

School Store **GUIDEBOOK**



Learning that works for Utah

CTE[®]



SCHOOL STORE GUIDEBOOK

INTRO & PURPOSE



1. Overview

A school store offers a unique opportunity for Business, Finance, and Marketing teachers to create a dynamic, hands-on learning environment. Beyond textbook knowledge, students gain practical experience in essential Durable skills like leadership, communication, adaptability, collaboration, Innovation, and professionalism. While integrating a school store into the curriculum requires thoughtful planning, the benefits are substantial. In Utah, we're committed to fostering durable skills that empower students to explore their passions and talents, and a school store can be a powerful tool in achieving this goal. It transforms the classroom into a real-world business laboratory, preparing students for future success while offering them a chance to discover their potential in a supportive and engaging setting.

Every school has a different market, facilities, and needs. Much of what a school looks like depends on the school itself and your school administration. To guide you in making decisions about your school store, we have included a list of guiding questions and a journaling section to help you think through important decisions you will need to make.

To begin, here are some initial questions for you to ask yourself.

Guiding Questions

- Why does the school want to start a store? For fundraising, curriculum integration ([Retailing & Customer Service](#)), to teach Durable skills?
- What specific benefits will the store provide for students and the school community?
- How will running a store fit with the school's broader goals or mission?
- How can the school store be integrated into the existing [curriculum](#) (e.g., Retailing, Customer Service, Business Management, Entrepreneurship, Economics, Digital Marketing)
- What learning objectives and standards can be met through store operations?
- Are there opportunities for cross-curricular projects or activities related to the store?

Journaling Section:

- *Reflect on your initial ideas and motivations for starting a school store. What are your goals for this project? What do you hope students will gain from this experience?*



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CHAPTER 2

PLANNING & SETUP



2. Launching your school store

Setting up a school store is a rewarding endeavor, but it requires careful planning. This guide will walk you through the key questions you need to consider to create a successful store proposal tailored to your school's unique needs and market. You'll gain clarity and direction by answering these questions, paving the way for a comprehensive and compelling proposal.

Many school stores are used as a lab for the curriculum that is being taught in your classroom. Courses that have performance skills which align with a school store are: Business Management, Business Leadership, Customer Service, Digital Marketing, Economics, Entrepreneurship, Retailing, and Small Business Math.

Guiding questions:

- Who will oversee and manage the store's operations?
 - Students, teachers, or classroom aides?
- Where will the store be located, and what hours will it be open?
 - Mobile Cart, a converted office, a concession stand, or a pop-up tent at games?
- What are the initial costs, and what funding is required to get started?
- Who will provide the start-up funds? School administrators or CTE Department?
- What approvals or permits are necessary from school administration or district officials?
 - Research required permits on your local county health department website to find your regulations.
- How will the school administration be involved in the planning process?
- What steps are needed to obtain approval for the store (e.g., proposals, presentations)?
- How will the school community (e.g., parents, students, staff) be informed and engaged?

Journaling Section:

- *Document your planning process. What challenges are you anticipating? What resources or support do you need to address these challenges? What are your preliminary ideas for location, hours, and staffing?*
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CHAPTER 3

FINANCIAL MANAGEMENT



3. School Store Finances

Setting up the finances for a school store requires careful planning to ensure transparency, accuracy, and sustainability. Here are some key considerations:

Financial Procedures and Tracking:

Establish clear financial procedures for handling cash and accounting. This includes defining how sales, expenses, and profits will be tracked. It's crucial to implement tools for monitoring income and expenses, and to determine who will oversee financial reporting and how often it will be done. An end-of-year financial report should also be outlined.

Start-up and Ongoing Costs:

Identify all start-up costs, such as inventory, equipment, and technology. Develop a plan for covering ongoing expenses, which may include sales revenue or fundraising. Consider how profits will be used or reinvested to support the school store's mission and future growth.

Student Involvement in Fiscal Management:

Involve students in the fiscal management of the school store to enhance their understanding of successful business operations. This can include their participation in the budgeting process and decision-making regarding the student-based enterprise (SBE) budget. Documenting how student engagement impacts their knowledge of business finances is also important. Secure methods for keeping financial records should also be established.

Guiding Questions

- What financial procedures will you set for handling cash and accounting?
- How will the store ensure transparency and accuracy in its financial tracking?
- What are the start-up costs for the store (e.g., inventory, equipment, technology)?
- How will ongoing expenses be covered (e.g., sales revenue, fundraising)?
- What is the process for tracking sales, expenses, and profits?
- How will profits be used or reinvested?
- What tools will the store use to track income and expenses?
- Who will oversee financial reporting, and how often will it be done?

- What will be included in the end-of-year financial report?
- How are students involved in fiscal management, and how will you show that their engagement has impacted their knowledge of successful business operations?
- How will students be involved in the budgeting process and student decision-making with the SBE budget?
- How will financial records be kept?

Resources

- [DECA National SBE](#): A great resource for planning and running a school-based enterprise.
- [CTE Programs Exemption Fundraiser Application](#): Please read the application to apply for limited **SMART SNACK** fundraising exemptions.

Journaling Section:

- *Outline your initial budget plan. What are your revenue projections? What are your anticipated expenses? What strategies will you use to ensure financial sustainability?*



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CHAPTER 4

INVENTORY & VENDORS

4. Inventory & Vendors

Deciding on the school store's inventory is an important aspect of the planning and management of any school store. Utilizing your students to research and determine what will be in demand for your school store is a great way to engage them in the process.

This section will guide you through the critical considerations for stocking your school store, from identifying popular products to establishing reliable vendor relationships. Effective inventory management and strategic vendor selection are crucial for the financial success and educational impact of your school store. By carefully planning these aspects, you can ensure a diverse and appealing product line that meets student demand while also providing valuable learning experiences in business operations.

Guiding Questions

- Merchandise or Food? What will be the width, length, depth, and consistency of the SBE product line?
- What items are most in demand by students and staff?
 - Create a SWOT analysis for options around your school. Involve your students in market research on product offerings.
- Where will products be sourced, and how frequently will new stock be ordered?
- What system will be used to track inventory, and who will oversee this process?
- What procedures are in place for adjusting or restocking inventory based on seasonal demand?
- How can we identify reliable and cost-effective vendors for our products?
- What discounts or benefits can we negotiate with vendors?
- Are there any ethical or sustainability considerations for vendor selection?
- How will students be involved in the vendor selection process?
- What will student involvement look like in selecting new merchandise, changing merchandise offers, etc?
- How will the SBE track and monitor stock turnover? How will students ensure appropriate stock turnover by product lines, including steps determined to avoid overstocking and/or inadequate inventory levels?
- How are students involved in determining product lines and the mix of brands?
- What are students' responsibilities in merchandise planning, including information on potential reductions such as sale items, discounts, and/or markdowns?

List of Vendors Often Used

- **Costco Business** (not normal Costco – the BUSINESS Costco in SLC. They deliver within a 50-mile radius. Call them and see if they deliver to you – make sure you call the correct store. Free delivery the next day. Need to place orders by 3 pm. \$250 minimum or a \$25 delivery fee.)
- **Sam's Club.** They deliver if you are a Plus Member. Free delivery if \$50 or more. Sam's has much, much better small-packaged snacks than Costco.
- **Walmart+** Free pick-up or delivery. Check with your school or district on setting up a business account. You will need to have the school's tax-exempt number attached to the account.
- **Amazon Business** – no sales tax and will deliver during business hours. Free delivery.
- **Karl's Distributing** – drink choices. The Island Oasis brand is exactly the exact same as Dairy Queen (just a different label) and is used for making smoothies. Contact them to see their delivery options. 801-220-0077 karlsdistributing.com
- **Little Caesars** – contact your local Little C's and see if they will deliver once a week or so with you....they can make the 8 breadsticks into 2 packages (4 sticks) each and they sell it to you for \$.50 for each bag. You can then turn around and sell for \$1 a bag. They don't have as good deals on their pizzas, though.
- **Chick-fil-A-** Used for exemption day because the calories in their foods are outside the SMART SNACK guidelines. Work with your local store for options.
- **[Swire Coca Cola](#)**- Will supply a display fridge with a vending account and auto deliveries.
- **[Admiral Beverage](#), Pepsi Co** - Supplier of Pepsi co products, will supply a product fridge upon setting up an account.

Pro Tip:

- When selling merchandise/swag: Do NOT put years on it because then you can't sell it the next year.
- Check on your school's gratuity policies for delivery services.

Journaling Section:

- *Brainstorm product ideas. Research potential vendors. What are your initial thoughts on inventory management systems? What ethical considerations are important to you in vendor selection?*



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CHAPTER 5

STAFFING & STUDENT DEVELOPMENT



5. Staffing and Student Development

Staffing your school store is a critical component of its success, requiring thoughtful planning. Key considerations include determining roles, selecting and training student staff, and providing ongoing skill development. Whether managed by students, teachers, or a combination, involving students in store operations offers invaluable work-based learning opportunities. This safe environment allows them to develop foundational customer service and leadership skills, preparing them for future endeavors.

A school store provides an excellent platform for students to cultivate Utah Durable Skills such as Adaptability, Collaboration, Communication, Innovation, Leadership, and Professionalism. Through hands-on experience, students can learn to adapt to changing demands, collaborate with peers, communicate effectively with customers, and innovate in areas like marketing or product development. They can also hone their leadership abilities by taking on managerial roles and demonstrating professionalism in all aspects of their work, from cash handling to customer interactions.

Guided Questions:

- What roles need to be filled, and what specific skills are required for each?
- What will the process be for selecting and training student staff?
- What ongoing skill development can be provided to help students improve customer service and business management?
- Who will manage the store (e.g., teacher, student manager, parent volunteer)?
- What roles and responsibilities will student workers have?
- How will student workers be recruited, selected, and scheduled?
- What training will student workers receive on customer service, sales, and cash handling?
- How will student workers be evaluated and provided feedback on their performance?
- What opportunities for professional development or skill-building will be offered?
- What specific job skills (e.g., communication, teamwork, problem-solving) can students develop through working in the store?
- How can project-based learning be incorporated into store operations (e.g., marketing campaigns, product development)?

Resources:

[Utah Durable Skills](#)

Adaptability, Collaboration, Communication, Innovation, Leadership, and Professionalism

Examples of Staffing:

- Half the class runs the store, the other half does coursework on alternate days or for half of the class period.
- Students volunteer for times to work during their lunch in return for CTSO fees
- Students earn professional development points for their final grade. It can be one of many choices that students need to make over the course of the semester.
- Use your CTSO students to staff your school store in exchange for CTSO fees, lunch, or their CTSO presidency sweater.
- Students rotate through various roles, order prep, cashier, manager, openers, and closers.

Examples of how to make the staffing work

- **Class Rotation/Division:** Divide the class so that half of the students run the school store while the other half focuses on classroom coursework. Then switch the groups focus on alternating days or for half of each class period. This ensures the teacher can dedicate instruction time to the coursework group.
- **Role Rotation:** Implement a system where students rotate through various operational roles such as order prep, cashier, manager, openers, and closers. This spreads the workload and prevents all students from being needed in the immediate store area simultaneously.
- **Volunteer/Incentive-Based Staffing:** Staff the store outside of core instructional time (e.g., during lunch) by using students who volunteer. These students can be compensated with professional development points for their final grade or CTSO fees/incentives. This shifts the burden of store operation away from class time.

Journaling Section:

- *Develop a staffing plan. What roles are essential? What qualities will you look for in student staff? How will you ensure effective training and ongoing development?*
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CHAPTER 6

SALES & MARKETING



6. Sales and Marketing

Effective sales and marketing are essential for the successful operation of a school-based store, serving as the primary drivers of both financial sustainability and community engagement. A clear sales strategy is vital for balancing the need to keep items affordable for students and staff with the goal of ensuring profitability, which requires managing pricing and promotions effectively.

Meanwhile, marketing is crucial for outreach, involving promotional strategies—such as school announcements and social media—to reach students and staff. By actively building a brand that resonates with the school community and generating excitement through launch activities and events, the store can drive participation and monitor sales trends to continuously track and adjust inventory, pricing, and overall performance.

- What pricing strategy will keep items affordable but still ensure profitability?
- How will promotions or discounts be managed?
- What tracking methods are necessary to monitor sales trends and adjust inventory or pricing?
- What promotional strategies will be most effective with students and staff?
- What methods will be used to reach students (e.g., school announcements, social media)?
- How will the store build a brand that resonates with the school community?
- How will the store be launched and promoted?
- What events or activities can generate excitement and participation?
- How will the SBE monitor trends and track sales?
- What will be some specific examples of the pricing strategies used by the SBE? What will be the students' role in pricing strategies?

Examples of Students projects

- Students are asked to create marketing surveys to determine the price a prospective customer would be willing to pay.
- Students determine break even cost of various products and how the ingredients and inputs alter the COGS of each product based on the supplier.
- Students will conduct SWOT analysis of nearby competitors to determine competing prices and then use the data to set the prices of the school stores products.

Targeted Promotions and Advertising

- **Cross-Departmental Collaboration for Ads:** Partner with Broadcasting, Video Production, and Digital Media students to create high-quality ads to play during school announcements or news programs.
- **High-Visibility Advertising:** Utilize high-traffic, unconventional locations like drinking fountains, hallway bulletin boards, and restroom stalls to advertise seasonal promotions and sales.
- **Community Outreach:** Send promotions to the PTA and Parent newsletters or through Administration emails to reach the broader school community.
- **Event-Based Sales:** Advertise at school events such as sporting events and fine arts concerts to capture high-volume foot traffic.
- **Official Digital Channels:** Use the official school website to promote school merchandise purchases.

Pricing and Sales Strategy

- **Specific and Timely Offers:** Be specific about your offer (e.g., “30% off all school supplies” is better than “30% off”). Ensure promotional text is timely and updated frequently based on seasonal offers or events.
- **Drive Urgency:** Create time-bound sale events with clear titles that describe the incentive to encourage immediate purchases (e.g., “Spring Sale - 10% off”).
- **Effective Messaging:** Focus on sales or price-related promotions, as these typically have better performance than using a general company slogan.
- **Student Involvement in Planning:** Incorporate project-based learning where students develop and execute marketing campaigns and product development strategies.

Digital and Performance Tracking

- **E-commerce Integration:** Create QR codes that direct students and teachers to the school e-commerce site to order directly from the store.
- **Inventory Transparency:** Use the school e-commerce site to showcase in-store product and price availability, similar to local inventory ads, so nearby customers can easily find products and check stock.
- **Sales Monitoring:** Track sales with POS inventory systems and track product performance over time to inform product strategy and improve engagement.
- **Campaign Organization:** Use a team calendar to keep all student workers and advisers up to speed on promotion schedules and campaign deadlines.
- **Tracking Key Online Actions:** For your e-commerce site, measure events like when a user `add_to_cart`, `begin_checkout`, or `purchase` to track the effectiveness of your online sales strategy.

Journaling Section:

- *Outline a marketing plan. What is your target audience? What promotional channels will you use? What is your plan for pricing and discounts?*

Operations & **CUSTOMER SERVICE**



7. Operations and Customer Service

Establishing clear policies for operations and customer service is fundamental to the successful and efficient running of a school store. Well-defined operating procedures are the backbone of daily activities, ensuring smooth transitions from opening to closing each day, and maintaining an organized, clean, and inviting space for customers. These procedures must cover essential functions like daily operation checklists, security protocols, and guidelines for using specific equipment or tools. Implementing clear policies—such as an employee handbook and safety guidelines—ensures consistency, minimizes risk, and provides the framework for all employees to understand their roles and responsibilities. Ultimately, consistent operations allow the store to focus on its mission within the school community.

Beyond efficient operations, a strong focus on customer service is paramount for a school store's success. Policies must be in place to govern how students are trained to provide excellent customer service, ensuring positive interactions with the school community. Providing store associates with easy access to product information, promotions, and FAQs—perhaps through mobile devices—can help them better serve customers and provide informed recommendations. Furthermore, establishing a process for gathering customer feedback and utilizing it for continuous improvement is critical to adapting the store's offerings and service quality to meet the needs of students and staff. By prioritizing both operational efficiency and high-quality customer service, the school store can foster a welcoming environment and become a valued resource for the entire school.

- What procedures should be followed at opening and closing each day?
- How will students be trained to provide excellent customer service?
- How will the store maintain a clean, organized, and inviting space?
- What are the daily operating procedures for the store (e.g., opening/closing, security)?
- How will customer feedback be gathered and used for improvement?
- What policies and procedures will govern store operations (e.g., employee handbook, safety guidelines)?
- What type of equipment, tools, and machinery will be used, and the location? What will the students' responsibilities be regarding equipment and machines?
- Who is responsible for the training, and what steps are taken to ensure safety?
- Learn the health and safety regulations set forth by your school, district, county, and state.
- Know the food safety, fire and emergency safety, and other precautions/trainings, and regulations that must be followed.
- What are the routine measures that ensure overall security in the SBE, including advisor and student responsibilities?
- What will be the student roles in establishing positive customer relationships?
- What will be the merchandise receiving process, including student responsibilities?
- What will be the process for inventory control in your SBE and students' roles?

Curriculum Integration

Curriculum integration serves as the vital bridge between classroom theory and professional practice, transforming the school store into a dynamic learning laboratory. By embedding standards from courses like Retailing and Customer Service directly into daily store functions, you provide students with more than just a retail experience; you create a rigorous academic environment. This alignment ensures that every operational task—from inventory management to customer engagement—serves as an intentional opportunity for students to master Durable Skills while gaining the practical, technical, and industry-specific knowledge necessary for their future success.

Retailing (2026)

Strand 2: Customer Experience

Strand 3: Operations Management

Customer Service (2027)

Strand 3: Customer Service Durable Skills

Strand 4: Customer Rapport and Repeat Sales

Examples/Solutions

I. Security and Loss Prevention Policies

These policies protect the store's assets and ensure a safe, professional environment:

- **Store Access and Monitoring:**
 - Install a **Camera** system to monitor all transactions and store areas.
 - Implement a **No backpack policy** within the immediate store area to prevent theft.
 - Assign or coordinate with **Student Security Guards** or other school staff to provide routine measures that ensure overall security.
- **Safety and Compliance:**
 - Mandate that students learn all **health and safety regulations** set forth by the school, district, county, and state.
 - Ensure all student workers know the **food safety, fire and emergency safety**, and other precautions and regulations that must be followed, including compliance with all state and federal laws.

- Clearly define **student responsibilities** regarding the proper use, location, and safety training for all **equipment, tools, and machinery** used in the store.

II. Financial and Cash Handling Policies

These policies promote transparency and accountability in all transactions:

- **Cash Verification and Reconciliation:**
 - Require **Counting the till by more than one employee**, with both employees verifying the amount at the start and end of a shift.
 - Ensure all **Deposits are verified by more than one person** to maintain secure and accurate cash transactions.
 - Establish clear financial procedures for accepting all payment types (cash, card, mobile) and securely handling cash transactions.
- **Error Prevention:**
 - If using cash, consider having items priced in **25-cent increments** to simplify coin management and reduce counting errors.
 - Require students to be involved in the **budgeting process** and **student decision-making** with the student-based enterprise (SBE) budget.

III. Inventory and Receiving Policies

These policies ensure accurate stock levels and integrity of the supply chain:

- **Merchandise Receiving Process:**
 - Implement a procedure for **Verifying packing slips** against the actual merchandise received. Clearly define **student responsibilities** in the merchandise receiving process.
 - Define the **process for inventory control** in the SBE, including the **students' roles**.
- **Stock Management:**
 - Require students to be involved in determining **product lines** and the **mix of brands**.
 - Set policies for how the SBE will track and monitor **stock turnover** and establish steps to avoid **over-stocking or inadequate inventory levels**.
 - Define students' responsibilities in **merchandise planning**, including decisions on **sale items, discounts, and markdowns**.

IV. Staff Conduct and Customer Service Policies

These policies govern how students interact with customers and maintain store professionalism:

- **Customer Relationship Management:**
 - Define the **student roles in establishing positive customer relationships**.

- Establish procedures for how **customer feedback will be gathered and used for improvement.**
- **Professionalism and Store Maintenance:**
 - Outline the procedures that should be followed at **opening and closing each day.**
 - Set expectations for how the store will maintain a **clean, organized, and inviting space.**
 - Require training for students on how to provide **excellent customer service, sales, and cash handling.**

Journaling Section:

- *How will you ensure a positive customer experience? What steps will you take to gather customer feedback and address any issues? What policies will you put in place to maintain a safe and efficient operation?*

PAYMENTS AND TRANSACTIONS



8. Payment and Transactions:

Creating robust policies and procedures for all payments and transactions is a non-negotiable step for any successful school store, as it serves as the backbone of both its educational and financial integrity. These policies ensure that the school store operates not just as a retail venture, but as a real-world, compliant business laboratory. Detailed procedures must be established for accepting all payment types (cash, mobile, card), securely handling and depositing cash, and processing returns and refunds. By formalizing these steps, the school store provides students with practical, work-based learning in accountability, which is a core professional durable skill, and prevents common issues like theft, counting errors, and untraceable losses.

Adhering to strict accounting best practices and the financial policies set forth by the school and school district is paramount. The store's financial operations must be fully transparent to maintain trust and ensure compliance with auditing standards. This includes implementing secure methods for keeping financial records, clearly tracking all sales, expenses, and profits, and having multiple people verify cash handling (like counting the till and deposits). Following these institutional guidelines protects the SBE from serious financial and legal liabilities. Ultimately, well-documented and enforced policies are what allow the school store to function as a professional enterprise, safeguarding its financial sustainability and demonstrating responsible fiscal management to the students who are learning to run it.

- What payment methods will be accepted (e.g., cash, credit/debit cards, Venmo, ApplePay, mobile payments)?
- Will your LEA handle cash? Do you want to have cash transactions? How will cash transactions be handled securely? (Hint: if you use cash, don't get pennies – have things in 25-cent increments and then it is easier to manage coins)
- What are the procedures for processing returns and refunds?

Utah Curriculum Integration

- **Retailing**
- **Customer Service**
- **Entrepreneurship**
- **Small Business Math**
- **Digital Marketing**
- **Influencer & Content Marketing**
- **Small Business Math**
- **Business Leadership**
- **Exploring Business, Finance & Marketing (7-8 grades)**

[Business Pathway Courses](#)

[Marketing Pathway Courses](#)

[Finance Pathway Courses](#)

Journaling Section:

- What are the potential challenges of handling cash, and how will you address them? If your LEA handles cash, how will you ensure secure and accurate cash transactions? Detail your procedures for returns and refunds. How will you integrate technology to streamline transactions and maintain records? What kind of reporting will you implement to track sales and financial data?"



RUNNING A
MONEY-LESS
SCHOOL STORE



9. Running a Moneyless School Store:

A moneyless school store is an innovative extension of a school-wide behavior incentive system, known as a token economy. It transforms positive conduct, such as good citizenship, academic achievement, attendance, and being on time, into a form of currency. Local Education Agencies (LEAs) establish these systems to actively encourage and reinforce positive student behaviors by giving students "tokens" or "points" for desirable actions.

This store functions as a practical reward center where students can redeem their earned tokens for various items like school supplies, snacks, or special privileges. By tying the ability to purchase goods directly to behavior, the school store provides tangible motivation for students to act as responsible citizens and punctual scholars. The success of this model relies on clear communication, ongoing evaluation, and the careful planning of the token system—including defining what behaviors earn points and determining the "value" or "price" of each item in the store's inventory.

Token Economy Creation:

- Who will be involved in designing the token economy system (e.g., teachers, students, administrators)?
- Will the school store be tied to a school-wide behavior incentive system?
- What types of tokens or points will be used?
 - Will the tokens carry over from year to year?
- How will the value of tokens be determined in relation to the items in the store?
- What system will be used to track and manage student token balances (e.g., physical tokens, online platform)?

Examples of platforms: 5-star, LiveSchool, Class DoJo, and ClassCraft

- **Budget and Funding:**

- What is the estimated annual budget for the store?
- Who is in charge of tracking and managing the store budget? e.g., you, the finance secretary, or students?
- How will the store be funded (e.g., school budget, fundraising, donations, or CTE funding)?
- What are the ongoing costs associated with running the store (e.g., restocking inventory and maintaining the token system)?
- How will the budget be managed and tracked?

- **Store Access and Schedule:**

- When will the store be open for students to redeem their tokens?

- Will there be specific days or times for different grade levels or groups?
- How will store access be managed to ensure fairness and avoid overcrowding?
- **Token-Earning Behaviors:**
 - How will you create or align your points or tokens to the behaviors of your students? Example: Attendance earns 1 point per day.
 - What specific behaviors or actions will earn students tokens?
 - Will the focus be on academic achievement, positive behavior, attendance, or a combination of factors?
 - How will teachers and staff track and record student behavior for token distribution?
 - Will there be opportunities for students to earn extra tokens through special projects or activities?
- **Inventory and Redemption:**
 - What types of items will be available in the store (e.g., school supplies, snacks, privileges)?
 - How will the "price" of items be determined in terms of tokens?
 - Will there be a limit on the number of tokens students can spend at one time?
 - How will inventory be managed and restocked based on student demand?
- **Staffing and Management:**
 - Who will be responsible for overseeing the day-to-day operations of the moneyless store?
 - Will student volunteers or staff members be involved in running the store?
 - What training or support will be provided to those managing the store?
- **Evaluation and Improvement:**
 - How will the effectiveness of the moneyless store be evaluated?
 - What data will be collected to measure student engagement, behavior, and satisfaction?
 - How will feedback from students, staff, and parents be used to improve the store?
- **Communication and Promotion:**
 - How will the moneyless store and its benefits be communicated to students, parents, and the school community?
 - What strategies will be used to promote the store and encourage participation?
- Remember: The success of a moneyless school store depends on careful planning, clear communication, and ongoing evaluation. Involving students, staff, and parents in the

decision-making process can help ensure that the store meets the school community's needs and supports positive student outcomes.

Examples of Moneyless systems Include

A moneyless school store, built on a token economy system, can be practically run by focusing on digital tracking, clear token valuation, and strategic inventory sourcing.

Practical Examples for Running a Moneyless Store

To operate the store and manage the token economy efficiently, consider these practical applications:

- **Digital Token Management:** Implement an online platform to track student balances, eliminating the risk and hassle of physical tokens. Teachers can digitally award points in their classrooms, and students can access their balances at the store checkout.
- **Token Valuation (Pricing):** Establish clear redemption values for inventory. For example:
 - **Low-Value Items (School Supplies):** A pencil, eraser, or sticker might be "priced" at 5 tokens.
 - **Medium-Value Items (Snacks/Swag):** A compliant snack item or a small piece of school merchandise might be 25 tokens.
 - **High-Value Items (Privileges/Premium Gear):** A "lunch-with-the-principal" pass or premium school apparel could be set at 100+ tokens.
- **Behavior and Earning Metrics:** Align token earning directly with school-wide goals. For instance, **attendance earns 1 point per day**, or tokens are given for academic achievement, good citizenship, or positive behavior.
- **Store Access and Schedule:** Manage student flow and ensure fairness by opening the store during specific, scheduled times. This might involve opening only during certain lunch periods or having specific days dedicated to different grade levels.
- **Funding and Inventory:** The budget for restocking the items (school supplies, snacks, privileges) can be covered through the **school budget, CTE funding, fundraising, or donations**.

Online Apps for Token Tracking

The success of a moneyless system relies heavily on a robust, easy-to-use tracking platform. Examples of platforms that can be used to track and manage student token balances include:

- **5-star**
- **LiveSchool**
- **Class DoJo**
- **ClassCraft**

Potential Inventory Vendors

Since the store still requires physical goods for students to redeem their tokens, sourcing cost-effectively is key. Vendors often used by school stores for inventory include:

- **Bulk Retailers:** Costco Business, Sam's Club, and Walmart+
- **Online/Delivery:** Amazon Business
- **Beverage Suppliers:** Swire Coca Cola (often supplies display fridge and auto deliveries), Admiral Beverage (Pepsi Co)
- **Specialty/Local Suppliers:** Karl's Distributing (for drink choices like smoothies), Little Caesars (for items like breadsticks), and Chick-fil-A (used for exemption day sales)

Journaling Section:

- Describe in detail how your token system would work. What specific behaviors would earn students tokens? How would you determine the "value" of each item in tokens? How would you ensure fairness and prevent the system from being abused? How would you communicate the token system to students, staff, and parents?

Utah **LAWS** and Regulations



10. Laws and Regulations

A school-based enterprise (SBE) serves as a critical bridge between classroom theory and real-world application, and its most profound educational value lies in modeling genuine business operations, including regulatory compliance. In the professional world, businesses must navigate complex federal, state, and local laws—from tax codes to food safety and labor regulations. By ensuring the school store strictly adheres to standards like the federal SMART Snack Guidelines and Utah Code on food additives, educators teach a fundamental, durable skill: **Professionalism and Accountability**. Students learn that compliance is not a suggested best practice but a mandatory component of business success.

This commitment to regulatory integrity provides students with an invaluable, risk-free learning laboratory. When students are involved in checking vendor invoices against ethical sourcing policies, verifying that inventory meets state-mandated food standards, or developing financial procedures that pass an internal audit, they are internalizing the concept of responsible entrepreneurship. This experience moves far beyond simply stocking shelves and ringing up sales. It transforms them into thoughtful, accountable business professionals who understand that ignoring a seemingly minor regulation—like a food dye restriction or a sales tax rule—can lead to serious penalties, such as the loss of vital federal or CTE program funding. The compliant school store is therefore not just a retail outlet; it is a powerful lesson in corporate responsibility and the severe consequences of non-compliance.

Legal Compliance Checklist for School Stores

I. General Compliance and Permits

- **Administrative Approval:** Obtain all necessary approvals or permits from school administration or district officials.
- **Local Health Permits:** Research required permits on your local county health department website to find your specific regulations.
- **Food Handler Permits:** Determine, based on local or county law (e.g., [HB 26B-7-413](#)), if students and teachers need a Food Handlers Permit.
- **Safety Regulations:** Mandate that students learn and follow all health and safety regulations set forth by the school, district, county, and state.
- **Operational Safety:** Ensure all student workers know and follow food safety, fire and emergency safety, and other necessary precautions and regulations.
- **Equipment Training:** Clearly define student responsibilities regarding the proper use, location, and safety training for all equipment, tools, and machinery used in the store.

II. Food and Inventory Regulations

- **SMART Snack Compliance:** Ensure all food items sold to students adhere to the federal [SMART Snack Guidelines](#). These guidelines apply to all public schools, including charter and secondary schools.

- **Utah Food Additive/Dye Compliance:** Ensure all items sold to students follow **Utah Code 53G-9-205.(2)** regarding Food Additives and Dyes (effective 2026-27 School Year).
- **Fundraiser Exemptions:** If selling food during the school day, understand that you generally must comply with state and federal laws. A school can apply for limited exemption days for fundraising; if approved, the store is exempt from SMART Snack but **must** still adhere to the Utah Code 53G-9-205 on food dyes and additives.
- **Vendor Integrity:** Involve students in checking vendor invoices against ethical sourcing policies and verifying that inventory meets state-mandated food standards.

III. Financial Accountability

- **District Compliance:** Adhere to strict accounting best practices and the financial policies set forth by the school and school district.
- **Secure Record Keeping:** Implement secure methods for keeping financial records.
- **Transparency:** Ensure the store's financial operations are fully transparent.
- **Cash Verification:** Require all cash handling procedures (like counting the till and deposits) to be verified by more than one person to ensure accuracy and prevent loss.
- **Financial Reporting:** Track all sales, expenses, and profits clearly, and outline what will be included in the end-of-year financial report.

Consequences of Non-Compliance

Failure to correct violations of federal and state guidelines, such as SMART Snack or Utah Code 53G-9-205.(2), can result in severe penalties, including:

- The **withholding of federal funds** from the entire National School Lunch Program.
- Persistent non-compliance potentially jeopardizing **school and district Career and Technical Education (CTE) funding**.

Guiding Questions:

Q. Do students and teachers need a Food Handlers Permits (Local or County law)

Q. Do I have to comply with the state and federal laws if its for educational purposes?

Q. When are there exemptions for selling food during the school day?

Journaling Section:

- *Develop your plan for a profitable and compliant school store. What specific, compliant products will you prioritize based on student market research (e.g., SWOT analysis)? Outline your financial strategy, including a sustainable pricing model and a plan for reinvesting profits. What non-food merchandise or limited-exemption sales will you utilize to boost revenue while adhering to all Utah and federal food regulations?*

Laws and regulatory requirements and links

- **Utah Code 53G-9-205.(2)** [Food Additives and Dyes](#) (effective 2026-27 School Year)
- **R277-719** [Exemption for selling at school](#) and [SMART Snack Guidelines](#)
- **HB 26B-7-413** [Food Handler Testing in Schools](#)



SCHOOL STORE

MYTHS & FACTS



Learning that works for Utah



Myths vs. Facts on Utah School Stores

Myth: If you charge taxes, you can sell anything you want.

Fact: All items sold to students must follow SMART snack and Utah Code 53G-9-205.(2) food dyes and additives in schools.

Myth: SMART snack guidelines are just for Elementary schools.

Fact: The SMART snack guidelines are for all public schools, including charter schools and secondary schools.

Myth: If it's a fundraiser, school stores are exempt from the SMART snack guidelines.

Fact: A school can apply for exception days (insert link to application here). If approved, they are exempt from the SMART snack guideline but must adhere to the Utah 53G-9-205 code on food dyes and additives.

Myth: There aren't really any penalties for not following Federal and state laws or guidelines.

Fact: Non-compliance with federal SMART Snack guidelines (and state rule R277-719) or Utah Code 53G-9-205.(2) on food dyes and additives does not typically result in immediate civil fines, but the penalties are severe: failure to correct violations can lead to the **withholding of federal funds** from the entire National School Lunch Program, which represents a major financial loss for the school. Furthermore, because the school store is an integrated part of the Career and Technical Education (CTE) curriculum, persistent or serious non-compliance could be viewed as a failure of the program, potentially jeopardizing **school and district CTE funding**.

Myth: You can't have a compliant school store and still make money for the school or your program.

Fact: There are many profitable and compliant school stores throughout the state.

The 10 standards according to DECA, Inc:

https://assets-global.website-files.com/635c470cc81318fc3e9c1e0e/664b8d23c5df5f5ec38cce3c_DECA-SBE-25-Chapter%20Certification.pdf

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