

The culture  
in the Schools Program

# The Culture in the Schools Program

## 2009-2010

Québec 

Ministère de l'Éducation, du Loisir et du Sport  
Ministère de la Culture, des Communications  
et de la Condition féminine



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## Introduction

The Ministère de la Culture, des Communications et de la Condition féminine (MCCCF) and the Ministère de l'Éducation, du Loisir et du Sport (MELS) have been partners for the past 20 years. Their collaboration became progressively more visible with the adoption of Québec's cultural policy in 1992, the signing of a memorandum of understanding in 1997 and the declaration "Pour les jeunes, l'école et la culture" in 2000.

This partnership is based, among other things, on the view that schools are places of culture, and that culture is a source of knowledge and learning. In this sense, the education reform and the Québec Education Program emphasize the cultural aspect of every subject and redefine the role of teachers as cultural mediators, at both the primary and secondary school levels.

The Culture in the Schools Program, created in 2004, is designed to encourage teachers, together with professional artists, writers and cultural organizations, to carry out cultural activities in keeping with the spirit of the education reform, and to offer schools a window on the world. The Program also supports original projects with a distinctly regional flavour.

Through this Program, schools are encouraged to network with resources in the field of culture and to take advantage of the financial assistance available.

## Program objectives

The general objective of the Culture in the Schools Program is to educate students to become culturally engaged citizens by increasing their exposure to cultural experiences through the joint efforts of teachers and the professional artists, writers and cultural organizations listed in the *Répertoire de ressources culture-éducation*.

The *Répertoire* is a valuable resource, with information about hundreds of artists, writers and cultural organizations offering activities for young people in preschool, elementary school and secondary school. Available in electronic format only, the *Répertoire* is updated every two years.

More specifically, the Program is designed to:

- ensure that the cultural dimension is integrated into classroom and school activities in accordance with the Québec Education Program
- offer students a range of cultural experiences that will have a positive impact on their learning and allow them to develop open-mindedness, curiosity, critical judgment and aesthetic appreciation
- encourage students to develop an interest in making regular visits to cultural venues
- promote concerted action among schools and cultural organizations, while taking regional realities into account
- promote careers in the arts and culture

## Target schools

The Program targets all public and private French and English schools offering preschool, elementary and secondary education (youth sector).

## Cultural activities supported by the Program

Cultural activities supported by the Culture in the Schools Program are designed and carried out by professional artists, writers and cultural organizations (who must be listed in the *Répertoire de ressources culture-éducation*) in conjunction with teaching staff. They must include three phases:

- **preparation phase**, which includes one or more activities in the classroom or at a cultural venue; this phase helps the students acquire references related to the next phase
- **implementation phase**, which introduces the students to one or more cultural experiences, such as workshops with artists or writers, or outings to professional cultural venues (e.g. museums)
- **transfer-of-learning phase**, which allows students to reflect on the knowledge acquired from the various cultural experiences they were introduced to during the two earlier phases and to make connections with other learning situations in the classroom

## Role of cultural and school partners

The Program encourages diversity in the cultural activities offered to students throughout their education. Professional artists, writers and cultural organizations are invited to share their creativity with students by presenting various artworks and by having students discover occupations related to the arts and culture in an **active, participatory** manner.

**Artists** listed in the *Répertoire de ressources culture-éducation* work in a sector of activity in one of the following four areas: performing arts; visual arts; cinema, video, television and radio; arts and crafts.

**Writers** are identified by literary genre: comic books, fairy tales, essays, children's literature, short stories, poetry, drama, creative nonfiction and novels.

**Cultural organizations** work in the following areas: performing arts; visual arts; cultural associations; cinema, media and new technologies; municipal cultural outlets; literature and libraries; heritage, history and museology.

Students take part in **creative workshops** that bring them into contact with the creative ideas of the invited **artists**, their means of expression and their language. It is important to keep in mind that these practical workshops **are not** shows or performance workshops, nor do they consist of lectures, classes or demonstrations.

During activities with **writers**, students can exchange their views on the world of writing or research, language and literature, or other aspects of the field. They can also take part in writing workshops. For such activities, the Union des écrivaines et des écrivains québécois (UNEQ) will provide the school with a number of copies of the writer's works. Students **must** have read the works before the writer's visit to the class so that they are properly prepared.

In addition to enabling students to visit recognized cultural venues, professional **cultural organizations**, like the artists and writers, can discuss the various production or distribution processes with students. These practical workshops **are not** shows or performance workshops given at the school.

Artists, writers and professional cultural organizations can thus help students to develop critical judgment, aesthetic awareness, a better understanding of themselves and others, and greater self-esteem.

These points are also emphasized in the Québec Education Program. The education reform is based on having students take a more active role in their learning. It is the teacher's role to make the relevant connections between the Québec Education Program and the activities supported by the Culture in the Schools Program, particularly during the preparation and transfer-of-learning phases.

## **Program management**

The Culture in the Schools Program is a provincial program overseen by a team of coordinators and applied by regional management committees made up of regional program officers from the MCCCCF and MELS, and representatives of the educational community and cultural groups. These committees implement the program in their respective regions, select the projects to be supported, manage the budget and ensure accountability.

## **Conditions of eligibility**

**Activity projects** consist of a set of cultural and educational activities that take place at school or during cultural outings. They also include preparation and transfer-of-learning phases. Such activities must be briefly described on the *Cultural Activities Project Submission Form*.

To be eligible, projects must meet all of the following conditions:

- be the initiative of a teacher, a group of teachers, a school board, an artist, a writer or a professional cultural organization

- be presented by a school, a group of schools or a school board
- include preparatory activities and transfer-of-learning activities related to the proposed activity
- involve **active** participation on the part of students, school and cultural resources, as well as financial contributions from various partners
- involve the teacher's **active** participation in the preparation, implementation and transfer-of-learning phases of the project

They must also:

- be presented using the *Cultural Activities Project Submission Form*, which must be signed by the school principal and the person responsible for each project
- be incorporated into the institution's regular timetable for the **2009-2010** school year

#### **Ineligible projects:**

- Extracurricular activities
- Activities focused solely on teaching students a technique or theoretical knowledge
- Activities that are routinely offered by the teacher of the subject
- Shows put on at the school, including performance workshops
- Exchange trips and practicums
- Fundraising activities for a school or school board project (e.g. benefit show, fundraiser)

#### **Financial assistance and allowable expenses**

Depending on the region involved and the resources available, financial assistance provided under the Culture in the Schools Program may cover **up to 75 per cent of allowable expenses**. Special conditions may be set by the regional management committee or the school board to ensure the fair distribution of available resources.

The financial assistance requested must relate to the following **allowable expenses**:

- the cost of chartered transportation to a recognized venue for a cultural outing (e.g. theatre, museum, historical site, exhibition centre, interpretation centre)
- the cost of having artists and writers who are listed in the *Répertoire de ressources culture-éducation* come to the school: professional fees, transportation costs, expenses for specialized materials and equipment, living allowance (note that artists' and writers' professional fees include the cost of preparing activities)

- costs related to the participation of one or more cultural organizations in the project (e.g. professional fees, transportation costs, expenses for materials and equipment)
- costs of equipment rental and the purchase of perishable materials (other than specialized materials for use by the artists) required for carrying out the activities
- preparation and administrative costs (**up to 15 per cent** of allowable expenses), for example:
  - expenses incurred by one or more professional cultural organizations in preparing the project
  - costs related to school secretarial and support staff required for the organization of activity projects
  - stationery, printing and photocopying
  - the cost of providing substitute teachers to allow the teachers concerned to research, organize and supervise cultural outings or cultural events in the school as part of the learning activities already planned

The following **expenses** are **not** allowable:

- tickets or admission fees for venues where one or more cultural activities take place
- fees and expenses related to the presentation of a professional or amateur show at the school or at a cultural venue
- the purchase of nonperishable (i.e. durable and reusable) materials or equipment:
  - stage equipment
  - computer hardware
  - musical instruments and music stands
  - cameras, etc.
- training costs for teaching staff
- taxes

## Expenses related to the participation of professional artists, writers and cultural organizations

This section presents an overview of the method used to determine the total amount to which **artists and writers** participating in the activities are entitled. It also gives general information about the costs involved in having a **cultural organization** (such as a museum or performing arts company) come to the school, and the costs relating to a **cultural outing**.

For a calculation of the allowable expenses for artists and writers, please consult the section *Calculation of Expenses: Artists and Writers* on the *Cultural Activities Project Submission Form*.

### Artists and writers

#### Fees

- The basic professional fee for an artist or a writer is set at \$325 per day of work per person, and **is nonnegotiable**. This fee covers all administrative costs and expenses involved in preparing and carrying out activities.

#### Transportation costs

- The amount which can be reimbursed for travel with a personal vehicle is \$0.43 per km. The actual cost of public transportation or car rental can also be reimbursed. These amounts are only allowable if the distance between the place of residence/business and the school is **16 km** or more, i.e. a roundtrip of at least **32 km**.

#### Meal costs

- For travel of **less than 12 hours with no accommodation**, the following meal expenses are reimbursable: breakfast (\$10.40), lunch (\$14.30), dinner (\$21.55).

#### Living allowance (meals and accommodation)

- A daily allowance of \$146.25 to cover living expenses (**meals and accommodation**) may be granted to an artist or writer who **must travel more than 24 hours, with an overnight stay**.

#### Specialized materials

- The artist or writer is entitled to a **maximum** \$100 reimbursement per day to cover the purchase of specialized perishable materials or the rental of specialized equipment, as set out in the *Répertoire de ressources culture-éducation*. Artists and writers are responsible for the purchase, rental and transportation of the

materials they require, though they may ask school staff for assistance if necessary.

Where applicable, taxes must be calculated on the total allowable expenses.

<b>Expenses related to the participation of artists or writers</b>	
<b>Professional fees:</b> \$325/person/day	+
<b>Transportation:</b> \$0.43/km for a personal vehicle, or the actual cost of public transportation or car rental	+
<b>Meals:</b> Less than 12 hours with no accommodation: Breakfast (\$10.40), lunch (\$14.30 \$), dinner (\$21.55)	+
<b>Living allowance (meals and accommodation):</b> Over 24 hours with accommodation (travel receipts must be submitted to the school): \$146.25/day	+
<b>Specialized materials:</b> Purchase or rental of specialized materials, as set out in the <i>Répertoire</i> : \$100 maximum per day	+
<b>Subtotal</b>	=
<b>Taxes (if the artist or writer is registered for tax purposes)</b> x 0.12875	+
<b>Payment to artist or writer upon completion of project</b>	=

### Cultural organizations

A school wishing to have a cultural organization participate in a project must involve that organization in the calculation of the costs, and must do so at the planning stage, whether the project consists in a practical workshop given **at the school** or a school **outing** to a cultural venue. Professional fees for the personnel involved, transportation costs, administrative expenses and the cost of materials and equipment are all allowable expenses. However, the organization's general operating expenses are not allowable.

### Cultural outings

For a school outing to a cultural venue, the Program covers the cost of chartered transportation when students:

- attend performances offered by professionals recognized by the MCCCCF, the Conseil des arts et des lettres du Québec (CALQ) or the Société de

développement des entreprises culturelles (SODEQ); these performances must involve the performing arts, i.e. drama, music, song, dance or the circus arts

- attend educational activities designed specifically for school groups at professional cultural venues such as museums, exhibition centres, heritage interpretation centres, book fairs, etc.

### **Submission of activity projects and additional administrative information**

The artist or writer (who must be listed in the *Répertoire de ressources culture-éducation*) and the person in the school who is in charge of the cultural activity project communicate directly to discuss the content, duration and procedure of the workshop.

All professional fees and program-related expenses must be verified **before** the signing of the agreement between the artist or writer and the school.

**In addition, arrangements must be made BEFORE submitting the application for financial assistance.** It is necessary, therefore, to determine the availability of the artist or writer, plan the activities and calculate the budget before submitting the project to the regional management committee.

There is no limit to the amount of time the artist or writer may spend at the school. For example, an artist or writer may work with the same students several times over the course of a given activity. However, he or she **must not be expected, under any circumstances**, to substitute for the teacher during the course of an activity project.

The school must establish details and calculate costs **in collaboration with** the participating cultural organization when planning a practical workshop **at the school** or a school **outing** to a cultural venue.

### **Specific administrative aspects**

- It is understood that one work day comprises three one-hour periods if the artist or writer meets with three different groups, or two two-hour periods if he or she meets with two groups. Each workshop is given to only one group at a time. The number of students is limited to 35 per group.
- The school must estimate allowable transportation costs, if applicable.
- The school must establish meal costs, if applicable.
- The school must establish accommodation costs (meals and accommodation), if applicable.
- Remember that transportation costs and living allowances are fixed, which means that one cannot obtain reimbursements for amounts in excess of the set limits by presenting higher receipts. Only set amounts (plus taxes) are covered by the Program.

- The school must indicate the cost of purchasing or renting special materials or equipment, if applicable, as specified in the *Répertoire*.
- The GST and QST must be charged on professional fees and expenses if the artist or writer is registered for tax purposes. This is determined by checking in the *Répertoire*. (Since such taxes are not allowable expenses under the Program, they must be paid by the school or school board.)
- The school must determine whether the school board has other administrative requirements to facilitate payment.
- The school must contact the artist or writer as soon as a reply to the application for financial assistance has been received, and must only sign the agreement once the project has been approved. If the project is rejected, the school must inform the artist or writer as soon as possible so that he or she can make alternate plans.
- The school must check whether the school board requires a single invoice for all allowable expenses before making the payment at the end of the activity.
- The school must ensure that the agreement is signed before the workshop is held. **The signature of the school's principal is required.**
- On the last day of activities, the school principal gives the artist or writer a cheque for **full payment** of all professional fees and allowable expenses.

### **Activity project submission**

Schools, groups of schools or school boards wishing to present a project must fill out all the sections of the *Cultural Activities Project Submission Form*, and send copies of the form to the regional management committee for evaluation, in accordance with the committee's terms and conditions. Forms must be signed by the school principal and the person responsible for the project. For more information, please contact your MCCC or MELS regional office.

### **Activity project evaluation**

The projects submitted are evaluated by the regional management committee according to the procedures set out in each region and on the basis of the following criteria:

- Conformity with the conditions of eligibility of projects
- Collaboration between teachers and the artists, writers and cultural organizations
- Participation of as many students as possible
- Relevance of the project's preparation and transfer-of-learning activities

- Connections with the Québec Education Program
- A budget based on a variety of sources of funding

Additional criteria may be added in certain regions. The regional management committee will notify schools of these criteria. During the 2009-2010 school year, cultural outings for elementary and secondary school students, and projects involving secondary school students, will be given priority.

All decisions of the regional management committees are final.

### **Agreement between the artist or writer and the school**

There are two copies of this agreement (one for the artist or writer, and the other for the school). This document is very important, since it confirms the terms and conditions of the verbal agreement made between the artist or writer and the school. It is designed to help prevent misunderstandings and is used by the school board to justify payment. The documents entitled *Model Agreement Between the Artist and the School* and *Model Agreement Between the Writer and the School* **must** be used to draft the agreement.

### **Books for schools**

Schools whose cultural activity projects include a workshop with a writer are entitled to a certain number of the author's works. As soon as the agreement is signed by both parties, the writer must send a copy to the UNEQ, which will in turn send a certain number of the writer's books to the school with the financial support of the MCCCCF. Thus, for each day the writer is present in the school, 20 books will be supplied (maximum of **6 titles**). Since these costs are included in the Program, the school is not required to cover them.

For example, a school that uses the services of a writer for two days will receive 40 books (maximum of 6 titles).

Only those books **used in workshops subsidized by the Program** will be delivered to the schools (before the workshop is held). The UNEQ is authorized by the MCCCCF to refuse to send books unless it receives **four weeks' advance notice**.

### **Reporting on the use of financial assistance**

**Public schools** that receive financial assistance under the Program will be required to submit a report to their school board once the project has been completed, and **no later than June 30, 2010**, on the use made of the financial assistance they received. For this



they should use the form *Use of Financial Resources - Report by the Public School*. **Private schools** will be required to send their report to their MELS regional office before **August 30, 2010**. They should use the form *Use of Financial Resources - Report by the Private School*. Both forms will be posted on the MELS Web site in the 2009-2010 school year.

The report on the use of financial assistance must indicate where the activities took place (inside or outside the school), the type of cultural partner involved (cultural organization, artist or writer), the number of preschool, elementary school or secondary school students who participated, and the funding details.