

## Churchill Alternative School Fundraising Guidelines

This document outlines the guidelines for fundraising at Churchill Alternative School. It does not identify specific fundraising goals or fundraising activities, instead it attempts to provide a general framework for setting goals and evaluating and implementing fundraising activities.

The guidelines describe roles, policies, and procedures for fundraising. Organizing things this way is not meant to over formalize things, but rather to provide some clarity when it comes to the *who*, *why*, and *how* of fundraising at Churchill – the *when* and the *what* questions of fundraising are not addressed in this document, but are decided by CASC each year as part of its annual fundraising strategy.

### Two Kinds of Fundraising

Generally speaking fundraising falls into two categories: fundraising for the school, and fundraising for others. Fundraising for the school is usually directed towards helping to pay for school needs and supplies, field-trip subsidies, special activities, etc. Fundraising for others can include raising money for members of the Churchill community that need assistance, and also local, national, and international causes and charities. Although the two kinds of fundraising have very different purposes, both follow the same guiding principles, and are (somewhat) coordinated so that the school community is not overburdened.

### The Alternative Tenets

As an alternative school, Churchill handles fundraising differently than at many schools. The alternative philosophy influences what fundraising activities are chosen, and how they are run, how monies are spent. Below is a brief summary of how each tenet informs fundraising activities - for a full description of the alternative tenets, please see the **Inside Churchill** guide.

#### Non-competition, cooperation and Intrinsic Motivation

Fundraising activities are all non-competitive. This means no contests or comparisons between students, classes, or other schools.

#### What you will see:

- Students of various age levels working together to raise money for a community cause.
- Students sharing what they did in their class to raise money for a community cause.

#### What you won't see:

- Tracking of amounts raised by particular classes to see which class raised the most money.
- The school or individual classes being entered in company sponsored competitive grants, where a school or class must obtain online votes to receive a grant.
- Students awarded prizes for top sales of a fundraising product, or top sponsors or donations.

### Child-Centered and Directed Learning

The dignity of students, and their needs and priorities will be respected. Students will have a voice in what community fundraising projects are adopted.

#### What you will see:

- Students bringing forward their ideas for causes to support through fundraising.

#### What you won't see:

- Students being advertized to.
- Students being asked to engage in fundraising activities that are not in their best interests as children and learners.

### Multi-age groupings

Funds raised will be distributed in a way to benefit all students equally. As much as possible, multiple classes and often the whole school will work together to raise funds for others.

#### What you will see:

- Students of all ages working together for a common cause.
- Funds raised for the school are distributed equitably across all grades.

#### What you won't see:

- Individual classes or grades fundraising for activities directed towards their own benefit only.

### Innovative and Differentiated Learning Environments

Funds will be raised in support of projects and activities that enhance the learning environment of the school (field-trips, special areas such as Back-To-Nature, bringing in special guests, etc.).

#### What you will see:

- Fundraising for field trips, and the maintenance of special learning environments.

### Extensive Family Involvement

Churchill Families, through CASC, play a central role in determining what fundraising activities are carried out. This is done through collaboration with the Principal, Teachers, and Students.

#### What you will see:

- Fundraising ideas presented at CASC meetings.
- Teachers and Principal coming to CASC with their ideas and funding needs.
- The Principal reporting to CASC about upcoming fundraising events for charity.

#### What you won't see:

- Individual classes starting new fundraising initiatives without coordinating with the Principal and CASC.
- Individual groups of parents engaging in fundraising without coordinating with CASC.

## Organic Learning and Assessment

Fundraising activities that involve students contribute to learning and community building.

### What you will see:

- Example: Students are involved in helping to pot plants at The Community Plant Sale.
- Example: The whole school integrates several learning and community building activities around the Terry Fox Run.

## Community and Global Outreach

Churchill School will actively raise funds for causes that support our local community and global concerns. Churchill school will engage the local community in fundraising for school needs in appropriate and respectful ways.

## Other Guiding Principles

In addition to the principles offered by the alternative philosophy, several other guiding principles apply to fundraising at Churchill.

### Transparency

All fundraising activities will identify how funds will be used (possible options: summarized and posted on the Churchill website, included in the newsletter, etc.).

### Strategic

Fundraising activities will be aligned with identified priorities, developed through a shared planning process.

### Respectful

Fundraising activities will respect the needs and concerns of the Churchill community and extended communities. For example, food-based fundraising will try to accommodate dietary restrictions as much as possible.

### Balanced

Fundraising efforts will be conducted so that families are not overburdened with requests for donations or for time commitments. A balance will be struck between fundraising for the school, and fundraising for other causes.

## Fundraising Roles

### The Principal

- Helps ensure that fundraising activities follow established guidelines.
- Brings forward school needs to CASC meetings.
- Brings forward fundraising ideas to CASC meetings
- Brings forward special requests from Students and from Teachers to CASC meetings.
- Provides leadership and oversight for most fundraising activities that are for the benefit of others (i.e. Food bank, Terry Fox, CODE, and other causes and charities).

- Informs CASC of fundraising activities that are directed towards causes and charities.

### **Students**

- Participate in learning and community-building activities that include fundraising.
- Bring their fundraising ideas and causes forward to their Teachers and to the Principal.

### **Teachers**

- Help ensure that fundraising activities follow established guidelines.
- Identify their funding needs and bring these forward at CASC meetings through the CASC teacher representative and/or the Principal.
- Help their classes carry out fundraising in the context of learning and community-building activities.

### **CASC Members**

- Bring their fundraising ideas to CASC meetings.
- Take the lead on specific fundraising initiatives.
- Help ensure that fundraising activities follow established guidelines.

### **CASC**

- Oversees and coordinates fundraising activities for the school.
- Ensures that the Alternative Tenets and Other Guiding Principles are kept in mind when fundraising options are evaluated.

## **Fundraising Policies**

### **Adherence to Alternative Tenets and Other Guiding Principles**

Fundraisers and fundraising priorities will align with the Alternative Tenets and with the Other Guiding Principles outlined above.

### **Fundraisers for the benefit of the school**

Fundraisers for the benefit of the school will (generally) be coordinated by CASC. Exceptions to this must be discussed and approved at CASC. The main reason for this is to encourage shared dialog and decision making between families, the Principal, teachers and students, all of whom should have their interests and ideas represented at CASC. This also promotes non-competition, cooperation, and helps to ensure an equitable

### **Fundraisers for the benefit of others**

Fundraisers for the benefit of others (causes, charities) will (generally) be coordinated by the Principal. Exceptions to this must be discussed and approved at CASC. The main reason for this is that these fundraisers often directly involve the participation of the students and often include learning and community building activities. The Principal is the person who is ultimately responsible for student learning and is best placed to make decisions about the benefits and relevance of these activities.

## **Advertizing and Sponsorships**

Generally speaking, CASC has adopted a low-advertizing and sponsorship policy towards fundraising activities. Whenever presented with a fundraiser that includes an advertizing or sponsorship component, this fundraiser must be discussed at CASC and evaluated against the guidelines provided by the alternative tenets and other guiding principles.

Situations where students are advertized to directly have been avoided. For example: branding on fruit smoothies (Booster Juice) and in sub lunches (Subway) has been minimized and eliminated where possible. There are no advertisements in the student planner.

Some partnerships that involve advertizing of local business has been pursued, but only where the students are not directly involved and where participation is voluntary. For example a dedicated shopping night at Miss Tiggy Winkles has been used as a fundraiser in the past.

## **Fundraising Procedures**

### **Reporting**

The year's major fundraising activities and goals will be presented to CASC as an annual Fundraising Strategy. New fundraisers may be presented to CASC throughout the year, but it is hoped that the most fundraisers can be identified and mapped out early on to help ensure that they are well planned.

The coordinators of various fundraisers will inform CASC of the status of upcoming fundraisers and the results of the fundraising activities as they occur.

The Principal will inform CASC of upcoming fundraisers (generally for causes and charities) that are being coordinated by her or by teachers.

### **Approval of Fundraisers**

To be approved, a fundraising activity must be consistent with the alternative philosophy and other guiding principles, and should align with the policies listed above. Importantly, a coordinator for the fundraiser must be appointed who can run the fundraiser and report back to CASC.

If approved and successful, new fundraisers should be noted and brought forward for consideration again early in the next year as part of the annual Fundraising Strategy.

### **Submission of Funds**

All funds raised for school-oriented fundraisers should be submitted directly to CASC. In many cases, funds raised for causes or charities are directed by the Principal.

### **Requests for funds**

The Principal will make requests to CASC on behalf of the school, students and teachers as part of her monthly report to CASC. Most of these requests will be known in advance (regular requests) but special

requests and one-time requests can also be brought forward. Typically, special requests would be requests from teachers for newly identified field-trips, special visits (visiting musician, scientists in the schools), special programs, etc., but may also include requests for school needs that are not covered by school board allocations.

### **Allocation of funds**

Funds are allocated to activities and initiatives in an equitable and balanced way. One of the key reasons for not having directed fundraisers and for having all funds go through CASC (rather than individual classes or committees) is to ensure that all students benefit equally from fundraising.