

# YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> <b>Community</b>	<i>Policy Number</i> <b>615</b>
<i>Former Policy #</i> <b>707</b>	<i>Page</i> <b>1 of 6</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
<b>Dec 19, 1995</b>	<b>May 27, 1997 January 31, 2017</b>

**POLICY TITLE: EDUCATIONAL PARTNERSHIPS**

## **SECTION A**

### **1. PURPOSE**

The York Catholic District School Board believes that partnerships between the Board or Schools and community that support the Mission, Vision, Core Values and Strategic Commitments of the Board, may provide opportunities to make a positive impact on student achievement.

The purpose of this policy is to provide parameters and to clarify procedures for the approval of partnership arrangements at the Board and/or School level.

For further clarification, this policy does not apply to Educational-Out of Classroom Activities as defined in *Policy 303, Community Planning and Partnerships* as defined in *Policy 704, Sponsorships* as defined in *Policy 607, Charitable Donations* as defined in *Policy 603B* or *Community Use of Schools (Permits)* as defined in *Policy 703*.

### **2. POLICY STATEMENT**

It is the policy of the York Catholic District School Board to welcome and facilitate educational partnerships that support and enhance student achievement and well-being.

### **3. PARAMETERS**

- 3.1 Educational Partnerships shall be aligned with the Mission, Vision, Core Values and Strategic Commitments of the York Catholic District School Board.
- 3.2 Educational partnerships shall support curriculum expectations and enhance student achievement and well-being.

- 3.3 Educational partnerships shall not compromise nor exploit students and/or employees.
- 3.4 Educational partnerships shall be under the supervision of Board and/or School staff.
- 3.5 Educational partnership opportunities or arrangements shall follow application, review, and approval processes that are open, fair and transparent and in accordance with the guidelines and procedures of this policy.
- 3.6 Board employees shall not use their influence or position for personal gain or to advance the interest of any potential corporate or community partner during the educational partnership application, review and approval processes.
- 3.7 Employees shall, as far as practical, avoid placing themselves in conflict of interest situations, whether real or perceived. Employees shall take all reasonable steps, at any and all times, to avoid the exercise of any influence on Board decisions in which they have a personal interest. Employees in doubt concerning the propriety of any action concerning the Board shall disclose a possible conflict of interest to their immediate supervisor for determination.
- 3.8 Educational partnerships shall be for a specified period of time.
- 3.9 The Board shall reserve the right to terminate any educational partnership agreement that is, or is deemed to be, in contravention with the Board's Mission, Vision, Core Values and Strategic Commitments or contrary to Church teachings.
- 3.10 Proposed System-Level Educational Partnerships shall be presented directly to the Board of Trustees by the appropriate Superintendent of Education for review and approval.

#### **4. RESPONSIBILITIES**

##### **4.1 Director of Education**

- 4.1.1 To oversee compliance with the Educational Partnerships policy, guidelines and procedures.

##### **4.2 Superintendents of Education**

- 4.2.1 To support Principals with the implementation of the Educational Partnerships policy, guidelines and procedures as required.
- 4.2.2 To participate in application of Educational Partnerships where appropriate.
- 4.2.3 To ensure that insurance and liability clauses shall be part of the educational partnership agreement.
- 4.2.4 To present an annual report in the month of May to the Board for all Level 2 and Level 3 Educational Partnerships.

##### **4.3 Principal**

- 4.3.1 To ensure proper implementation of the Educational Partnerships policy and procedures.
- 4.3.2 To process all Educational Partnership applications and/or contracts in accordance with the parameters outlined in the Educational Partnerships policy, its guidelines and associated procedures.
- 4.3.3 To ensure that insurance and liability clauses shall be part of the educational partnership agreement and require the consultation of appropriate Board level staff.

#### **4.4 Teachers**

- 4.4.1 To submit all requests for Educational Partnerships to the Principal in accordance with the parameters outlined in the Educational Partnerships policy, its guidelines and associated procedures.

### **5. DEFINITIONS**

#### **5.1 Conflict of Interest**

5.1.1 A situation in which an employee, whether for himself/herself or for some other person(s) attempts to promote a private or personal interest which results or could appear to result in:

- An interference with the Mission, Vision, Core Values, and/or Strategic Commitments of the Board
- A gain or an advantage by virtue of his/her position in the York Catholic District School Board.

OR

5.1.2 A situation in which the personal or private interests of an employee (or the employee's family or close business associates) conflict with the interest of the Board or when there is a reasonable basis for the perception of such conflict.

OR

5.1.3 A situation in which access to, or quality of service rendered by, an employee is affected by any form of privilege, favouritism or special arrangement between an employee and another party, including a student or a student's family.

#### **5.2 Educational Partnership**

A formal arrangement, between a school or the Board and an individual or group of individuals that provides a service with a direct link to curriculum expectations that align with the Board's Mission, Vision, Core Values and Strategic Commitments enhancing student achievement and well-being. The quality and relevance of learning involves contact with students under the supervision of Board and/or School staff. Educational Partnerships may or may not have financial implications to the school depending on the relationship of that partnership.

#### **5.3 Employee**

Any individual employed by the York Catholic District School Board to perform services in exchange for a salary or an hourly wage on a casual, temporary or permanent basis.

### **6. CROSS REFERENCES**

YCDSB Policy 304A	Research
YCDSB Policy 319	Supplementary Learning Resources
YCDSB Policy 423	Conflict of Interest for Employees
YCDSB Policy 611	Criminal Background Checks – Service Providers

### **7. RELATED FORMS**

YCDSB AAS	Authority Approval Schedule
YCDSB FOI 2011	Annual Parental Consent FOI Form – September 2011
YCDSB Protocol	Third Party Protocol for External Partnerships

Approval by Board	<u>January 31, 2017</u> Date
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Review Date	<u>January 2022</u> Date

## **POLICY TITLE: EDUCATIONAL PARTNERSHIPS**

### **SECTION B: GUIDELINES**

The following guidelines are intended to support YCDSB Policy 615 *Educational Partnerships* and provide a framework of accountability, transparency and fairness to guide the effective oversight of partnership arrangements.

#### **GUIDING PRINCIPLES**

1. Educational Partnerships shall:
  - 1.1 Be designed to meet the needs of all students, enhance curriculum, and support student achievement.
  - 1.2 Educational partnerships shall adhere to teachings of the Catholic faith and shall be aligned with the Board's supplementary learning resources, policy and procedures.
  - 1.3 Provide opportunities to meet shared social responsibilities toward education;
  - 1.4 Be based on clearly defined expectations;
  - 1.5 Be based on shared or aligned objectives that support the strategic goals of the Board/School;
  - 1.6 Allocate resources, if applicable, to complement and not replace public funding for education.
2. Development of educational partnership agreements shall:
  - 2.1. Clearly define roles and responsibilities of all partners;
  - 2.2. Recognize and respect each partners' expertise;
  - 2.3. Ensure that the resources and/or services are compatible with the Mission, Vision, Core Values, Strategic Commitment and policies of the Board;
  - 2.4. Identify the reasons for the partner's interest in the Board or School and conversely, the Board's or School's interest in the partner(s);
  - 2.5. Identify the program and/or event where the partner will have direct student or staff involvement;
  - 2.6. Identify the representative of the community or business partner with whom staff will work and liaise;
  - 2.7. Clearly define the expectations of the partner and any relevance to specific curriculum expectations.
3. Students shall not be used as a captive audience for the commercialization of any products. The educational partnership is to be Board and/or School directed within a mutually beneficial association that does not entail the use of students as a captive audience for corporate promotion.
4. Special concern must be taken when requests are made to actively promote a product or service to students as opposed to enhancing the learning opportunities for students in relation to specific curriculum expectations.
5. Educational partnerships involving the use of educational materials are to be examined for bias, inaccuracies and self-serving promotion.

**LEVELS OF EDUCATIONAL PARTNERSHIP**

Educational partnership agreements must provide, as part of the application and/or contract a direct link to student achievement, student engagement and curriculum and be aligned with the Board's Mission, Vision and Strategic Commitments.

Level	Impact	Type	Approval Process
<p><b>Level 1:</b> Short-Term Contract</p>	<p>School</p>	<p>This is usually a project-specific face-to-face event or activity that will affect <b>one school or one class</b>. It is often a one-time event, and usually requires minimal time.</p>	<p>Principal approval in consultation with teacher</p>
<p><b>Level 2:</b> Classroom Support</p>	<p>School</p>	<p>Normally, this type of face-to-face contract covers <b>one or more complete classes, divisions or departments and lasts for one or more full terms or semesters</b>.</p>	<p>Principal approval in consultation with department, division or staff.</p> <p>Annual report to Board, in May, for all Level 2 Educational Partnerships.</p>
<p><b>Level 3:</b> Formal Contract</p>	<p>School and /or Board</p>	<p>This type of contract usually involves:</p> <ul style="list-style-type: none"> <li>i) A complete school or several departments initiated at the School level or Board level <b>OR</b></li> <li>ii) All schools initiated at the Board level (i.e.: system level)</li> </ul> <p><b>Note:</b> Proposed System-Level Educational Partnerships shall be presented directly to the Board of Trustees by the appropriate Superintendent of Education for review and approval.</p>	<p>A comprehensive educational partnership agreement/contract that may involve contractual obligations.</p> <p>Principal, in consultation with teacher(s), submits a completed Educational Partnership Approval form (Admin 39A) along with the educational partnership documentation to the appropriate Superintendent.</p> <p>Requires approval from the appropriate Superintendent, unless it is a System-Level Educational Partnership (see note).</p> <p>Annual report to Board, in May, for all Level 3 Educational Partnerships.</p>