legal Reference:

Code of Va., § 22.1-126. Property given, devised or bequeathed to school board.

Adopted by School Board: June 21, 1977

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: October 20, 1992

Amended by School Board: June 17, 1997

COMMUNITY RELATIONS

Gifts, Grants and Bequests

The following regulations will govern gifts, grants and bequests to the school division.

A. Generally

1. Inquiries regarding gifts, grants and bequests will be directed to the principal or to the appropriate central office administrator.
2. All accepted donations will become the property of the Virginia Beach City Public Schools.
3. The principal will inform the department of financial services, in writing, of the estimated fair market value of the donation.
4. The principal will express appreciation to the donor in written format.

B. Instructional Materials

1. Approval for donations of materials will be the responsibility of the principal or the appropriate central office administrator.
2. Priority will be given to those items which are on the school division's approved list of basic and supplementary materials.
3. Other materials will be accepted based on the following criteria:
 - a. Contribution to instructional goals and objectives
 - b. Appropriateness for the age level of students
 - c. Sensitivity to the values of the community
 - d. Approval by the appropriate central administrative office

C. Instructional Equipment

1. Approval for donations of equipment will be the responsibility of the principal or the appropriate central office administrative office.
2. Priority will be given to those items of equipment appearing on the school division's approved list of equipment.

3. Other items of equipment will be judged by the following criteria:
 - a. Compatibility with basic equipment
 - b. Contribution to the instructional program
 - c. Maintenance costs
 - d. Operating costs
 - e. Installation costs
4. Outdoor equipment or furniture will be judged by the following criteria:
 - a. Safety
 - b. Contribution to the instructional program
 - c. Effect on the appearance of school grounds
 - d. Installation costs
 - e. Maintenance costs

D. Landscaping

1. Contributions of plants, trees, and shrubs will be approved by the principal.
2. Such contributions will enhance the overall landscaping design of the school.
3. A plan for such contributions will be developed and include the following:
 - a. A sketch of the landscaping
 - b. Discussion of preparations needed for the site
 - c. Elaboration of the planning schedule
 - d. Discussion of the suitability of the plants for the site including longevity of the plants
 - e. Maintenance costs of the landscaping
 - f. Warranty of the plants
4. Completed plans will be presented to the director of school plant and supply for review and approval.

Approved by Superintendent: July 16, 1991
Revised by Superintendent: August 14, 1993

vbschools.com
your virtual link to Hampton Roads' largest school system

Dr. James G. Merrill, Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Department of Media and Communications Development for Partners in Education,
School Partnership Coordinators.
For further information, please call (757) 263-1337.

Notice of Non-Discrimination Policy

All members of the Virginia Beach Public School community are reminded that the School Board of the City of Virginia Beach and all Virginia Beach City Public Schools prohibit discrimination on the basis of race, color, religion, sex, ethnicity, national origin, age, disability, pregnancy and childbirth, or marital status. School Board policies and supporting regulation (Policies 2-33, 4-4, 5-7, and 6-7 and Regulation 5-44.1) provide equal access to courses, programs, counseling services, physical education and athletics, vocational education, instructional materials, and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title IX Coordinator/Director of Student Activities at 263-2020 (for students) or the Assistant Superintendent of Human Resources at 263-1133 (for employees).

Section 504

Should you have any questions concerning the application of Section 504, please direct them to the school division's Section 504 Coordinator, the Director of the Office of Programs for Exceptional Children at: Laskin Road Annex, 1413 Laskin Road, Virginia Beach, VA 23451, (757) 263-2400

No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

August 2010