



School Resource for Ethical Fundraising

A Project of the Committee for Social Justice of the
Algonquin and Lakeshore Catholic District School Board

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School Guidelines for Ethical Fundraising

*From the perspective of the gospel,
fundraising is not a response to a crisis.
Fundraising is, first and foremost, a form of
ministry. It is a way of announcing our vision
and inviting other people into our mission.*

Henri Nouwen,
The Spirituality of Fundraising (2004)

Rationale

The Committee for Social Justice of the Algonquin and Lakeshore Catholic District School Board offers these fundraising guidelines in response to a growing awareness of the increasing complexity of fundraising as well as to the ethical dilemmas related to the activities of some charitable organizations themselves.

It is hoped that these guidelines will assist students, parents and staff within school communities to:

- identify and understand ethical issues related to the use of funds by charitable organizations
- identify and understand ethical issues related to fundraising activities themselves
- balance concerns for projects within and outside of the school community
- deepen appreciation for the evangelical character of fundraising activities consistent with the Board's Mission Statement and the Gospel's challenge to proclaim the Reign of God in the world
- ensure consistency between fundraising goals and techniques and the teachings of the Church

While fundraising is always rooted in the needs and realities of the local community, it always has its sights set on a hope for a future that could be, yet has not been realized. Authentic fundraising in and of itself understands that there can be as much gained from the raising of resources as can be realized from the distribution and application of these resources.

These guidelines shall be consistent with Board Policy with regard to fundraising 2000-01-4 - **Campaigns for Funds - School and Community Interests.**

Guidelines

1. How does your school community formulate an annual plan to coordinate fundraising activities? (**Appendix A**)
2. How does your school community articulate its appreciation of the relationship of the concept of stewardship to all fundraising activities?

Stewardship is the responsive practice of human beings tending to what has been placed in their care by God. It is a responsive practice in the sense that it is something people do because God has first done something to and for them. Stewardship is the peculiar response that human beings can make to the Creator who has both blessed them with gifts and ceded dominion over the creation.

James Hudnut-Beumler,

Generous Saints – Congregations Rethinking Ethics and Money

In this sense, stewardship also encourages us to embrace and value a range of responsive practices, including:

- prayer for the success of the fundraising activity
- the actual work of fundraising
- contributions of time
- contributions in kind

Members of your school community may not at all times and/or in all ways be in a position to participate in the same way with all of your school campaigns. It is important that the recognition of efforts be as inclusive as possible, valuing the “widow’s mite” (Luke 21: 1-4) as much as any other contributions.

3. How are the criteria for determining what types of fundraising activities are included in your annual plan made known to all members of your school community?
4. How does your school community address requests for assistance in response to events that cannot be anticipated (e.g. local family loses a home in a fire, natural disaster overseas)?
5. How does your school community ensure that there is accountability with regard to the manner in which funds donated are used and distributed?

The guideline of the *Canadian Centre for Philanthropy* suggests that 70% or more should go toward the actual charitable work (i.e. administrative costs should never exceed 30%). You can acquire this information, as well as checking on the actual charitable status of the organization, by visiting this Government of Canada web site (www.cra-arc.gc.ca/charities). All registered Canadian charities must provide this and other information annually.

6. How does your school community ensure that the funds raised on behalf of organizations involved, for example, in medical research are using those funds in support of activities that are consistent with Catholic moral principles? Areas of particular concern include:
 - embryonic stem cell research
 - cloning
 - some forms of gene manipulation

Schools are increasingly being held to a more transparent level of accountability by both the broader Catholic community, in general, and parents, in particular, to make certain that their students are not involved in fundraising campaigns on behalf of organizations whose activities may not be consistent with the teachings of the Church. Following the advice and practice of the Canadian Conference of Catholic Bishops, schools must practice due diligence with regard to these campaigns and, where options exist for the support of activities that contribute to the common good, schools should seek ways to designate the allocation of their funds accordingly. That said, schools should continue to respect the rights of parents to exclude their children from such activities upon request.

Appendix B provides sample letters of inquiry that can be used by schools in seeking clarification about the activities of charitable organizations. Moreover, the value of individual schools making similar inquiries to the same organization must not be underestimated in terms of their potential impact with regard to changing the *modus operandi* of such organizations.

7. How does your school community determine the consistency between the fundraising methods undertaken by members of the school and the teachings of the Church?

Consider the irony, for example, of raising funds in support of famine relief by sponsoring activities that may involve the abuse, waste or unhealthy use of food.

Has your school community evaluated the methods of fundraising against the Church's social teachings? These principles include:

- dignity of the human person
- common good
- demands of justice
- human rights and responsibilities
- stewardship for creation

For more information on the Church's social teaching, you can visit the Social Justice page of the Board's web site < http://www.alcddb.on.ca/social_justice/ or consult the electronic resource from the Eastern Ontario Catholic Curriculum Cooperative, *Curriculum Support for Catholic Schools (Version 2.0, 2005)*. <http://www.eoccc.org/> The Canadian Conference of Catholic Bishops has published *Compendium of the Social Doctrine of the Church*

(Pontifical Council for Justice and Peace, 2005),

http://www.cccbpublications.ca/miva/merchant.mv?Screen=CTGY&Store_Code=cccb-eng&Category_Code=ROM-DOC

8. How does your school community balance genuine charity and service which are linked to some form of self-sacrifice with fundraising methods which offer rewards as incentives?

Fundraising events often include special dinners, concerts or prizes. While there is a legitimate place for such events, participants, nonetheless, do receive something in return for their support – a good meal, an evening of delightful entertainment, a prize for the “most something” collected. Schools are encouraged also to consider supporting activities that demand of its members some form of self-sacrifice.

9. How does your school community make an effort to balance fundraising activities between school needs and the needs of charitable organizations?

The need to raise funds to support, for example, school fieldtrips or new resources for the school library are ongoing and necessary. Schools, however, should consider how they track all fundraising ventures so as to be able to make informed decisions related to all such initiatives. (**Appendix A**)

10. How well does your school community match its charitable endeavors with your publicly professed values?

Schools should consider explicitly incorporating into their fundraising rationales the language and principles expressed in:

- our Board’s Mission Statement
<http://www.alcddb.on.ca/aboutus/index.php?param=../mission/mission.htm>
- your school’s mission statement
- the Ontario Catholic School Graduate Expectations (**Appendix C**)
- the social teachings of the Church

Press releases, letters home to parents, and school newsletters are most appropriate platforms. (**Appendix D**)

11. Where fundraising activities involve the sale of goods, how does your school community ensure that the products sold are manufactured in a manner consistent with the spirit of the Board’s Fair Labour Practices Policy (e.g. fair trade chocolate, coffee)?

For information on fairly traded products, you can visit, for example, the web sites of these and similar organizations:

Hillside Coffee Company	Hillsidecoffee@personainternet.com
Multatuli Coffee Merchants	http://www.multatuli.ca/
Planet Bean	http://www.planetbeancoffee.com/
TransFair Canada	http://www.transfair.ca/en/

Schools also should consider how any foodstuffs involved in fundraising campaigns support our efforts to encourage our students to embrace healthy eating and lifestyle habits.

12. How does your school community express gratitude at the conclusion of its fundraising ventures? Acknowledging that success can be understood in a variety of ways, nonetheless we do well to celebrate our efforts and the fruit that they have born. Such expressions might include:

- acknowledgements to all participants
- acknowledgements to all contributors
- prayers of gratitude (**Appendix D**)

13. See **Appendix F** for a simplified *Guidelines Checklist*.

14. To order your free copy of **The Spirituality of Fundraising (2004)** by Henri Nouwen, go to < <http://www.henrinouwen.org/> >. These reflections by the late Henri Nouwen are both inspiring and insightful. All adult members of your school community involved with fundraising are strongly encouraged to read and discuss its message. Selected quotations could be used to help students deepen their appreciation of this Christian vision of the ministry of fundraising.

Appendix A

Annual Fundraising Campaigns Tracking Sheet

Name of Fundraiser	Donor Group(s)	Beginning Date	End Date	Fundraising Group(s)	Target Group(s)
<i>Sample</i> Terry Fox Walk	Terry Fox Foundation	Sept 9/05	Sept. 16/05	All students and staff School Council	Parents Families Friends

Appendix B

Sample Letters to Charitable Organizations

Sample 1 of 2

School Letterhead

Date

To Whom It May Concern:

As a member of the (name of school) school community, I am writing to you with a request for information.

Before embarking on a fundraising campaign in support of your organization, it is important for our school community to know how your organization utilizes the funds that are raised on your behalf.

In particular, and insofar as a good deal of your work involves medical research, I am seeking assurances that any money we might donate to your organization will not be used to fund research that employs, in any fashion, embryonic stem cells.

Moreover, do you have a mechanism in place wherein our school can specifically direct funds to a particular aspect of your work so as to avoid such an ethical conflict? Indeed, any detailed information on the nature of your medical research would be appreciated.

In keeping with the teachings of the Roman Catholic Church, it is important for us to be certain that respect for all human life from conception to natural death is reflected by the work that your organization supports.

I look forward to your timely response to this inquiry.

Sincerely,

Sample 2 of 2

School Letterhead

Date

To Whom It May Concern:

As a member of the (name of school) school community, I am writing to you with regard to how your organization utilizes the funds that are raised on your behalf.

It has come to our attention that your organization may employ practices related to the distribution of aid that raises a number of ethical questions. I would appreciate your response to the concerns listed below:

- What steps does your organization take to ensure that aid goes directly to those who are most in need?
- Does the distribution of aid include any denominational religious material? If so, what steps are taken to ensure that the inclusion of such material is respectful of local religious traditions?
- Does your organization take steps to ensure that the methods of distribution respect existing infrastructure, insofar as such an infrastructure may exist?
- Is the distribution of aid in any way tied to any conditions?

In keeping with the social teachings of the Roman Catholic Church, it is important for us to be certain that respect for the dignity of all persons and the principle of the common good are reflected by the work that your organization undertakes.

I look forward to your timely response to this inquiry.

Sincerely,

Appendix C

Ontario Catholic School Graduate Expectations and School Fundraising

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who ...

CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;

CGE1e -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)

CGE1i -integrates faith with life;

An Effective Communicator who ...

CGE2a -listens actively and critically to understand and learn in light of gospel values;

CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who ...

CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE3b -creates, adapts, evaluates new ideas in light of the common good;

CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d -makes decisions in light of gospel values with an informed moral conscience;

CGE3e -adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who ...

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b -demonstrates flexibility and adaptability;

CGE4c -takes initiative and demonstrates Christian leadership;

CGE4d -responds to, manages and constructively influences change in a discerning manner;

CGE4e -sets appropriate goals and priorities in school, work and personal life;

CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

A Collaborative Contributor who ...

CGE5a -works effectively as an interdependent team member;

CGE5b -thinks critically about the meaning and purpose of work;

CGE5c -develops one's God-given potential and makes a meaningful contribution to society;

CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE5f -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who ...

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who ...

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good.

Appendix D

Sample Prayers of Gratitude

Before a Fundraising Campaign Begins:

1. Dear Lord, you are a God of love and of generosity. We give you thanks for the _____ campaign which now lies ahead of us. We know there is a lot of work ahead of us; but, we thank you for the opportunity to reach out in love to our brothers and sisters in need. Bless our efforts to help others. And make us aware that we are helping you when we do reach out to others in your name. We make this prayer through Christ our Lord. Amen.

Lord God, we thank you for your creation and for all the gifts with which you have blessed us. Grant as we begin this campaign for _____ that we may appreciate all those who will donate and support our effort to help others. Bless our donors, bless also those who will contribute through their work and prayers to this important cause. Keep us mindful of our need to rely on you to bring success to our efforts and blessings to those who will be helped through our efforts. We make this prayer through Christ our Lord. Amen.

After a Fundraising Campaign Ends:

1. Dear Lord, we give you thanks for the success of our campaign in support of _____ . We thank you for those who donated so generously to our campaign as well as those who contributed their time, labour and prayers. Bless all those who will benefit from this campaign. May they know that our love and prayers go out to them along with the _____ that were collected on their behalf. Thank you for the opportunity this campaign provided for us to help others. We make this prayer through Christ our Lord. Amen.

2. Lord God, we thank you that you have shown us once again how generous a God you are. Thank you for the success of our campaign for _____ . Help us to appreciate all that we have and that what we have contributed is just a small way of sharing with others what really belongs to all of your children. Bless those who will benefit from this campaign. May they and all of us come to know your love. We make this prayer through Christ our Lord. Amen.

3. Let us pray ...

Almighty God,
We give you thanks and praise for the gifts of your Son, Jesus,
And the inspiration of your Holy Spirit
Who have moved our school community of _____
To undertake this (fundraising) campaign on behalf of _____ .

Gracious God,
Through our efforts over these last ___ days/weeks,
You have both called forth and affirmed
Our own individual gifts to serve others,
And, in doing so, have reminded us of our shared responsibilities
To help others who stand in need.

Loving God,
We pray that each person in the _____ school community
Who has been able to contribute to our campaign in any way,
Whether their role has been big or small,
Seen or unseen,
Glamorous or simply necessary,
That they may be blessed in their knowledge
That through their efforts we have extended Jesus' hands and heart,
His eyes and ears, his voice and feet,
Signs of your love and compassion,
To our brothers and sister, your children,
Whose cries for assistance have reached your ears.

Providential God,
We offer you our praise and thanksgiving
For calling us, through our baptism, into the Body of Christ
And for the privilege of advancing the work of the Kingdom of God in the world.

We make this our prayer in the name of Jesus, our brother and model of service,
Who lives and reigns with you and the Holy Spirit, one God for ever and ever.

Amen.

Appendix E

Sample Letter Announcing a Fundraising Campaign to Parents/Guardians

School Letterhead

Date

Dear Parents/Guardians,

As you may be aware from conversations with your child/ren, _____ (insert name of school) is about to undertake a campaign in order to _____ (raise funds/collect non-perishable food items etc.) on behalf of _____ (name(s) of organizations).

The campaign will begin on _____ and conclude on _____ .

The vision of Catholic education embraced by _____ (name of school) both inspires and serves as a reminder of our responsibilities to the wider community.

(Insert quote from relevant Catholic source, considering Guideline #10, as well as other promotional activity that may be available to you from the charitable organization on whose behalf you are working.)

You and your child/ren are invited to participate in this campaign by assuming one or more of the following roles:

(List options here, considering Guideline #2.)

If you have any questions or concerns about this campaign, please contact the school.

Thank you in advance for your cooperation with this worthwhile venture.

Sincerely,

Appendix F

Guidelines Checklist

Catholic educational and charitable works must be Catholic in their own understanding and Catholic in their identity.

Pope John Paul II, 2004

School Year: _____

Activity: _____

Consultations with school partners:

Parents

Students

Staff

Other _____

Incorporated into annual plan

Where this activity is a response to an emergency request for assistance, it has been weighed against the school's annual fundraising plan, with adjustments to the latter as required.

Accountability of organizations (see Guideline #5)

Consistency with Catholic moral principles demonstrated

Letter(s) of inquiry sent out to donor organization(s) as required

Activity is in accordance with Catholic social teaching (see Guideline #7)

Consideration given to balancing incentives between self-sacrifice and possible rewards (see Guideline #8)

Consideration given to balancing school and community needs (see Guideline #9)

Activities match publicly professed values (see Guideline #10)

Board Mission Statement

School Mission Statement

Catholic Graduate Expectations

Social Teachings of the Church

Products used for fundraising are consistent with the spirit of the Board's Fair Labour Practices Policy (see Guideline #11)

Appropriate expressions of gratitude have been noted

Appreciation to donors

Appreciation to all participants

Appropriate public notices

Prayers of thanksgiving

Appendix G

“Approved” Charitable Organizations

The Committee for Social Justice, in keeping the Board’s Mission Statement and its own mandate to support schools in their efforts to encourage the members of their school communities to be engaged, global citizens, involved with both justice and charitable activities, offers the following list of “approved” charitable organizations for your consideration.

*“Approved”, in this sense, is meant to convey that, at the time of its compilation, the organizations appearing on this list have met the criteria outlined in the document (see Appendix A of Board Policy **Campaigns for Funds - School and Community Interests**) *School Resource for Ethical Fundraising*.*

*This is **not** meant to be an exhaustive list. To be sure, schools likely have histories with other charitable organizations, whether they are local, national or international in their scope. This is not meant to discourage the continuation of such healthy relationships, though schools should consider applying the guidelines to these and to new organizations to which they may be introduced in the future. Indeed, having completed such an assessment, the organization could be added to an updated list. Maintaining such an updated list, then, can be a shared responsibility; it will be accessible from the Social Justice web page at http://www.alcdsb.on.ca/social_justice/.*

For its part, the Committee for Social Justice will continue to provide schools with any relevant information that might have an impact on their relationship with an organization. In like fashion, the Committee would appreciate notification with regard to information gathered by a school in this regard. To be sure, it remains the ongoing responsibility of the school to exercise due diligence. Contact information for most Canadian charities can be found on the web site <http://www.canadian-charities.com/csubject.htm> ; the official charitable status of an organization can be confirmed by consulting the official Canadian government web site at www.cra-arc.gc.ca/charities .

Local

- Algonquin and Lakeshore Catholic Education Foundation
- United Way (note that funds may be directed to specific organizations)
- Food Bank
- Local Hospitals (e.g. neo-natal ward, cancer clinics)
- Hospice
- Habitat for Humanity
- Birthright (and similar pro-life agencies)
- Homeless/Emergency Shelters
- Christmas Food, Clothing and Toy Drives

- Local Soup Kitchen and Meal Programs
- Clothes for Kids
- Almost Home/Camp Trillium
- M.A.D.D.
- Humane Society

National

- Catholic Missions in Canada
- Terry Fox Foundation *
- Heart and Stroke Foundation *
- Canadian Diabetes Association *
- Canadian Cancer Society *
- Autism Society of Canada
- L'Arche Daybreak
- Canadian Guide Dogs for the Blind
- The War Amps
- Children's Wish Foundation of Canada

* Note – health related organizations may or may not be involved in raising funds for medical research; where this is the case, it is highly recommended that steps be taken to gain assurances that donations will **not** be used in support of embryonic stem cell research (see sample letters in Appendix B of *School Guidelines ...*)

International

- Canadian Catholic Organization for Development and Peace
- Holy Childhood Association
- Scarboro Missions
- Trees for Peace
- Canadian Red Cross
- Karios
- St. Patrick's Foundation (Kingston, Jamaica)
- Oxfam Canada
- Ryan's Well
- Telemacazapa Water Project
- WaterCan
- Children's Hunger Fund
- CHF-Partners in Rural Development
- Doctors Without Borders
- Amnesty International
- Sierra Legal Defence Fund
- Save the Children