



THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF GRANT DEVELOPMENT

GUIDE TO FUNDRAISING & GRANTWRITING FOR SCHOOLS

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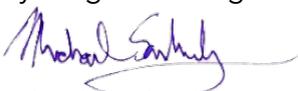


INTRODUCTION

The Office of Grant Development (OGD), a department within The School District of Philadelphia, is proud to offer a Guide to Fundraising and Grantwriting for Schools to help principals, teachers, parents and school communities. The Guide is tailored to meet the unique priorities of Philadelphia Public Schools based on needs specified by school and community members. OGD proudly supports schools and administrative offices in securing available resources for enriching educational opportunities for students in line with the District's current guiding document, [Action Plan v3.0](#).

In fulfilling its mission on behalf of Philadelphia's public schools, OGD works with many other administrative offices within the School District, but is especially closely allied with two other offices: [The Fund for the School District of Philadelphia](#) (which is an independent non-profit formed for the explicit purpose of raising funds for District initiatives in the private sector) and the [Office of Strategic Partnerships](#) (a District office focused on promoting and coordinating partnerships between schools and external agencies with resources that can benefit schools). One of the strategic actions announced in Action Plan v3.0 is the creation of a heightened "development function" for the District implemented by these three offices.

This Guide offers suggestions and advice in not only securing funding for your school's needs but also how and when to work with Central Office departments. The Guide has been written in consultation with the following departments: Capital Programs; Environmental and Management Services; Strategic Partnerships; Fund for the School District of Philadelphia; Food Services; General Accounting and; Facilities Management & Services. The Guide is a road map to assisting your school in achieving its needs. OGD hopes that you find the Guide to be informative and helpful in your grantwriting and fundraising endeavors.



Michael Sonkowsky
Deputy Chief
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The School District of Philadelphia



Exploring Habitat. Jenna Stamm courtesy of The Trust for Public Land.

PRIORITIZING SCHOOL NEEDS

To be successful in grant-seeking or fundraising, it is necessary to be able to articulate a clear vision of one's school community and what the community is striving to achieve. Within this context, fundraising efforts need to communicate a specific picture of the issues and needs that funds will help address. With numerous competing and urgent needs, it is all too tempting to begin pursuing funding simply for the sake of obtaining general resources for the school, without having a full plan in place. There is a great risk of losing focus, of being taken off important tasks, if one is not focused in laser-like fashion on the priority needs identified ahead of time. The first step must be to undertake a short needs assessment to help set the level of priority for each need, relative to each other. The assessment may reflect and intersect with your annual School Improvement Plan, budget, FACE Family Engagement assessment and asset mapping and needs assessment etc. This way, fundraising efforts can directly support those identified needs, building momentum for subsequent fundraising efforts.

What Are Your School's Needs?

Often, OGD is notified by principals, teachers and community groups of their school's needs. OGD recognizes that there are many needs and that all needs are important and feel pressing. Unfortunately, in order to meet our needs, they must be prioritized, cost estimates must be obtained and timelines decided.

The best way to approach your school's needs is to make a list. Using a blank sheet of paper, make four columns with the following headings: Column 1: Needs; Column 2: Prioritized Needs; Column 3: Projected Cost and; Column 4: Acquisition Date.

1: Write down your school's needs, with one item per line

2: Using numbers 1 – 10, prioritize the list based on the most important (#1) to the least important (#10) based on the immediacy of need, and perhaps also on the feasibility of meeting the need.

3: Looking at your prioritized list, estimate how much it will cost to meet each need. If you don't know, move to the next item on the list.

4: Acquisition Date: Write down when you would like to have these prioritized needs fulfilled/acquired.

For any given year, you should concentrate on the top three priorities, as it is more likely that you will be able to achieve fewer priorities than all of them.

Look at the top three priorities and the amount it will cost to get them. Since you will have to raise the funds for these items, are your top three priorities reasonable? Are your acquisition dates attainable? Do you need to reorganize the priority list? If yes, then do so. Based on the funds you will most likely have to raise, which priorities do you think are achievable

TIP: Price lists for technology are on the District's website, under [Educational Technology](#).

TIP: Your school principal must be consulted and play a leading role in prioritizing school needs; and understand and want to engage in grantwriting and/or fundraising activities.



Cook Wissahickon Green Apple Day of Service - Photograph by Lori Braunstein

GRANTS VS. FUNDRAISING VS. IN-KIND DONATIONS: DIFFERENCES & APPROACHES

Sometimes, terms like grants, fundraising and donations are used interchangeably. While there is certainly much overlap in the definitions of these words, it is important to bear in mind that there are actually several different approaches that one may adopt in seeking to acquire resources for a project. Depending upon the project, these three approaches can be used for both short-term and long-term campaigns.

GRANTS

1. What are grants?

Grants are a sum of money provided by a private or a public entity for a specific project or purpose. There is almost always a proposal or application process involved in obtaining a grant. Grants are typically characterized by rules, including eligibility rules dictating who is allowed to apply, and allowability rules that dictate when and how the funds are to be spent.

2. How do I write grants for my school?

The most successful schools that have received grants, generally have a minimum of two school staff and/or parents who write grants monthly throughout the year to support school projects defined by the principal. The Office of Grant Development offers a variety of supports for schools

interested in pursuing grants, including:

- Publishing lists of grants for which schools are eligible to apply
- Conducting introductory “Grantwriting 101” workshops
- Providing editorial assistance and other advice

3. Do I have to inform the Central Office of my school’s plan to raise money, whether through grants or fundraising?

This depends upon how much you are seeking to raise, and a few other factors. SRC policy states that any District school or office pursuing more than \$20,000 must contact the Office of Grant Development, because OGD is charged with coordinating grant-seeking efforts across the District in a strategic fashion. OGD will ensure that you receive the support you need and that you are not working against other District efforts. If you are pursuing a smaller grant, you are not necessarily required to contact any Central Office, but you are encouraged to contact OGD anyway, as OGD grantwriters may be available to provide assistance. You will be required to notify OGD if you are awarded any grant, regardless of its size. Review the chart in the Policies and Procedures section for additional information.

4. We’ve formed a nonprofit/Friends of/Home & School Association/PTA/local civic association. Do I still have to contact the school district with my plans?

Establishing a relationship with the school district is still very important. Depending on what your partnering agency seeks to do, a legal agreement with the school district may be necessary, particularly if your group is raising money for capital improvements for the school or for running a program that will directly involve students. Also, notifying select departments may be helpful for you and the school. For example, if your group is raising money for an afterschool sports program, contact the Office of Grant Development (OGD). OGD may know of upcoming grant opportunities and provide your group with grant writing assistance. Also, OGD can connect you with the Office of Athletics or other appropriate offices for additional support

5. My school doesn't have a nonprofit or any organization to help us raise money for a school project, what do you suggest?

Depending upon the project, having an existing, independent local nonprofit help your school raise money may be beneficial. Contact the Office of Strategic Partnerships for assistance as they may know of a local organization/group looking to partner with schools.

6. If I apply for grants, how quickly can I get the money?

This all depends upon the funder. Check with the grant opportunity instructions. If you don't see when the grant will be awarded, contact the funder. Our experience is that some funders may provide a grant in a few months or in a year. Therefore, plan accordingly for your project.

FUNDRAISING

7. What is fundraising?

We use the term "fundraising" to refer to an effort to raise money for a worthwhile project or cause that does not involve submitting an application or proposal. Typically, a fundraising campaign will target multiple individuals (or organizations) and simply ask them to make contributions to a project or cause. Probably the most common type of individual fundraising campaigns these days are online fundraisers, conducted via websites such as gofundme.com or donorschoose.org, which often use social media to amplify your message. More old-fashioned but still effective strategies include fundraising events (e.g., "bake sales," auctions, etc.) or even letter appeals conducted through the mail. Fundraising campaigns can be short-term or long-term depending upon scope and size of the project. With regard to schools, fundraising is usually organized by a group of parents, community members, and of teachers who are interested in the project and who may or may not have experience with fundraising and cultivation activities.

8. Where can I go for assistance in planning and executing a fundraising campaign?

In addition to publishing this Guide (see especially Chapter 4 "How To Start..." and Chapter 5 "Fundraiser Suggestions"), the Office of Grant Development has created a document entitled *Greening Your School: A*

Guide Focused on Fundraising, which provides additional tips and examples of successful fundraising, with particular attention paid to school yard improvement/greening efforts. The Office of Food Services has created a document entitled Healthy Fundraising, which offers detailed guidance about fundraising events involving food. Lastly, the Fund for the School District of Philadelphia – an independent 501c3 organization focused on fundraising for District-level initiatives – has a great deal of expertise in this area and is available for consultation.

9. What policies and rules apply to fundraising?

Review the answer from question 3, In addition, check out the chart in the Policies and Procedures section for additional information.

IN-KIND DONATIONS

10. What are in-kind donations?

A third option for generating resources for your school, in-kind donations are goods and/or services provided at no-cost. Instead of submitting a proposal for a grant or asking individuals for contributions via a fundraising campaign, you can sometimes arrange for an individual or an organization or a local business to simply donate specific items your school needs. Examples of in-kind donations include:

- A business donating computers or other technology for use at a school.
- A community group conducting a “day of service” at a school, bringing volunteers to clean up or beautify a school yard.
- A local non-profit offering a free afterschool program.

TIP: Don't just accept everything. In-kind donations can provide wonderful benefits to your school; however, it is very important to be sure that donated goods and services truly meet your needs. For example, be sure that donated technology items are compatible with your existing technology. Check with the Office of Educational Technology for advice in this area.

11. How can I solicit appropriate in-kind donations for my school? What central office supports exist to help me in this area?

You must begin, of course, by knowing what your school's priorities are, what kinds of donated goods or services would actually benefit your school. Review the section titled Prioritizing School Needs. Once you have a handle on what you need, you need to gain an understanding of what resources actually exist in your community and to develop good relations in that community. The District's Office of Strategic Partnerships will be an invaluable resource to you in this area. OSP has been developing an inventory of organizations that have in-kind resources that could benefit your school. Contact OSP for advice.

12. What obligations do I have in accepting in-kind donations for my school?

With in-kind donations, no money changes hands and therefore there are no funds that your school will be responsible for managing. However, if the value of the donation is in excess of \$20,000, your school will have to submit an SRC resolution to authorize acceptance of the donation. Even if the donation is valued at \$20,000 or less, you should still notify the Office of Grant Development so that the donation is tracked in OGD's monthly reports to the SRC on "small grants and donations." You may also have an obligation to keep track of items donated (i.e., add them to your school's

TIP: Say "thank you," but don't give tax advice. Many donors are motivated, at least in part, by a desire to obtain a tax deduction for the value of their gift. The District's policy is to acknowledge benefactors by saying "thank you" for their gift. You can and should provide a letter on school letterhead expressing appreciation for whatever the donated item is. The letter can and should be very specific about what has been donated, citing model numbers and other identifying information as appropriate. However, the letter should NOT specify what the value of the donated item is and it should not indicate how the donation may (or may not) impact the donor's tax returns. If a donor wants more documentation than a thank-you letter, please contact the Office of Grant Development for advice.

official inventory). Lastly, for donated services such as an after school program, the District may have to enter into a written legal agreement with the agency providing the services. Contact OGD for advice in this area.

13. Which is better for me, writing grants, fundraising or in-kind donations?

This all depends upon the project you want funded, including when you want to implement the project. Some projects may be more likely to be funded by grants while fundraising may give you more flexibility in raising money. Remember, whether you write grants or fundraise, there is no guarantee that you will be able to secure the funds for your project.

See the chart below for some of the most commonly funded projects in our schools. If you don't see your project, contact the Office of Grant Development for assistance.

Project Type	GRANTS	FUND-RAISING	IN-KIND	SCHOOL STAFF/DISTRICT OFFICE NEEDED
Afterschool	X		X	Principal/Strategic Partnerships
Athletic Equipment/ Uniforms	X	X	X	Principal/Office of Athletics
Beautification		X		Principal
Library/Books		X	X	Principal/Strategic Partnerships
Playground Equipment/ New Surface		X	X	Principal/Capital Office/Grant Development
Professional Development	X			Principal/Teacher Leader
School Garden	X	X	X	Principal/Teachers/ Eat. Right. Now. /Grant Development
STEM Kits/Supplies	X	X		Science/Math Teachers
Storm water Management	X	X		Principal/Capital Office/Grant Development
Technology	X	X	X	Principal/Technology Integration Specialist/Ed Tech

14. Can I take multiple approaches?

Yes, you can use all three methods to secure resources for your school. However, organization is the key to succeeding. Build a team of individuals to help you. Some people might prefer to write and others may be creative while others maybe go-getters in developing fundraising activities. Ask your team members what they may be interested in doing and go from there.

In our experience, schools that are the most successful in funding their projects engage in the following best practices:

- **School-Based Grantwriting Teams:** the most successful schools have a team of at least two, comprised of teachers, school-based staff and/or community members writing grants almost monthly. Sometimes, schools partner with nonprofits or have an AmeriCorps VISTA person writing grant proposals for them. These teams usually review the OGD monthly grants newsletter or research their own funding opportunities.
- **School-Based Fundraising Teams:** the most successful schools have a principal and teachers working on small fundraising projects including but not limited to: trips, additional special education services and school gardens. For larger projects like school playgrounds, technology and additional school staff, schools partner with home and school associations, friends of groups, local civic associations, and community-based nonprofits. Fundraising is conducted on a large scale with numerous fundraising events, sometimes, events are held monthly.

Whether you decide to write grants or fundraise for your school projects, small and/or large, being highly organized and paying attention to detail are common denominators.

TIP: People who write grants have to be self-starters; write well; accept criticism; see a project from beginning to end and; be able to work well with others including the principal, teachers, and Central Office staffers in order to obtain information for the proposal.

TIP: Fundraising activities require many volunteers to generate a fundraising idea, provide publicity for the event, conduct detail-oriented work including engaging social media, be a people person, work on a committee, and manage money raised by the event.



HOW TO START YOUR SCHOOL-BASED FUNDRAISING

STEP 1:

Develop a fundraising committee consisting of parents, teachers, school staff and community members. The principal may or may not actively participate on your school's fundraising committee but must, at a minimum, agree to your fundraiser to benefit the school.

Have a discussion to determine skills levels to assist with the fundraisers. For example: a parent who has experience with marketing may be the best fit for producing the copy for promotional flyers. Another parent may have graphic design skills to produce the promotional flyers. Other members of the committee may be comfortable with the fiscal responsibilities of fundraising or recording meeting notes to be shared with the principal.

STEP 2:

Choose the type of fundraisers you want to have to earn the most money for your school project. Fundraisers that your committee chooses for your school may be different from another school's fundraiser. Choose the fundraiser that makes sense for your school community. Check out the section titled Fundraiser Suggestions, which provides a small list of fundraisers that have been successful in schools, as well as other fundraisers that may work in your community.

Please notify your principal of fundraisers conducted off-site or not on school grounds that benefit the school, as the funding raised will have to be accepted by the school at a later date. Depending on the intended use of donated funds, contributions of \$5,000 or less may be deposited into the Student Activity Fund; larger contributions will have to be managed via the District's Advantage system. Review the section titled Policies and Procedures for additional guidance on funding amounts and uses.

STEP 3:

Consult with the principal on a potential date for the fundraiser, especially if students are participating, make sure that it does not interfere with student testing periods or field trips.

STEP 4:

Determine individual responsibilities and timeline of due dates for implementation of your fundraiser. Individual responsibilities may include but is not limited to: promotional materials, finalizing details on a location, and coordinating with others who may donate services and goods towards your fundraiser.

The timeline of due dates are important, as determining these will help you become more organized as the fundraiser date approaches. For example: facility rental for the date you have chosen for your fundraiser is probably one of the first actions to be completed as soon as possible. After you rent a facility, promotional materials and marketing can occur as you can now inform others of an event and its location. Other actions that have due dates may include but is not limited to: find sponsors to donate goods and services and develop materials needed for the day of the event, such as a program booklet.

STEP 5:

Keep the principal informed, always. Being informed allows the principal to promote your fundraiser; ensures that if an appearance is necessary at the fundraiser that availability is possible; most importantly, you, and the principal are partners in supporting your local school.



*Disston student painting mural at the Philadelphia Eagle's Disston Dream Zone playground build
- Photograph by Megan Garner*

FUNDRAISER SUGGESTIONS

These are fundraisers that have been successful in schools as well as other fundraisers that may work in your community. Remember, children's participation in school-based fundraisers must be voluntary; you may not require a child to do a fundraising activity.

"A-thon" Fundraisers are participatory events such as walk-a-thons, marathons, bike-a-thons, which can also encourage physical activity. You can create a small walk-a-thon to benefit a specific school program with participation by the whole school or specific grades.

1. Product: Pledges for an activity by students/teachers for a short period of time.
2. Fundraiser Expenses: Promotional materials for marketing the event. Water for participating students/teachers.
3. Pricing: Set the pledge price based on the activity. For example: a small walk-a-thon may charge a flat fee while a bike-a-thon may charge \$2 a mile.
4. Ways to Save Time and/or Money:
 - Ask local businesses, or local registered community organizations to donate bottles of water for participants.
 - Ask local businesses or local registered community organizations to pay for the promotional materials.

TIP: If having a walk-a-thon with students, start in the gym and expand it to the schoolyard and adjoining blocks. No need to reserve an event space.

TIP: To make this a community event, contact the local police precinct to escort the students throughout their walk so that they are safe from cars and traffic.

- Collect the pledge money from participants the day before the event so that it can be counted and deposited, leading to one less responsibility to deal with on the day of the event. You will also be able to announce at the event how much money was raised by your students/teachers.

Penny Drives are an inexpensive way to raise money with the participation of teachers, local businesses and students, if applicable, for a specific school-based project.

1. Product: Donation of pennies over a short period of time.
2. Fundraiser Expenses: Promotional materials for marketing. Large jars or cans for penny collection. Large poster board to gauge the collection effort towards your fundraising goal.
3. Ways to Save Time and Money:
 - Ask your local bank for penny coin wrappers, so that the pennies can be deposited with ease.
 - Ask students to help teachers to count and wrap the pennies. This is a good way to reinforce math skills.
 - As the jars and cans filled up, deposit the coins into the Student Activity Fund.
 - Ask parents to donate a large poster board and easel to visually display and gauge the school-wide collection effort. Board can be displayed in the office and an announcement can be made weekly as to the school's progress.

Silent Auctions are an exciting way to raise money for school-based projects.

1. Product: artwork, food baskets, theatre tickets, etc.
2. Fundraiser Expenses: space rental, beverages, clip boards, bid sheets, general office supplies, promotional materials, etc.
3. Pricing: Sell beverages such as water and non-caloric drinks to get additional revenue
4. Ways to Save Time and Money:
 - Ask local theatre companies and movie theatres for donated tickets
 - Ask supermarkets to donate food baskets
 - Be creative, ask your local council person, mayor, etc. would they participate in the silent auction as a "Have Coffee with..." event
 - Ask local artists to donate artwork
 - Ask local businesses to donate funds towards renting the event space
 - Ask hotels to consider donating a one-night stay to the auction
 - Ask local bowling alleys to donate a bowling package consisting of a few hours of play for four people, including shoe rental.



Handwritten list of items:
Apples 20%
Sweet Potatoes 25%
Carrots 20%
4/11



POLICIES & PROCEDURES

Fundraising at the school level is a common occurrence and is an important means to support classroom and school-based programs. This section will provide a brief overview on Student Activity Funds and district-wide policies. Reminder: This is a summary of policies and procedures from the district and it is not meant to answer all questions for specific projects or instances.

Student Activity Funds: The Office of General Accounting will be issuing a revised detailed guidance on Student Activity Fund accounts shortly, however the current Student Activity Fund Manual on Accounting's sitemap contains the current policy. Once the new guidance is released, it will be included in future editions of the Grantwriting and Fundraising Guide for Schools. You may also call the Office of General Accounting's helpline for the guidance at 215-400-4520 or contact your Accounting and Compliance Control Monitor (ACCM).

Summary Guidance: The Principal should approve all school-based fundraising activities. Fundraising activities must have a definitive purpose for raising funds to benefit a school project. All funds raised must be used to benefit the children in the school. With a limit of \$5,000 per donor per activity, these funds may be deposited in the school's Student Activity Fund account. A record of fundraising activities must be kept for the potential future review by the Office of General Accounting.

For additional guidance, questions or clarification on Student Activity Funds, and fundraising, please consult your ACCM.

The School Reform Commission Policies: The School Reform Commission (SRC), the governing body of The School District of Philadelphia has established many policies and procedures including grants and Student Activity Funds. The District is revising its policies and therefore, policies are subject to change. All [SRC policies](#) may be found on the District's website.

*Policies relevant to fundraising (*excerpts only please see the District's website for complete policy):*

145. STUDENT AND STAFF WELLNESS

The School Reform Commission is committed to providing a school environment that promotes student and staff wellness and supports students in their efforts to become fit, healthy and ready to learn. This policy also addresses nutritional standards for school meals, and competitive foods sold in school stores and vending machines. Food-related fundraisers are also addressed with regard to nutritional standards, number of fundraising events per year and record keeping for the PA Department of Education compliance requirements.

229. STUDENT FUND RAISING...the solicitation of funds from students must be limited because compulsory attendance laws make the student a captive donor and such solicitation may disrupt the program of the schools.

230. PUBLIC PERFORMANCES BY STUDENTS...students...sharing their talents and skills with the community through student participation and performances in public events.

618. STUDENT ACTIVITY FUNDS...Student Body Funds are not part of district funds but shall be supervised by the principal, approved by the Board, and who shall countersign all checks drawn upon them.

702. GIFTS, GRANTS, DONATIONS, SCHOLARSHIPS

The Commission has the authority to accept such gifts, donations and grants as may be made to the District or to any school in the District by resolution duly passed at a public meeting. The Commission may authorize, through general resolution, that the Chief Executive Officer or her/

his designee be authorized to accept gifts of cash or property valued up to and including \$20,000.00. Gifts exceeding \$20,000.00 shall be authorized by separate resolutions. For all grants and gifts valued at \$20,000 or less, each Grant Program Manager and school principal is charged with (1) ensuring compliance with all appropriate grant regulations consistent with SRC Policy 1000 and all other District financial and managerial control policies, and (2) informing the Office of Grant Development and Compliance about all such gifts and grants. Only gifts and grants of \$5,000 or less may be deposited into the school's Student Activity Fund and accounted for separately. Gifts and grants received greater than \$5,000 must be deposited in the District's central office accounts and be expended through the District's accounting system.

In addition, Principals are asked to review the District's [Principals' Procedures Manual](#) for additional policies on the operation of school sites.

Please also review the [Public School Code of 1949](#) for additional policies related to governance and operation of school districts.



Policies and Procedures on FUNDRAISING AND GRANTS					
Funding Amount	Applicant	Process	Assistance from SDP Offices (where applicable, if intent to Apply is approved)	Resolution Required?	Who Writes the Resolution?
More than \$20,000	School (District)	Submit School Intent to Apply to Grant Oversight Committee for approval	<i>Grant Development</i> - brainstorming, consultation, editing, Superintendent signature, application submission <i>Grants Fiscal</i> - budget <i>Research & Evaluation</i> - evaluation	Yes	Principal
			Advantage System/ Student Activity Fund Advantage -- more than \$5,000 -- District employees or consultants are paid		
			Student Activity Fund -- \$5,000 and under (no District employees or consultants)		
More than \$20,000	Outside organizations/ partners	Submit intent to Apply to Grant Oversight Committee for approval	As Needed - <i>Grant Development</i> - editing, support letter <i>Research & Evaluation</i> - varies	Yes	If grant is for 1 school -- the Principal If grant is for 1+ schools -- the program office
Less than \$20,000	School (District)	Recommended: (Not Required) Inform Grant Development of your intent	<i>Grant Development</i> - brainstorming, consultation, editing, Superintendent signature, application submission <i>Grants Fiscal</i> - budget	No	n/a
			Advantage -- more than \$5,000 -- District employees or consultants are paid		
			Student Activity Fund -- \$5,000 and under (no District employees or consultants)		
Less than \$20,000	Outside organizations/ partners	Recommended: (Not Required) Inform Grant Development of your intent	As Needed - <i>Grant Development</i> - editing, support letter	No	n/a
			n/a		





GREENING YOUR SCHOOL: A PRIMER FOCUSED ON FUNDRAISING

In recent years, parents, teachers, principals, community-based/neighborhood/nonprofit groups and the School District of Philadelphia itself have made commitments to green Philadelphia public schools. The District recognizes the work of school communities and the importance of transforming existing environments into healthy indoor and outdoor environments for student learning. The District's sustainability plan known as GreenFutures is an important guiding document for greening our schools. These environmental transformations have taken form in various projects -- from indoor and outdoor gardens that focus on STEM learning to the management of storm water runoff into the City's sewer system. Many of these green projects have already been completed while others are still in the planning and implementation stages.

This document is a primer focused on one of the most challenging aspects of these projects: raising sufficient funds. It is intended for school communities that are planning to green their schools and provides helpful hints to those already in the implementation stage. This document builds on the District's GreenFutures sustainability plan.

District Single Point of Contact

In the past, there was no single point of contact, which led to confusion for school communities as they did not know whom to work with at the District level. District offices were equally confused about which schools were implementing greening efforts, which groups were applying for grants, and whether or not the principal was involved in the project. Information is provided to help both individuals and groups navigate the process of working with the District in the greening of their schools.

School communities will now have one District office, the Office of Grant Development (OGD) as a single point of contact, with respect to fundraising for greening efforts. This office will help you navigate the required steps to green your school. When you notify OGD of your desire to green your school, OGD will notify other District offices whose involvement may be necessary, including but not limited to: Capital Programs, Facilities Management, and General Counsel.

The Office of Grant Development provides essential services for school communities. Please utilize these OGD services for greening your school:

- Communication link within the District and among partners when working on a collaborative grant opportunity. Communication is necessary to inform the School Reform Commission (SRC), the Superintendent and/or all other appropriate District leaders about large proposals and their implications for the District and to coordinate appropriate channels of approvals. Communication and collaboration increase possibilities for partnerships and guard against unnecessary duplication of programs;
- Grant Writing/Technical Assistance, OGD's grant writers work with District staff and school communities to produce well-written and complete grant applications. Technical assistance is provided to schools and departments to find appropriate sources for funding; communicating with funders to improve chances of getting funded; reviewing, editing and submitting proposals; compiling necessary demographic information; obtaining authorized signatures; help in budget creation with the Office of Grant Fiscal Services and; ensuring development of evaluation plans in conjunction with the Office of Research and Evaluation;
- Grants Newsletter is comprised of well-researched small grant opportunities for which Philadelphia teachers and schools are eligible to apply. Generally, grant opportunities listed are for programs that benefit the classroom, including but not limited to: teacher professional development, STEM-related programs including school gardens, art/music programs, field trips and afterschool activities.
- The Guide to Fundraising and Grantwriting for Schools. This publication gives an accessible overview of how fundraising and grantwriting works for schools in the District.

If you are currently greening your school, thinking about it or have general questions about planning, implementation or funding, please contact the Office of Grant Development for assistance. OGD is also assembling a list

of schools that have and are currently greening their environments for the sharing of best practices. Contact us: grants@philasd.org

For Teachers and Principals Who Want to Green Their Schools

Teachers, principals and parents have formed greening committees across the city to address their specific school initiatives. Some schools have chosen small greening projects while others are committed to greening the entire school. Regardless of the scope of your greening initiatives, the District will do its best to support your efforts.

Please consider the following:

1. Appoint a person to speak on behalf of the group and notify the Office of Grant Development to assist with navigating the District's policies and procedure, pertinent offices and with grant writing.
2. Decide how and what type of greening may take place, inside the school or on the grounds of the school.
3. Approximate the money you will have to raise for the greening efforts.
4. If your green plan is extensive it may require a design plan. If so please contact a design specialist in schoolyard transformation. Schools with current greening efforts are working with the Community Design Collaborative, University design departments, and other design experts.

For Home and School Associations, Nonprofits, and Friends of Groups Who Want to Green Neighborhood Schools

We welcome the opportunity to work with Home and School Associations, nonprofits, and Friends of Groups in creating green spaces for children attending public schools.

Greening your school is a process that will require a lot of decision-making before any physical transformation is made to the schoolyard.

Some greening projects may be multi-year endeavors requiring in-depth fundraising plans. Please consider the following:

1. Speak with the school's principal. Does the principal have ideas on greening the school? Is the principal onboard with the project proposed? Note: The principal's buy-in to the project is required and will be verified. The principal may be responsible for the school but does not own the building and is not the legal representative or the authorized signatory of the school. Please contact the Office of Grant Development for more information.
2. Decide how and what type of greening may take place, inside the school or on the grounds of the school.
3. Approximate the money you will have to raise for the greening efforts.
4. Is your green plan is extensive it may require a design plan. If so please contact a design specialist in schoolyard transformation.
5. Select a representative who will interact with the Office of Grant Development.
6. Have the representative reach out to the Office of Grant Development informing them of your greening plans.

Types of Greening Projects

In our experience, the majority of school greening efforts can be divided into three categories:

1. **Beautification** – these projects focus on making the school and its grounds visually appealing. Some principals have sought funds from local businesses for seasonal potted plants to be placed at the entrance of the schools while others may work with volunteers on painting a mural on the side of the building.
2. **School Garden** – currently there are school gardens in elementary, middle and high schools throughout the District. Some gardens focus on particular grade levels due to a teacher's or principal's interest or as a part of an afterschool program. These projects are conducted inside or outside on school grounds. Inside school gardens usually focus on growing plants from seed and may be re-planted in a raised bed of an outside school garden. At this time, there is one school whose indoor garden is an aquaponics system that started as an afterschool program

and has since become a rostered class. This garden is maintained year-round. The majority of our gardens are seasonal due to weather, lack of volunteers for maintenance and lack of funds.

It is recommended that outdoor school gardens be developed from raised bed structures for easy maintenance purposes. Some outdoor school gardens are located on-site in greenhouses. Most of our school gardens have focused on STEM initiatives which allows classroom learning to be put into hands-on practice. Some school gardens are focused on nutrition and healthy eating. These gardens may or may not be maintained by the EAT.RIGHT.NOW. nutrition program. School gardens that are edible gardens are grown so that school children can learn about and taste fruits, vegetables and herbs.

The District discourages school gardens to grow produce for the school cafeteria due to the inability for such gardens to grow the required amounts of produce necessary for student meals on a regular basis. In addition, there are procurement policies and procedures that Food Services must adhere to. It is preferred that school gardens emphasize STEM, and healthy eating (including taste testing) which allows for hands on practice of lessons learned in the classroom. Further, many school garden grant opportunities emphasize the connection of classroom learning and school garden work. Schools have successfully been awarded these grants because of the classroom learning connection.

In the past, some school communities have proposed growing produce for students to take home. This is a well-meaning proposal but there are many situations to consider, such as the large amount of space to grow produce; required maintenance of a large garden seven days a week (year round) which includes weeding, watering and harvest; deciding who gets produce and who does not, what if the garden is not successful and yields little or no produce; and lastly, determining if families can properly store and prepare produce for consumption.

When proposing a garden, please involve your school community to make it a fun rewarding experience for everyone. Although, we will not dissuade any school community from having a garden, we ask that you consider the following questions regarding the scope, viability, funding and sustainability of such a project.

Important Questions to Consider for Proposing a School Garden:

- *Do you have the principal's buy-in for the garden?*
- *Who will manage/operate the garden including ordering tools, soil, plants, etc...?*
- *What type of garden will you have? Indoors and/or outdoors? Fruits, vegetables and herbs? Flowers?*
- *When will the garden be grown?*
- *Is there proposed garden area on school grounds that receives sun for most of the day? Note: for those considering a rooftop garden, please contact the Office of Grant Development.*
- *Will the garden be connected to classroom learning? Are teachers involved in this garden project and how?*
- *Which grades will be involved in this project?*
- *Have you applied for grants or conducted fundraising for your garden? Do you have in-kind donations in the form of supplies and/or volunteers?*
- *How will you ensure that the garden continues year after year?*

3. Greening Entire Schoolyard including Stormwater Management – Many school communities have decided to redesign their existing schoolyards that are comprised mostly of concrete and asphalt to be healthier and environmentally friendly spaces. This approach is aligned with the SDP's GreenFutures sustainability plan, where school green spaces are emphasized as places for outdoor learning environments that integrate stormwater management, play areas for passive and active recreation, and community resources into green spaces. For more on the plan and greenscape goals, please visit the [GreenFutures green spaces website](#). These redesigned schoolyards may include but are not limited to: school gardens, play areas, outdoor classrooms and green stormwater infrastructure projects, such as rain gardens and swales, practices which reduce stormwater pollution to the City's sewer and surrounding waterways and enhance water quality in Philadelphia's watersheds. Current school communities, that have completed redesign conceptual plans, have worked with the

Community Design Collaborative, University design departments, and other design experts.

Please consider the following when deciding to green the entire schoolyard:

- If you have a design plan or are considering getting one, please contact the Office of Grant Development.
- How much money will you have to raise to turn the design plan into a reality?
- How will you raise the money? Grants? Fundraising? What kind of fundraisers? School-based? Crowdfunding?
- Have you received any grants or raised funds for the project?
- Establish a school contact to oversee the project and to communicate with the OGD on progress. A nonprofit, Home and School Association or Friends of Group contact is not sufficient since communication and decisions must be made at the school level.
- Remember to keep the Office of Grant Development up to date on all issues so that they may keep the other District offices in the loop. For example: if you have been awarded grant funds for a rain garden, please contact OGD immediately so that appropriate offices can be notified of these plans.

When thinking about school greenescapes, integrating ways to manage how stormwater moves through your schoolyard—in a green, sustainable way, can be a catalyst to jump-start funding from other sources in support of other schoolyard elements. Recently, the Philadelphia Water Department has provided a competitive grant, through its Stormwater Management Incentives Program (SMIP) to non-residential property owners who want to construct stormwater retrofit projects, which includes school district properties. The goal of the SMIP grant is to encourage converting or reducing hard surfaces, such as pavement, by creating rain gardens, swales, or depaving, and reducing the amount of stormwater that flows into the City's combined sewer system and rivers and streams, thus protecting and enhancing Philadelphia's waterways. After the stormwater management project is constructed, the District is eligible for a credit on their

stormwater bill based on the area of hard surfaces managed with green stormwater management. The District has applied and received this grant for certain schools, while nonprofits and friends of groups have applied on behalf of their local schools. This grant is only for elements of a conceptual master plan that also manage stormwater, and not for any other aspect of your design plans. Sometimes certain elements can manage stormwater and be an amenity for the site, as demonstrated in some of the examples and guidance in the [Transforming Philadelphia's Schoolyards Guide](#).

Most importantly, if your school community decides to apply for the SMIP grant opportunity, please contact the Office of Grant Development immediately as this application will require coordination amongst District offices for specific documents (i.e. property deeds, Superintendent's signature, etc...) After preliminary coordination with District offices, you are also encouraged to contact the SMIP grant program for a preliminary discussion about your potential project. Please visit the SMIP grant site for contact information: <http://www.phila.gov/swgrant>. For more information about the Philadelphia Water Department's programs related to green-scapes or schoolyard projects, please visit the following site: http://www.phillywatersheds.org/what_were_doing/green_infrastructure/programs/greenschools

Identifying Funders

At this time, there is not a single funding source from which to acquire funds to pay for an entire makeover of a school and its environs. Turning these concept plans into an actual re-designed schoolyard is a multi-year process that will involve a lot of time in acquiring monies through both fundraising and writing grants from numerous sources.

Due to the lack of a single funder for both design concept and redesign of a school, it will be easier to re-examine the conceptual plan into smaller projects for funding opportunities. For example, focusing efforts on finding a funder for a rain garden or edible garden will be easier to locate than seeking funding for a multifaceted project involving not only a school garden, but also de-paving, playground, and stormwater management. Therefore, finding funds for your school's entire greening project may take a couple of years and possibly more. Prioritizing school greening needs will be important.

The Office of Grant Development distributes a monthly newsletter during the school year of small grant opportunities. This newsletter is emailed to all District employees including principals and teachers. The newsletter is also available on OGD's website: <http://sdpgrants.weebly.com/>

Applying for Funding

The District has a central office committee, known as the Grant Oversight Committee that coordinates applications for any grant of more than \$20,000. If you are considering applying for a grant of more than \$20,000, contact the Office of Grant Development early on to be guided through the process of Committee review. OGD should be contacted even if the applicant is not the school, but rather an outside entity, such as a Home and School Association or "Friends of..." group.

Any grant that is awarded for more than \$20,000 must also be authorized by a separate resolution approved by the School Reform Commission (SRC) before any work can begin. SRC resolutions are formal documents outlining the purpose of the grant, what the funds will be used for and for which schools. The resolution may also list partnering agencies and contractors. Contact the Office of Grant Development if you need assistance in submitting such a resolution.

District policy states that individual schools and staffers are allowed to pursue grants of up to \$20,000 without prior approval from the District; you are advised to stay in communication with OGD anyway as you pursue these grants, but encouraged to be independent and entrepreneurial in pursuit of resources for your school community. The OGD newsletter mostly lists small grant opportunities whose eligibility is limited to schools and nonprofits.

Please do contact us if you are applying for a grant; we'd love to be able to help as much as we are able. If a grant of \$20,000 or less is awarded to your school, a separate resolution will not be required; however, you must notify the Office of Grant Development of the award because your grant must be included in a monthly report to the SRC of grants under the \$20,000 threshold.



Nebinger Elementary School rain garden ribbon cutting ceremony - Photograph by Megan Garner

FUNDRAISING FOR SCHOOL GREENSCAPES CHECKLIST

STEP 1: CONVENE A GREEN SCHOOL COMMITTEE

Involve the school community including but not limited to the principal, teachers, parents, and community members OR

Partner with a home & school group or non-profit (Note: please remember to involve the principal.) AND/OR

Partner with a fiscal agent such as The Fund for The School District of Philadelphia, who has experience in managing funds for large projects.

STEP 2: PRELIMINARY DESIGN

Decide on scope/scale. Beautification vs. Garden project vs. School Yard Redesign

Consider engaging partner to help with design, e.g., CDC or local university

Determine costs/fundraising target (May have to consider breaking project into "phases" to meet the school's greening priorities.)

STEP 3: CONTACT 440

Use Office of Grant Development (OGD) as primary point of contact.

OGD will engage other offices as appropriate, e.g.: Capital Programs, Environmental Services, Facilities/Maintenance, General Counsel, Office of Strategic Partnerships, The Fund for The School District of Philadelphia etc.

OGD will help with Step 4 and the pursuit of grants

STEP 4: IDENTIFY POTENTIAL FUNDING SOURCES

Grants

Philadelphia Water Department: Stormwater Management Incentive Program (SMIP)

OGD Newsletter lists gardening and other grant opportunities

Corporate sponsorship

In-kind donations from local small businesses

Big box home improvement stores

Fundraising Campaign

School-based events (walk-a-thons, community fundraisers etc.). Use the Online Student Payment system which is connected to your school's Student Activity Fund

Social media (Twitter, Facebook, etc.)

Crowdfunding (Donor's Choose, etc.)

Support Our Schools platform – sos.thefundsdp.org (launch June, 2017)

STEP 5: PURSUE THE FUNDING SOURCES

OGD can help with grantwriting

OSP can help identify potential partners

Review District policies and procedures (Student Activity Funds, Student Fund Raising, etc.)

STEP 6: IMPLEMENTING THE PLAN WITH FUNDING

Accepting grants and donations (small grant vs. larger)

Are legal agreements necessary?

Ordering materials (school garden materials, STEM kits/supplies, etc.)

If your fiscal agent is The Fund for The School District of Philadelphia, re-connect with them to start implementation of your project.



Food prep - Photograph courtesy of the Division of Food Services

CROWDFUNDING YOUR GREENING PROJECT

Raising funds for projects online using crowdfunding websites and amplifying requests through social media platforms has become the norm. Our school communities have been successful raising funds for various projects including classroom supplies, and greening projects through online fundraising.

We've heard from teachers that crowdfunding fatigue can occur after a couple of years of posting projects. Making repeated requests to friends and family to contribute. Please do not expect crowdfunding sites to be your primary fundraising tool for greening, especially if you also use it for other school projects. Use crowdfunding wisely.

Below are some of the most commonly used crowdfunding site for school communities:

DonorsChoose

[DonorsChoose](#) was founded by a teacher to aid other teachers to fund-raise for their projects without the complications of finding vendors and paying invoices. When you create your project page, you choose from a list

of well-known vendors who may provide the materials that you need. Then you go shopping for the project materials. By shopping now, you'll get a better understanding of how much funding is needed for your project. You will have to decide upon a deadline in which your project ends its fundraising campaign. If a school garden project is funded within its timeframe, no cash or check is forwarded to you, rather materials are sent to you by DonorsChoose.

Donors to your project will be asked to dedicate 15% of each donation to support the work by DonorsChoose, which includes bills, rent and salaries of its employees. Donors can opt out of this when reviewing their giving cart.

When projects expire and are not successful in raising their fundraising goal, DonorsChoose will ask donors if they would like to reallocate their donation for another project. Teachers are welcome to ask their solicited donors (i.e. family, friends) to reallocate the donation to another project they have created or to a DonorsChoose gift card for the classroom.

District teachers have been successful using DonorsChoose. Teacher projects have included but are not limited to school gardens and classroom supplies. This website is good for directly fundraising for a specific project.

Advantages of using DonorsChoose:

1. Easy to use website with name recognition
2. Created by a teacher for other teachers
3. No need to purchase supplies and process invoices for payment
4. Project materials are sent to you
5. As a web-based project, funds raised from the project may be generated not just locally but potentially from across the country and from companies and foundations too.



Support Our Schools (SOS) Platform

The Fund for the School District of Philadelphia is an independent 501(c)3 not-for-profit organization that serves as a fiscal intermediary between the private sector and the Philadelphia public education system. The Fund will unveil an online tool to streamline and democratize fundraising for individual public schools. Currently fundraising is either centralized for larger district-wide initiatives or at the micro-level through platforms like Donors Choose. The Fund's will be a school-level solution to address school-wide needs that impact a greater number of children at the building level.

Through the systemic collection and careful curation of available information, the SOS platform will present current resources and latest information on District schools. What's more, each school will have a Note from the Principal highlighted on their page. So potential donors can know the needs at that school and understand from the Principal's note the mission and focus of the school. The SOS platform will serve not only as a point of reference to potential outside supports such as corporations, foundations, nonprofits, alumni, friends, parents, and other individuals but also as a means to track and monitor contributions on behalf of schools.

The Fund for the School District of Philadelphia has a 10% fee on donations to cover its costs, comparable to other similar service providers. The Fund will work with each school on how to allocate the resources, thank donors on behalf of the school, connect schools with the donors, and assist schools with any reporting requirements.



HEALTHY FUNDRAISING

The School District of Philadelphia updated its Student and Staff Wellness Policy in December 2016. SDP is committed to providing a school environment that promotes student and staff wellness in their efforts to become fit, healthy and ready to learn. The policy gives guidance on school wellness councils, nutrition standards for foods available during the school day, nutrition education, nutrition promotion, physical education, physical activity and for other school-based activities such as screenings and prevention education. There is also guidance on snacks, beverages and student fundraising. The policy also indicates the membership and responsibilities of the Central Office School Wellness Council, the body that makes recommendations to the Wellness Policy.

For purposes of the Healthy Fundraising section, the following will be emphasized: Snack and Beverage Standards, Fundraising in Schools, and Compliance.

Snack and Beverage Standards

Smart Snacks in Schools are competitive food and nutrition standards required by the Healthy, Hunger-Free Kids Act of 2010. This legislation required by the United States Department of Agriculture (USDA) to establish nutrition standards for all foods sold in schools except for food and beverages sold under the national school lunch program and breakfast programs. These standards represent minimum standards that schools are required to meet. The food standards apply to foods sold in vending machines, a la carte lines, school stores and school based fundraisers.

SDP will not purchase or sell to students, during the school day, any snacks that do not comply with the Smart Snack standards as outlined by the Healthy, Hunger-Free Kids Act of 2010.

SDP has been ahead of the curve in working with community partners to establish snack and beverage standards that limit foods sold to students. In 2004, SDP implemented one of the most comprehensive beverage policies in the country limiting beverages to milk, 100% fruit juice and water.

The following year, snack standards were established that limited the sale of snack foods in schools including vending machines, school stores and on-site school fundraisers.

Beverages

Drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day. [5][6]¹

The district observes a stricter beverage policy than the products allowed in the Smart Snack standards of the Healthy, Hunger-Free Kids Act of 2010. Product selection for schools must be made from the guidelines listed below for beverages. Online tools cannot be used to evaluate beverage products:

1. Drinking water with no additives except those minerals normally added to tap water.
2. Unflavored low-fat milk, and unflavored nonfat milk (including nutritionally equivalent milk alternatives as permitted in the school meal programs): elementary schools – may be sold in up to 8-ounce servings; middle and high school - may be sold up to 12 ounces.
3. 100% fruit and/or vegetable juice (100% juice diluted with water, without carbonation with no added sweeteners or additives): elementary schools - maximum serving size is 8 ounces; middle and high schools - maximum serving size is 12 ounces.
4. Caffeine: Only caffeine-free beverages allowed for elementary, middle and high school students. Foods and beverages that contain trace amounts of naturally-occurring caffeine substances, such as chocolate milk, are exempt.
5. No artificial sweeteners, flavors or colors. Allowable sweeteners in beverages include but are not limited to the following: sugar (raw, refined, unrefined, cane, brown, turbinado, white), invert sugar, dextrin, sucrose, honey, corn syrup, high fructose corn syrup, cane juice, molasses, xylitol, sorbitol, mannitol, galactose,

lactose, fructose and Splenda. These sugars are not chemically derived.

Additional beverages for high school students (grades 9-12):

1. Calorie-free beverages: maximum serving size is 16 fluid ounces. Calorie-free flavored water without carbonation. No carbonated beverages allowed in high schools.
2. Electrolyte replacement drinks that do not contain more than 20 grams of added sweetener per 8-ounce serving. Sodium should not exceed 110 milligrams per 8-ounce serving. Potassium should not exceed 60 milligrams per 8-ounce serving. Electrolytes and minerals added might include: sodium, potassium, chlorine and phosphorous. No artificial flavorings or sweeteners. These drinks will be placed in gymnasiums, field houses, and other areas where high intensity athletic activities take place. These drinks may not be placed in cafeterias or food service areas.

Competitive Foods/Beverages

All competitive foods and beverages available to students in district schools shall comply with established federal nutrition standards, the Nutrition Standards for Competitive Foods in Pennsylvania Schools, as applicable, the district's snack and beverage guidelines, and any applicable administrative procedures.[10][9]¹

Competitive foods and beverages are defined as all foods and beverages sold to students outside the school meal programs, on the school campus, and at any time during the school day. Sold refers to the exchange of money, tokens, or the use of some type of prepaid account to purchase an item and includes items sold a la carte, in vending machines, at school stores, during fundraisers, or at any other venue that sells food/beverages to students during the school day. For purposes of this definition, school campus shall include all areas of the property under the jurisdiction of the school that are accessible to students during the school day, and school day shall include the period from the midnight before to thirty (30) minutes

after the end of the official school day.

Exclusive competitive food and/or beverage contracts shall be approved by the SRC, in accordance with provisions of law. [11]¹

Please review the Snack and Beverages Standards for more detailed information.

Fundraising in Schools

School fundraisers are included in the standards. A fundraiser is considered an event that includes an activity which currency/token/tickets, etc. are exchanged for the sale/purchase of a product in support of the school or school-related activities. Examples include: baked goods/pretzel/candy bar sales where profits are used to support a school-sponsored club or activity, such as the school band or sports team.

School Responsibility

All parts of the school selling food to students during the school day have a role in meeting the new standards. Food and beverage sold in schools as fundraisers must meet the nutrition standards. Fundraiser foods or beverages may not be sold in competition with school meals in the food serving areas during the meal service. The snacks standards do not apply to foods brought into the school by parents or other groups that are provided to student, not sold (i.e. birthday parties, special events). Schools may not enter into profit-sharing or other business arrangements with vendors.

Fundraisers

All foods that meet the established nutrition standards may be sold for fundraising purposes on the school campus during the school day without a limit on frequency. The standards do not apply to items sold during non-school hours, weekends, or off-campus fundraising events. A maximum of five (5) exempt fundraisers in each elementary and middle school building per year, and a maximum of ten (10) exempt fundraisers will be permitted in each high school building per year. Each fundraiser may not exceed one (1) school week. Exempt fundraisers may not be sold in the food service

areas during the meal period.

School Stores

All food items sold in a school store must be in compliance with the snack and beverage standards. School Stores may not sell candy, chips, soda and other items unless it is limited to weekly sales to meet the exemption criteria listed above. School Stores selling food or beverages may not be situated inside the cafeteria or indirect competition with school meals in the food serving areas during the meal service.

Vending Machines

SDP has one contract for vending machine servicing for all district buildings including the cafeteria, teacher's lounges, gymnasiums and school grounds. Profits from vending are shared with each school and provided in a quarterly check directly to the school.

Schools may not enter into profit-sharing or other business arrangements with vendors. School may not have their own vending machines.

The Division of Food Services manages the relationship with the awarded vending contractor. To report a problem with a machine inside a school cafeteria report the problem to the on-site food service worker. If the machine is outside of the cafeteria, call the phone number listed on the machine to place a service call.

If you are interested in having a machine installed in your school or to report a different issue send an e-mail to vending@philasd.org.

Recordkeeping

Schools must keep a record of all exempt fundraisers to assure they are not exceeding the yearly limits. Fundraising records must be kept on file for four (4) years and made available, upon request. Schools need to ensure that receipts, nutrition labels or product specifications are maintained by those designated as responsible for competitive food service at the various venues in the school. All parts of the school involved with selling food

to students during the school day will have a role in meeting these requirements.

Compliance

Principals will be required to communicate and enforce the competitive snack standards in their buildings. This includes all staff, teachers and school supporters who sell competitive foods in school during the school day. Schools must keep a record of all exempt fundraisers to assure they are not exceeding the yearly limits. Fundraising records must be kept on file for 4 years and made available upon request. The Pennsylvania Department of Education (PDE) is responsible for monitoring compliance to the Federal competitive food standards.

[1] This is the Final Rule in the Federal Register:
7 CFR Parts 210 and 220
[FNS-2011-0019]
RIN 0584-AE09
National School Lunch Program and School Breakfast
Program: Nutrition Standards for All Foods Sold in
School as Required by the Healthy, Hunger-Free Kids
Act of 2010

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