

## **DETERMINING WHETHER TO HAVE A SPONSORSHIP – THE SPONSORSHIP PROCESS**

The process can be segmented into five general phases. Each phase is designed to assure alignment with TCDSB Multi-Year Strategic Plan and foster student well-being and achievement. TCDSB appreciates the unique characteristics of school-based fundraising, sponsorships, advertising, donations and/or partnership activities and has accounted for this in the flexibility of the process.

This approach is to be used whether contacted by and/or approaching an organization regarding a school based fundraising, sponsorships, advertising, donations and/or partnership activities.

### **PHASE 1: ESTABLISH GOALS**

Articulate goals to get a clear understanding of the challenges and how the opportunity you are thinking of doing will link to TCDSB Multi-Year Strategic Plan and foster student achievement and well-being. Categories of interest include:

- teaching and learning
- research collaboration
- institution and program-building
- applied and development work
- enhancing community connections
- faculty and staff development

### **PHASE 2: EXPLORATION**

Identify and start a dialogue with all relevant external organizations and/or individuals and review resources before moving into a more formal evaluation process.

### **PHASE 3: IN-DEPTH EVALUATION**

Work in collaboration with appropriate TCDSB central departments (see TCDSB Central Staff Contacts) and enter into a more formal evaluation process (due diligence). Since due diligence is such a critical part of the process, serious attention is given to the topic before getting involved with any organization or individual. Planning is essential, as it may take some time to gather appropriate information,

consult subject matter, analyze the information, etc. before consideration can be given to working or cooperating with any organization or individual.

### STEP 3 - COMPETITORS

Now that you have a feel for the proposed initiative, it's time to size it up and see if there are other companies that may provide the same and/or comparable opportunity.

### PHASE 4 –COLLABORATION AND BUILDING

Build a working relationship with appropriate TCDSB central departments, through agreeing on the goals, objectives and core principles that will underpin the opportunity you are thinking of doing. Also in this stage, a deal structure is established and formalized with an opportunity that will produce success. As a contingency, it is prudent in this phase to agree on an appropriate conclusion (termination) to the opportunity.

### PHASE 5 – MAINTENANCE

School staff working in collaboration with external organizations and/or individuals regarding the initiative and central TCDSB departments, implement the joint initiative and monitor, evaluate and review the initiative to ensure longer-term commitment and continuity. A key element in this phase is to sustain and embed the initiative by communicating with all stakeholders with the goal to ensure a growing productive relationship to maximize the chances of success.

## OTHER FACTORS TO CONSIDER

- Whether or not to have the activity?
- What is the form of the activity?
- What is the identity of the activity?
- What are the benefits of the activity?
- What are the obligations upon TCDSB arising from the activity?
- What are the risks associated with the activity?
- Is it within the principal's power and capability to carry out those obligations?
- Will the school have the resources to carry out those obligations?
- What are the risks, if any, to TCDSB in relation to those obligations, and how are they assessed?
- Is legal documentation required for the activity?
- Is all the information in the Activity Proposal factually accurate and correct?
- Are there any predictive statements or forecasts in the Activity Proposal which cannot be supported?
- Are any statements in the Activity Proposal at risk of being perceived to be misleading or deceptive?
- Are promises made in the Activity Proposal made which the school cannot perform?
- Has copyright been breached in relation to any of the contents of the Activity Proposal, and if applicable, have any copyright consents or permissions been obtained to reproduce any copyright works, including photographs?
- Are any trademarks or logos included in the Activity Proposal, and if so, have all licenses, consents or permissions been obtained to use that trade mark or logo?
- Is any organization or person being mentioned in the Activity Proposal, and if so, have they consented to being named in the Activity Proposal?