

## **BUSINESS AND EDUCATION PARTNERSHIPS**

### **Background**

Business and education partnerships are mutually beneficial relationships between external organizations and the district or schools that are designed to enhance learning for students and other learners. Partnerships can be with business/industry, government, unions, community groups and other organization. Partnerships are co-operative because partners share values; objectives; human, material or financial resources; and roles and responsibilities to achieve desired learning outcomes.

### **Procedure**

1. Partnerships between the district and other organizations must contribute to educational goals and maintain educational integrity by meeting the following criteria:
  - 1.1 complement the purpose and goals of the district;
  - 1.2 support the academic and social values of schools;
  - 1.3 take into account the mandates and operations of the partner(s) to ensure they support the standards, values and goals of the education system, and are able to withstand public scrutiny;
  - 1.4 complement existing funding and enhance the quality and relevance of education for students; and
  - 1.5 ensure materials and learning resources provided by partners are subject to the same review process that all other provincial and district-approved resources go through.
  
2. **Conflict of Interest**
  - 2.1 All trustees and employees involved in a potential partnership must declare any real or perceived conflict of interest and take immediate steps to remove the conflict.
  - 2.2 There can be no direct financial gain to district employees, students or trustees because of a business-education partnership.
  - 2.3 There must be a clear separation of the commercial aspect of business partners from the educational programs or activities being provided.
  
3. **Approval**
  - 3.1 The Board of Education, on the recommendation of the superintendent, must approve all district level partnerships.
  - 3.2 The superintendent of schools must approve all school level partnerships. The superintendent may refer the approval of a school level relationship to the Board of Education for decision.
  - 3.3 Preference should be given to establishing partnerships with local business, industry, and other partners.

#### 4. **Acknowledgment of Contributions and Benefits**

- 4.1 The commercial aspect of a partner must not “spill over” into the educational environment.
- 4.2 Partners may be acknowledged in a dignified and appropriate manner in: programs; press releases; school and/or district newsletters; assemblies; posters, plaques, pictures or other notices at the school board office, at the partner’s place of business, and/or at the school for the duration of the event or project; a letter to the partner from the principal, Parent Advisory Council, school district, or Board of Education.
- 4.3 Acknowledgements will indicate that there is no implied endorsement of products or services provided by the partner; ensure that students, parents and staff are not required to support the commercial, or other, activities of the partner; and ensure that student and staff participation is voluntary.

#### 5. **Process for Requesting Approval**

Requests for approval for a partnership under this operational procedure shall be in writing and contain the following:

<u>Overview:</u>	A detailed description of the proposed partnership including the benefits to the school(s) and the district, a statement of what the partnership is intended to accomplish, clearly defined benefits to both partners, timelines, budget details and provision for monitoring and evaluation.
<u>Educational Goals:</u>	How the proposed partnership will complement school and district goals. If the partnership is at the school level, reference should be made to the school’s current School Growth Plan.
<u>Equity and Inclusiveness:</u>	How these issues are to be addressed, particularly in how benefits are to be used.
<u>Accountability:</u>	Describe the goals and objectives in ways that can be measured, or at least in terms that can be verified and evaluated.  Describe all the resources each partner will bring to the partnership.  Describe the roles and responsibility of each partner.  Describe how the project’s finances will be handled and monitored. A separate account is necessary part of this process.  Outline re-negotiation and cancellation agreements.
<u>Administration:</u>	A description of how the partnership will be managed and by whom.
<u>Educational Integrity:</u>	An explanation of who the proposed partner(s) is. Care should be taken not to create partnerships with

organizations whose products or image may not be in accordance with the school district's values.

If learning materials or resources are included in the proposal, the method for evaluating these materials must be noted. This must be in accordance with district operational procedures and Ministry rules.

Acknowledgements:

A description of how the partner's participation will be acknowledged. These acknowledgments must be non-commercial in nature. It must be clear that the relationships to be established does not mean endorsement of a product or service by the board, district or school.

Communication:

Name a person from each partner who is responsible for the project and who will serve as a contact for each partner.

Outline public relations agreements regarding such issues as approval of press releases, and what types of communications are permitted.

Contracts:

Attach copies of all contracts and/or formal agreements that are signed by the partners in this partnership.

**6. Benefits**

- 6.1 Benefits from partnerships developed at the district level will be retained by the district. Expenditures of funds or distribution of materials so acquired will be at the sole discretion of the Board of Education.
- 6.2 Benefits from partnerships developed at the school level, and approved by the district, will be retained by the school. Expenditures of funds or distribution of materials so acquired will be at the discretion of the school.
- 6.3 The distribution of any benefits accrued through such a partnership will be done in a way that is equitable to schools, students and staff.

**7. Administration and Management**

- 7.1 School and/or district administration will schedule regular reviews to evaluate the process and outcomes of partnerships. Regular reports should be issued describing the programs and activities of relationships and how successfully the goals and objectives have been achieved.
- 7.2 Records of the operational activities of partnerships must be kept. The record of activities carried out in each partnership must be kept separate from the other activities of each partner.
- 7.3 All relevant government statutory and regulatory requirements (e.g. conflict of interest guidelines and freedom of information considerations) must be adhered to.

Reference: Sections 8, 20, 22, 23, 65, 85 School Act