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## **Purpose/Background**

School-Community Partnerships that involve schools with business/industry, labour, governments, community organizations and agencies, strengthen instruction in academic skills and enrich the educational process. This may be facilitated through the unique human and physical resources that can be provided by the participating partners. Partnerships are to improve the overall educational system and aid in community development.

## **Definitions**

**Formal Partnership** - A formal partnership is a written agreement between the Division and a person/organization. Formal partnerships involve long-term commitments.

**Informal Partnership** - An informal partnership is a verbal agreement or an exchange of correspondence between the Principal and a person/organization. Informal partnerships involve one-time events or short-term commitments.

## **Procedures**

1. Division partnerships and school partnerships are developed to enhance learning opportunities for students.
2. All partnerships will reflect the Division's vision, mission and beliefs statements, and goals.
3. Partnerships are established by mutual agreement between two or more parties in order to agree on certain goals and to establish reasonable programs for achieving those goals.
4. Division partnerships, both agency and business, are coordinated through the office of the Associate Superintendent of Learning.
5. Informal partnerships within a school shall receive the authorization of the Principal.
  - 5.1 Informal partnerships established by an individual school will be outlined in the School Education Plan (SEP).
6. Formal partnerships involving a school require the authorization of the Principal and approval of the Superintendent.
  - 6.1 Formal partnerships (requiring written agreement) will be developed through the office of the Associate Superintendent of Learning.

## *Reference:*

- School Act
- RVS AF5013 Pre-Authorized Debits H1 - Customers

## Appendix A – Partnerships

### Ethical Guidelines for Business–Education Partnerships

Business–education partnerships are mutually beneficial relationships between employers and educators that are designed to enhance learning for students and other learners. They may involve other education stakeholders as partners, including students, employees, parents, communities, labour, and government organizations. Most business–education partnerships are co-operative relationships in which partners share values, objectives, human, material or financial resources, roles and responsibilities in order to achieve desired learning outcomes.

### Canadian employers and educators support business–education partnerships that:

- Enhance the quality and relevance of education for learners
- Mutually benefit all partners
- Treat fairly and equitably all those served by the partnership
- Provide opportunities for all partners to meet their shared social responsibilities toward education
- Acknowledge and celebrate each partner's contributions through appropriate forms of recognition
- Are consistent with the ethics and core values of all partners
- Are based on the clearly defined expectations of all partners
- Are based on shared or aligned objectives that support the goals of the partner organizations
- Allocate resources to complement and not replace public funding for education
- Measure and evaluate partnership performance to make informed decisions that ensure continuous improvement
- Are developed and structured in consultation with all partners
- Recognize and respect each partner's expertise
- Identify clearly defined roles and responsibilities for all partners
- Involve individual participants on a voluntary basis



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