

Policy Statement	
	Commission scolaire Western Québec Western Québec School Board
Policy No. C-23	
SUBJECT:	Educational Partnerships/Sponsorships
Approval Date: October 25, 2000	Resolution No: C-00/01-66
Revision Date:	Resolution No:
Origin: Council of Commissioners	

1. OBJECTIVES

To provide a philosophical framework and practical guidelines for:

- Partnerships/Sponsorships between the WQSB (and /or individual schools) and organizations, companies, individuals, or institution foundations from the public and private sector
- Partnerships/Sponsorships of the WQSB (and/or individual schools) by organizations from the public and private sector

Educational partnership/sponsorship should:

- create conditions that energize schools and prepare students for the future
- act as a catalyst for change
- provide students with opportunities to experience the wider world beyond the classroom
- reinforce the connection between education and becoming a full member of society
- aid in student and teacher development

2. DEFINITIONS

Partnership/Sponsorship:

A relationship based on shared values and objectives in which human, material or financial resources are shared in order to achieve desired learning outcomes.

Education Act:

Education Act (Quebec), last amendment: July 1998

Articles 91, 94 and 113:

Articles of the Education Act

Consumer Protection Act:

Consumer Protection Act, last amendment: April 1st, 1998

3. POLICY

The WQSB supports partnerships/sponsorships between its schools and members of both the public and private sectors which are designed to enhance learning for students, foster their social development and support their success in their chosen field of study. Partnerships/sponsorships must be based on shared values and objectives; compatible with the mission of the school and the vision of the board; and complimentary of the goals of public education.

Criteria for Establishing Partnerships/sponsorships

Successful partnerships/sponsorships are based on sound educational principles and are built on trust and mutual respect between parties. To ensure that partnerships/sponsorships are successful in individual schools within the WQSB and organizations, the following criteria will be applied:

Legislative and Policy Requirements

- Partnerships/Sponsorships shall be governed by the provisions of the Education Act, Consumer Protection Act and the guidelines outlined in the document entitled *Guidelines for Schools on Advertising and Financial Contributions*
- Partnerships/Sponsorships shall be compatible with the mission of the school and vision statement of the WQSB
- The activities must be consistent with the policies and procedures of the WQSB
- Partnerships/Sponsorships shall not compromise the goals of public education
- Partnerships/Sponsorships shall not be established to compensate for inadequate provincial or local funding. Establishing and maintaining an appropriate relationship between public education and the private sector is possible only when schools are democratically governed and receive adequate public funding. In other words, the partnership/sponsorship should not be borne of necessity which will lead to dependence

Approval and Reporting

- All partnerships/sponsorships arrangements must be recorded within a written agreement. Such an agreement shall outline the conditions and process whereby the school and /or Board may withdraw from the arrangement.
- All partnership/sponsorship agreements must be approved by the Board
- Partnership/Sponsorship agreements shall be systematically monitored, evaluated and a public report prepared upon completion of the project for submission to the Governing Board and Council of Commissioners
- Partnerships/Sponsorships shall benefit students
- Partnerships/Sponsorships shall be based on shared objectives; goals shall be clearly defined and measurable; and the responsibilities of each party plainly identified
- Full discussion involving a participating school board, school staff, parent groups and the prospective business partner shall take place before entering into a partnership/sponsorship
- The expectations of each partner shall be clearly defined before entering into partnership/sponsorship
- Partners shall use an organized structure to coordinate the efforts of the partnership/sponsorship

The Partnership/Sponsorship

- The partnership/sponsorship should be cost effective to the Board and schools involved
- Teacher participation in partnerships/sponsorships shall be voluntary
- Partnership/Sponsorship agreements shall be for a specific period of time
- Partnership/Sponsorship agreements shall be systematically monitored, evaluated and a public report prepared upon completion of the project

Restrictions

- Partnerships/sponsorships shall not include any form of commercial solicitation
- Programs of corporate involvement should meet an identified education need, not a commercial motive
- Partnerships/Sponsorships shall not exploit students
- Any schools entering into partnerships/sponsorships must do so with organizations, companies, individuals, or institution foundations that demonstrate good corporate citizenship

Other

- Unless specified by the donor corporate donations of goods and services, including technology, should be distributed equitably within the Board where such donations are made to the Board

4. DIRECTIVES FOR ESTABLISHING EDUCATIONAL PARTNERSHIPS / SPONSORSHIPS

4.1. Inception and Development

- identify students' needs first, then take action to enhance learning outcomes
- develop through consultation with Governing Board, Home & School, and POP to meet learners' needs
- clearly define goals of each partner with respect to the joint venture or sponsorship
- set clear objectives that support the partner organizations' goals
- ensure that the partnership is compatible with the core values and mission of the school
- ensure that the partnership/sponsorship does not include a condition that students, their parents and persons in the school, in general, will be subjected to commercial solicitation and/or encouraged to purchase certain goods or services
- a partnership/sponsorship may be accompanied by a reference to the donor. However, if that includes a logo which is familiar to young people, the appearance of that logo may be considered advertising. In the case of children under the age of 13, specific guidelines exist regarding advertising. (Section 248, Consumer Protection Act) These must be respected.
- where materials provided by the sponsor/partner are intended for classroom use, they should be subjected to rigorous evaluation. Particular attention should be paid to:
 - Accuracy and completeness
 - Objectivity
 - Commercialism
 - Bias and stereotyping

- the names of sponsors of curricular supplements should be stated clearly on all packaging and teacher-directed materials. Skills should be enhanced among school system officials, administrators, teachers, parents and students to assist them in a critical analysis of curricular materials.

4.2. Ownership

- share ownership to build commitment and encourage participation
- gain commitment of leaders in the partner organizations and build grassroots support

4.3. Operation

- create a partnership/sponsorship team with a clear mandate and continuity of membership
- recruit champions and advocates in the partner organizations
- identify resource needs to ensure that resources are adequate to complete activities successfully
- define clear roles and responsibilities for all partners
- express expected behaviours and outcomes to all participants
- train participants to carry out their partnership roles and responsibilities
- identify, learn from and apply successful practices as the basis for improvement

4.4. Evaluation

- Measure and evaluate performance to make informed decisions that ensure continuous improvement
- Share evaluation results regularly with all partners and stakeholders

4.5. Communication

- Define communications needs and have communications component at each stage of partnership/sponsorship activity
- Build in personal recognition and feedback to participants
- Recognize and celebrate the partnerships' successes

Appendix to include pages 16-21 of the pamphlet Conditions Under Which Partners May Participate in School Life