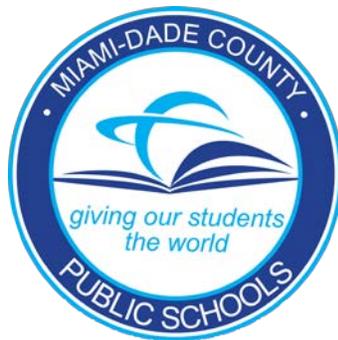


**Miami-Dade County Public Schools**

**Division of Athletics, Activities and Accreditation**

# **STUDENT ACTIVITIES HANDBOOK**



**Revised July 2012**

# **Miami-Dade County Public Schools**

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**Student Activities Handbook  
2012-2013  
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# **I.**

## **General Information**

## **INTRODUCTION**

The Student Activities Handbook has been compiled for the purpose of providing assistance to Activities Directors in planning and conducting extra-curricular and co-curricular activities for students enrolled in Miami-Dade County Public Schools (M-DCPS). It is to serve as a guide only and individuals are not bound by the stated procedures unless they are Board policies and/or administrative directives. It is not to be assumed that all the activities described in this manual are the responsibility of the Activities Director.

The Handbook contains categorical references to administrative manuals, the Manual of Internal Fund Accounting for Elementary and Secondary Schools, procedural memoranda, and School Board Rules. It is recommended that Activities Directors become familiar with the procedures, policies, and helpful hints contained in this document prior to planning and/or engaging in activities within the school. However, there may be other activities undertaken at some schools that are not included.

The Principal of each school has the responsibility for all activities within the school and the manner and extent to which these activities are conducted.

This manual is divided into sections, each one containing general guidelines related to the section topic as well as School Board Rules and memoranda that are intended to assist Activities Directors with each of these aspects of their job.

Any recommended revisions to the Handbook should be brought up at regularly scheduled Activities Directors meetings. Revisions will be made on an annual basis to ensure that the Handbook accurately reflects the policies and procedures of Miami-Dade County Public School System.

**Ask for assistance; experienced Activities  
Directors will be happy to answer your questions.**

## **RESPONSIBILITIES OF THE PRINCIPAL**

The Principal of the school is ultimately responsible for the operation of the school, including any and all matters pertaining to the activities program. The appointment of the Activities Director is made at the discretion of the Principal on a year-to-year basis.

## **RESPONSIBILITIES OF THE ACTIVITIES DIRECTOR**

Under the direct supervision of the Principal, the Activities Director is charged with the responsibility of administering the extra-curricular and co-curricular activities program in concert with the school's philosophy and within School Board and State Rules. He/she will formulate policies that will implement the philosophy and achieve the objectives for the entire activities program.

Specific duties may include:

1. Attend monthly Activities Director meetings.
2. Develop the master calendar to coordinate all school-sponsored activities.
3. Assist the Principal in identifying and selecting club and organization sponsors.
4. Coordinate all school fund-raising activities.
5. Maintain the financial responsibility, in conjunction with the school treasurer, of all clubs and organizations.
6. Assist in compiling and coordinating school and community projects.
7. Schedule and supervise bid proceedings.
8. Develop a manual for club sponsors.
9. Monitor attendance/tardies of students participating in performing groups and/or interscholastic competitions.
10. Assist in organizing field trips by ensuring that all M-DCPS policies/procedures are followed.
11. Assume responsibility for "opening exercises" and school announcements.
12. Organize and direct new student orientations.
13. Organize and direct assemblies, pep rallies, and selected award presentations.
14. Coordinate and present a leadership seminar for all club sponsors and officers.
15. Plan and organize graduation ceremonies.
16. Review and provide information to update this Handbook annually.

## **ACTIVITIES ROLE IN ATHLETICS**

The athletic program affects a large number of students and is an essential part of the total school program. Scheduling to avoid areas of conflict between athletic events and school activities is of utmost importance. Therefore, the Activities Director should work closely with the Athletic Director. The Athletic Director is responsible for providing the Activities Director with schedules of all athletic events so that they may be placed on the official school calendar. The Athletic Director should consult with the Activities Director to anticipate post-season play in each sport.

The development of school spirit is another area in which the Activities Director assists the Athletic Director. Usually, the Activities Director plans and coordinates pep rallies, homecoming, spirit week, and other festivities that promote the athletic program and enhance school spirit.

Fund-raising projects are often conducted by individual teams. This may be done by following administrative mandated procedures, or through an established booster club. The school is not responsible for materials purchased, sold, or monies gathered through/by booster clubs. (See the section on Booster Clubs for more information).

## **ACTIVITIES DIRECTORS' SUGGESTED TIMELINES**

### **AUGUST**

1. Activities Calendar
2. Approved Fund-raising Projects
3. Test Dates
4. Sponsors Workshop
5. Spirit Week(s) preps
6. Student United Way Campaign preps
7. Club Fair preps
8. Grade-level Orientation Programs
9. Homecoming Photography Proposals
10. Panoramic Photo Proposals
11. Commencement Photography/Videography Proposals
12. SGA/Homeroom Reps Orientation
13. Underclass Yearbook Pictures
14. Develop list of clubs/sponsors

### **SEPTEMBER**

1. Open House/ Back-to-School Night preps
2. Homecoming Week preps / DJ Contracts
3. Ring Orders (for winter ceremonies)
4. Senior Parent Night planning
5. Graduation Announcements / Set up presentation for students to order
6. Input students participating in interscholastic competitions or performing groups to monitor absences/tardies

### **OCTOBER**

1. Grad Bash preps
2. United Way Campaign

### **NOVEMBER**

1. Prom Photography Proposals
2. Graduation preps (including cap and gown orders)
3. Ring Ceremony preps (for winter ceremonies)

### **DECEMBER**

1. Coordination of holiday/performing group activities

### **JANUARY**

1. Parent/Student Handbook preps (for fall)
2. Articulation Program preps
3. Prom preps
4. Senior Breakfast preps

## FEBRUARY

1. End-of-Year preps
2. Grad Bash Ticket Sale
3. Awards Ceremony/Banquet preps
4. Ring Ceremony preps (for spring ceremonies)
5. FCAT Preps

## MARCH

1. Future Class Bids preps
2. Student Election preps
3. Secure ring bids if necessary for the next year (two year maximum)
4. FCAT Writes

## APRIL

1. Proposed activities for incoming year
2. Current year wrap-up
3. Order buses for Grad Bash for next year
4. Secure Homecoming site/ Consult Athletic Director
5. Secure Prom site
6. FCAT

## MAY/JUNE

1. GRADUATION
2. Complete inventories
3. Close-out of all reports

## **II. Assemblies and Pep Rallies**

## **ASSEMBLIES AND PEP RALLIES**

When planning assemblies and pep rallies, it is important to involve the entire student body, and encourage as much student participation as possible. It is imperative that participants in all sports be recognized at some point throughout the year (e.g., recognize all fall sports during the regular football pep rallies, winter sports during a “winter pep rally,” and spring sports during a “spring pep rally”). The number of pep rallies per year is generally determined by the school’s administrative staff. The availability of the facility, seating capacity, the type of program, the number of students attending, and crowd control are factors to consider when planning these activities.

Assembly programs and pep rallies are generally planned for one of two different size groups; attendance by the entire student body (e.g., a winter concert) or attendance by special invitation (e.g., a science assembly). If the entire student body is to attend the assembly, it may be necessary to schedule two sessions to accommodate seating. This may best be accomplished by implementing an activity schedule which modifies the regular bell schedule. Alternative class scheduling is coordinated with the school’s administrative staff.

The following items should be considered when planning assemblies and pep rallies:

1. Date Selection

Select a date and time for the event that is not in conflict with any events already scheduled (e.g., classes, testing, athletic events, fire drills, administrative meetings, metal detection team).

2. Procedures

Once the type of program, location, and size of group has been determined, prepare distribute procedures and/or instructions to all administrators, faculty and staff members. Send a memo to the faculty indicating the date/time of the event.

3. Crowd Control

An important factor to consider is crowd management. An adequate number of administrators and faculty members should be provided to assist with crowd control. Whenever possible, teachers should be required to attend the assembly/pep rally with their class. Include a seating chart or diagram to indicate where the faculty is to stand to assist with seating and monitoring students. Select a club to serve as ushers (assist with setup, seating, and cleanup). Set aside seating for groups participating/performing in the event.

4. Student Behavior

Inform students of expected and acceptable behavior for the occasion. A positive approach should be used. The memo sent to the faculty should also include student behavior guidelines that teachers are to review with their students prior to the event, as well as the specific roles that the teacher is to undertake to monitor student behavior throughout the event.

5. Agenda

Plan and prepare an agenda for each pep rally/assembly. Select the master of ceremonies (e.g., cheerleader, captain, or faculty member), identify persons to be introduced (e.g., coaches and team members), list band and/or chorus selections, list number and/or name of cheers, and include other skits.

6. Audiovisual Equipment

Request the assistance of the school's audiovisual specialist and submit a list of A.V. equipment needed.

7. **Admission Charges**

**No entertainment for which admission is charged may be held in any public school in M-DCPS during school hours. This includes showing rented films in school for an admission charge.**

When an authorized field trip is scheduled to take place on school grounds, in order to minimize risk to students and reduce cost, the in-house field trip must comply with the following (inclusive of all referenced Board Policies):

- a. Meet educational objectives, be directly related to the curriculum or be necessary to the fulfillment of obligations to the athletic and activity programs (see Board Policy 2340 – Field and Other District-Sponsored Trips), [2340](#).
- b. Cannot be an entertainment form of event for which admission is charged (see Board Policy 7510 – USE OF DISTRICT FACILITIES - Entertainment Sponsored by the School or its Allied Organizations), [7510](#).
- c. If as a result of having the filed trip in-house a vendor will be coming to the school and have access to the school grounds when students are present, or have direct contact with students, the vendor will have to meet all the District's background-screening requirements,

- d. Consideration should be given to ensure that the vendor would practice adequate care to avoid injury to students/school personnel or damage caused to the grounds or buildings by their equipment or personnel.
- e. The principal or designee must authorize the service to be provided by completing the Agreement Form for Contracted Services (FM-2453) as stipulated on Section II, Chapter 6 (Manual of Internal Funds)

Additionally, all the rules regarding field trip funding and collections apply to in-house field trips.

#### 8. Content of Entertainment

All entertainment shall be carefully screened by the Principal (or designee) to eliminate scenes, language or jokes that are not compatible with the dignity of an educational institution. The guidelines for Student Dance Performances and Productions are to be followed for all entertainment involving students (see Section 21, Public Performances).

## **III.**

# **Awards for Achievement**

## **AWARDS FOR ACHIEVEMENT**

The Board encourages the professional staff to maintain a set of criteria and procedures for presenting letters or other suitable awards to students for scholarship and distinguished service in any school activity. In all cases, the relationship between the award and the relevant goal(s) of the schools should be pointed out. The award should not be emphasized to the point that it overshadows the central goals of achievement, growth, and learning. (Board Policy 5451 – Student Recognition) [5451](#)

The professional staff is authorized to review and approve, or reject, proposed trophies, prizes, scholarships, or other awards from non-school donors. Acceptance will require affirmative answers to the following questions:

1. Can the proposed award be considered free from motives of personal or corporate gain and publicity?
2. Are the criteria for making the award under the control of the professional staff, or acceptable to the staff?
3. Are the purposes, either implied or explicit, of the proposed award consistent with the school's goals?

### **HELPFUL HINTS:**

1. Schedule, well in advance, the time, date, and place for the activity, as well as the kind of awards to be presented.
2. Determine what guests from the School Board and the community will be present at the award ceremony.
3. Establish criteria for awards and submit a list of awards with the criteria to faculty and staff members when requesting nominations for specific awards.
4. Devise an information sheet to be used by nominees when outlining their contributions and achievements.
5. Establish a panel of judges to include teachers, counselors, and administrators who will determine winners of awards.
6. Create a form/ballot for faculty and staff to nominate students for awards.
7. Locate sponsors from the community who will agree to donate trophies or plaques for certain awards.

8. Contact civic organizations (Rotary, Kiwanis, etc.) for persons to present awards and be guest speakers.
9. Provide the presenters a brief resume of each award recipient for use during the ceremony.
10. Order trophies, medals, certificates, and plaques well in advance. Final engraving can be done within two weeks prior to the event.
11. An attempt should be made to honor as many different students as possible; major awards should be limited so that no one individual controls the program.
12. Send notes of appreciation to all persons who contribute to the success of the awards program.
13. Create a simple program for presenters to follow during the ceremony. Make sure to include all presenters and sponsors of awards.

#### **Contact/Website Information for Awards**

Kiwanis International	<a href="http://www.kiwanis.org">http://www.kiwanis.org</a>
Rotary International	<a href="http://www.rotary.org">http://www.rotary.org</a>
Exchange Club	<a href="http://www.nationalexchangeclub.org">http://www.nationalexchangeclub.org</a>
Harvard Club of Miami	<a href="http://www.harvardclubofmiami.org">http://www.harvardclubofmiami.org</a>
University of Miami	Call the University of Miami Alumni Office
Junior League of Miami	<a href="http://www.juniorleagueofmiami.com">http://www.juniorleagueofmiami.com</a>
Daughters of the American Revolution	<a href="http://www.dar.org">http://www.dar.org</a>
Herff-Jones (Paul Bell Memorial)	Contact your local Herff-Jones representative
American Legion	<a href="http://www.legion.org">http://www.legion.org</a>
Rensselaer Polytechnic Institute	<a href="http://www.rpi.edu">http://www.rpi.edu</a>
Bob Knight.com	1-800 628-4509
Cornell Miami Alumni (Carolina Maharbiz)	305 815-8363

Emory Alumni Association	404 727-1963
Smith College	<a href="mailto:smithaacmiami@gmail.com">smithaacmiami@gmail</a>
Wellesley College Alumni Association	305 361-2548
DeVry Alumni Association	1800 497-1587 <a href="mailto:alumni@devry.edu">alumni@devry.edu</a>
FIU	<a href="mailto:alumni@fiu.edu">alumni@fiu.edu</a>
Barry University	<a href="mailto:alumni@barry.edu">alumni@barry.edu</a>
Women of Tomorrow	305 371-1330 <a href="mailto:tomorrow@womenoftomorrow.org">tomorrow@womenoftomorrow.org</a>
Miami Dade Scholar/Award	<a href="http://www.alumni@mdc.edu">www.alumni@mdc.edu</a>

**IV.**  
**Bids Proposals**  
**and**  
**Contracts**

## **BID PROCEDURES – BUYING AND PAYING**

Board Policy 6610 – Internal Accounts [6610](#) stipulates that all purchases from internal funds be in compliance with the same Florida Statutes and Board Rules that govern all purchases from tax funds. Reference: Manual of Internal Fund Accounting for Elementary and Secondary Schools.

A purchase order must be authorized by the principal and processed by the school treasurer for all purchases of goods, supplies, and services costing \$100.00 or more. Purchases made in violation of this policy will be considered unauthorized and will become the sole responsibility of the person making the purchase

Bid requirements for purchases made from Internal fund revenue differ from bid requirements for purchases made from budgeted tax dollars through the District's Office of Procurement Management Services. The following bid requirements apply when making purchases to be paid from Internal Fund revenue:

1. For purchases of less than \$1,000.00, telephone bid quotations may be requested but are not required.
2. For purchases of \$1,000.00 or more but less than \$50,000.00 at least three (3) written bids from the solicited vendors are required, one of which must be a certified minority enterprise according to Policy [6320.02](#).

List of certified minority vendors can be accessed at <http://www.mwbe.dadeschools.net>.

3. For purchases of \$50,000.00 or more formal bid procedures must be followed, including advertisement in newspapers and opening of sealed bids on a specified date.
4. The use of split bids to circumvent these regulations is specifically forbidden.

Items meeting the following criteria do not require bids.

1. Educational tests, textbooks and printed instructional materials, films and filmstrips, DVDs, video cassettes, disc, tape or CD recordings, or similar audio-visual materials.
2. Library/Media Center reference books.
3. Publications purchased from owner, copyrights holder, or exclusive agent within the State.
4. Publications purchased from government agencies or recognized educational institutions.

5. Purchases related to student activities (fundraising) that do not fit prescribed bidding regulations (i.e., agreements to purchase variable items for resale, like candy, wherein different kinds/brands may be sold by different vendors).
6. In secondary schools, the student trust items such as yearbooks, class jewelry, graduation announcements, and caps and gowns, are subject to special treatment as described in Chapter IV of the Manual of Internal Fund Accounting for Elementary and Secondary Schools.

**Bid:** all specifications for the item/service are provided and vendor gives you a price for item/service as indicated in the specifications (e.g. t-shirts, pencils)

**Proposal:** open-ended where the vendor indicates the details about the item/services and provides prices for them (e.g., rings, photos, graduation announcements)

### **CLASS JEWELRY AND GRADUATION ANNOUNCEMENT PROPOSALS**

Activities involving the sale or purchase of symbols such as class jewelry, formal graduation invitations or cards, or other types of personal memorabilia containing the school's insignia are exclusively for senior high school students. These items are not appropriate and shall not be part of elementary or middle schools' activities, particularly as fundraisers, nor shall they be allowable as school-allied organization fundraisers.

The purchase of class jewelry, graduation cards and invitations, school insignia, and other such items of common use to be purchased from funds handled in trust for individuals are required to follow formal proposal procedures, to include sealed proposals. In all proposal situations, at least three suppliers must be invited to submit proposals. **The invitations are to be mailed "certified, return receipt requested."** This shows that at least three vendors were invited to submit proposals. Only M-DCPS approved vendors may be invited to submit proposals.

Decisions regarding design and supplier shall be made by each individual graduating class, and resulting agreements will cover purchases for that class only. The Board requires that such decisions be made by committee action in order to provide for student participation. Considerations for jewelry and graduation invitations can be handled either simultaneously or separately. The committee may decide on the same or different suppliers for each item. While supplier arrangements must be made for each class and for that class only, it is permissible for two different class committees to conduct a combined showing by suppliers, and arrive at individual class decisions at the same time. The accepted suppliers for the two classes could be the same or different suppliers. (Please see sample letters under the Appendix Section of this handbook.)

The committee will be composed of at least the following persons:

1. Three or more representatives of the class for whom the selection is being made; (e.g., class officers, band members, athletes, club members)
2. A class or club advisor;
3. The Principal or his/her administrative designee;
4. It is advisable to have at least one or more students than adults on the committee.

It is suggested that the Activities Director select the committee members (for #1 and #2 above) and submit the committee members' names to the Principal for approval. The committee will review the offerings of the various suppliers and arrive at a majority decision regarding the design and supplier, or suppliers, for their class.

The Activities Director has the following responsibilities:

1. Notify interested suppliers of their intention to appoint a supplier and invite them to present proposals (use Board-approved vendor selection form FM-1032);
  - a. Proposals must be solicited from at least three prospective suppliers. One of the suppliers should be a minority vendor.
  - b. Proposals must designate date and time at which presentations may be given.
2. Arrange for committee interviews with suppliers at an appointed time and be present at each presentation.
3. Complete committee report forms and notify vendors of proposal results within 5 days.

Students are to purchase all class jewelry at the supplier's selling price, and the school may not benefit in any way from such purchases. Therefore, the school participates only in the selection of an official design and supplier, and all purchase transactions are conducted directly between the student and the supplier. No school employee may become involved in handling collections or merchandise. It is the responsibility of the school to make certain that supplier charges do not exceed the prices stated in the accepted proposal.

Copies of all supplier proposals, committee reports, and other pertinent documentation are to be submitted to the school treasurer to be retained for audit purposes.

Additionally, the Activities Director is to:

1. Advise the committee and suppliers of the Cone of Silence (Board Policy 6325 – Cone of Silence), [6325](#) specifically, the prohibition on contact or discussion between committee members and any potential supplier other than at the presentation.
2. Ensure that committee members are aware that no commission or benefit of any kind is expected or permitted on the part of the school, school employees, or students; including, but not limited to gifts, favors and/or discounts.
3. Advise the committee to take notes on the suppliers' presentations.
4. Notify prospective suppliers of the appointed presentation at least two weeks in advance.
5. Include information on the length of time each supplier will be given and what the space limitations (6 foot table, 8 foot table, etc.) will be. There is to be a maximum of 30 minutes including time for questions when rings/announcements bids are done in the same presentation and a maximum 35 minutes, including time for questions when it is only either the ring or announcement bid.
6. The school is to supply the table for display to ensure equity among suppliers. The supplier must use the table provided. No other or additional table(s) and/or space may be utilized. Assign each supplier the same amount of time and space for the presentation.
7. Use an impartial system for scheduling suppliers' appointment time and order of presentation (e.g., suppliers will draw numbers indicating presentation order at 2:15 p.m. in the Activities Office). Notify the suppliers of the method to be used in the letter inviting them to submit a proposal.
8. Ensure the committee evaluates the prices of accessory items when considering proposal prices.
9. Establish guidelines for professional presentations which are factual and positive in tone.
10. Ensure that the Vote Tabulation Sheet (FM-6801) and the Student Committee Report on Jewelry/Announcement Vendors (FM-1033) are completed according to instructions.

**PLEASE NOTE:** If a ring ceremony is held to distribute class rings, a student does not have to purchase a ring from the selected vendor in order to participate in the ring ceremony.

## CONTRACTS

To legally and efficiently conduct many activities in the public schools, it is necessary to have all parties involved sign contracts. However, in lieu of a contractual agreement, a school purchase order and a signed letter or statement from the vendor indicating necessary details of agreement will be sufficient.

Contracts should be referred to on a regular basis when a payment schedule is involved. In most cases, there is a deadline cancellation procedure and date deadline. All schools are to use the contract form for employment of individuals or groups to be paid through school funds included in this section.

For contracted services (*i.e., guest speakers, disc jockey for school dances, etc.*) to be paid from the school's Internal Fund revenue, the following procedures apply:

1. The principal, or designee, must authorize the service to be provided and subsequent payment. The *Agreement Form for Contracted Services* (FM-2453) must be used and signed by the principal when contracted services are procured by the school.
2. The contract agreement must also be submitted for signature to the Region Superintendent when the cost of the services to be provided exceeds \$3,000.00. Contract agreements for services costing in excess of \$6,000.00 must also be forwarded to the School Board Attorney and the Deputy Superintendent. All contracts in excess of \$10,000.00 require School Board approval.
3. The treasurer shall retain copies of the signed *Agreement Form for Contracted Services* (FM-2453) as part of the required documentation for issuing the payment check for services rendered. Additionally, an invoice should also be requested from the person/business entity providing the service.
  - a. Payments made to an individual (including students) or outside business entity for contracted services rendered that total more than \$600.00 and were not processed through the district's payroll department are subject to the Internal Revenue Service (IRS) income reporting guidelines. District issued guidelines shall be adhered to in compliance with IRS reporting guidelines for these types of payments.
    - 1) Once the service is rendered, the treasurer may issue a check in the name of the individual or business entity. The expenditure shall be charged to the respective Internal Fund function.
    - 2) Issuing cash payments for contracted services is prohibited.
  - b. If the contracted service is rendered by a School Board employee, payments shall be processed in accordance with District guidelines.

Payments to School Board employees for off-duty services paid from Internal Fund revenue shall be processed through the district's Payroll Department in accordance with district guidelines.

In order to remit revenue from the Internal Fund accounts to process payments through the district's Payroll Department, the treasurer will issue an Internal Fund check made payable to the "School Board of Miami-Dade County" and proceed as follows:

1. The check will be posted in the system to the respective Internal Fund account covering the expenditure (i.e., General Athletics, General Miscellaneous, Trust Program – Donation, etc.)
2. The check, along with the *Check Requisition* (FM-0992) form and supporting documentation, will be presented to the principal for signature.
3. Submit the check to the Office of Treasury Management – SBAB (School Board Administration Building) Mail Code 9999. The check must be accompanied by a memorandum indicating the respective payroll accounting structure (must be a school Budget Structure, not an Internal Fund account structure) where the money is to be credited.

**V.**  
**Blood Drives**

## **BLOOD DRIVES**

Schools are contacted yearly by local agencies for the purpose of holding an on-campus blood drive that involves members of the staff, faculty, eligible students, and sometimes members of the community. Only the Board approved agency is to be permitted to conduct blood drives on school grounds.

While cooperation is actively solicited by the Board, the final decision is left with the school. Parental consent forms and identification with proof of age are required before students can become blood donors.

Board Policy 9700 – Relations with Special Interest Groups, Section H, [9700](#) indicates the following:

At the discretion of the principal/head administrator, schools and non-school sites may participate in blood collection drives with an entity to be selected by the Board through a Request for Proposal. The solicitation may be conducted at all schools and non-school sites under conditions that meet all of the following criteria:

1. The activity is purely voluntary with no financial remuneration to the work location, student and/or staff. All such participation is to be sanctioned by the principal/head administrator.
2. Students, staff and community members at large who are seventeen (17) years of age and older may participate in the blood drive. Individuals eighteen (18) years of age and older may consent to the donation of blood without parental permission. Students who are seventeen (17) years old must bring a written consent from the parent or guardian.
3. Donor's consent to the donation of blood shall be secured using the form provided by the blood collector and approved by the Office of Risk and Benefits Management.
4. Employees or students of a school or non-school site shall not participate, directly or indirectly, in the process of taking blood from student donors. Students may assist in minor record-keeping chores and distributing refreshments. The blood collector must provide sufficient trained personnel to monitor the condition of the donor following the giving of blood.
5. The blood collector must provide a standard certificate of insurance to indemnify and hold harmless the Board, its employees and representatives, from and against liability arising out of or in connection with the entity conducting a blood drive on school property.

As Activities Director, you have insight into the perceptions of students' parents and how they will react to blood donations without their express written consent.

Field representatives of the blood center will determine a suitable donation site on campus and answer any pertinent questions. In assisting the Activities Director with all facets of the blood drive, the representatives will recommend tasks to be accomplished as well as time schedules in which to achieve them.

HELPFUL HINTS:

1. Establish advertisement and promotion timetable in advance of the actual blood drive.
2. Distribute blood donor information packets to interested students and school personnel.
3. Establish a time, date, and suitable location on campus for donations.
4. Select a student or faculty leader to coordinate the blood drive.
5. Remind students that a donation of blood may entitle donor to apply for renewable scholarship/grant through the CAP Advisor at their school.

**VI.  
Booster Clubs  
and  
Allied Organizations**

## **BOOSTER CLUBS AND ALLIED ORGANIZATIONS**

Please refer to the “Booster Club Guidelines” <http://ehandbooks.dadeschools.net/policies/124.pdf> information in this section for the definition of and guidelines associated with booster clubs.

As per Board Rule, the Principal has the final authority over the existence of and all activities of a booster club.

**VII.**  
**Charities And United Way**

## CHARITIES

Board Policy 5830 – Student Fund-Raising, [5830](#) authorizes the United Way solicitation among elementary and secondary school students. The United Way student campaign will be conducted in accordance with district policies. Through this rule, the School Board authorizes senior high school clubs to participate, at the discretion of the principal, in fund-raising activities for charitable purposes as specified below:

- A. A senior high school club may fund-raise or donate to the national/state 501(c)(3) public charity supported by the club's national/state sponsoring organization provided that the fund-raising involved follows all Miami-Dade County Public Schools guidelines as stated in the *Manual of Internal Fund Accounting* for fund-raising. (The list of clubs approved to do such fundraising is included in this handbook section.)
- B. Such fund-raising may not be conducted concurrently with the United Way of Miami-Dade County student campaign in the Miami-Dade County Public Schools except when the 501(c)(3) public charity fund-raising drive supported by the club's national/state sponsoring organization occurs during the United Way student campaign.

School participation, directly involving the handling of money by School Board employees and/or students in fundraising activities, is authorized only for the annual United Way fundraising campaign and Scholarship Saturday events. Students are also permitted to participate in fundraising activities for Scholarship Saturday events. However, handling of money as part of fundraising campaigns for voluntary health agencies or humanitarian causes other than the district's annual United Way Campaign may only be conducted when formal approval is given by the Superintendent of Schools and transmitted to the School Board via a formal Agenda Item (School Board Policy 5830 – Student Fund-Raising).

Limited participation by School Board employees and/or students in fundraising campaigns for other voluntary health agencies or humanitarian causes can be authorized, in advance, by the principal or the principal's designated representative. Such participation is limited to publicizing the event through posters and making materials available for distribution at a central location, but must not involve the handling of money in any way unless formally approved by the Superintendent of Schools and transmitted to the School Board Policy 5830.

No student, school organization or member of the school staff may solicit funds from the public in the name of the school for any purpose without the prior approval of the principal and the Region superintendent/designee, (School Board Policy 5830).

Any exceptions to the stated guidelines must be requested by the Superintendent of Schools and submitted to the Board for approval.

## **Clubs Fund-Raising or Donating to Charities**

The School Board authorizes senior high school clubs to participate, at the discretion of the principal, in fund-raising activities for charitable purposes (School Board Policy 5830).

- A. A senior high school club may fund-raise or donate to the national/state 501(c)(3) public charity supported by the club's national/state sponsoring organization provided that the fund-raising involved follows all Miami-Dade County Public Schools guidelines as stated in the Manual of Internal Fund Accounting for Fund-raising.
- B. Such fund-raising may not be conducted concurrently with the United Way of Miami-Dade County Student Campaign in the Miami-Dade County Public Schools except when the 501(c)(3) public charity fund-raising drive supported by the club's national/state sponsoring organization occurs during the United Way Student Campaign."

### **What does this mean for schools?**

If you have a school-site club that has a national/state parent organization AND that national/state parent organization raises funds for a particular 501(c)(3) charity (or charities), then the school-site club can, at the principal's discretion, donate funds from their Internal Funds account or have a fund-raiser to put funds into their Internal Funds account to donate to the charity.

If you have a school-site that does not have a national/state parent organization, OR one that does have a national/state parent organization which does not hold fund-raising drives for any 501(c)(3) charity, then that group is NOT permitted to donate to any charity.

If the school-site club has a national/state parent organization which is itself a 501(c)(3) charity (e.g., SADD and Best Buddies), then the school-site club is permitted to fund-raise and donate from their Internal Funds account directly to the parent organization.

### **What do you mean by fund-raising or donating?**

Fund-raising means that all procedures in the Manual for Internal Fund Association for Elementary and Secondary Schools are followed. Refer to Section 21 in the Student Activities Handbook for detailed information.

Donating means that the funds are either currently in the club account in the Internal Funds system or have been deposited into the club account as a result of an approved fund-raising activity for which an operating report is on file at the school. The club may request that a check be issued to the charity.

Solicitation of funds through door-to-door, classroom collections, school-wide collection drives or students carrying containers soliciting funds is expressly prohibited. (School Board Policy 5830.

Any Kind of “coin drive” (e.g., “Pennies for Patients”, “Quarters from Kids”, UNICEF containers) are prohibited. The club may still donate funds from their account or have a valid fund-raiser to generate funds to donate.

Board Policy permits only fund-raisers/donations through Internal Funds.

**Approved List of Clubs with National/State Parent Organizations & Charity**

The following are the ONLY groups permitted to fund-raise/donate to their national/state parent organization’s charity fund-raising drive.

ASPIRA	Partnership for Traffic Safety / Click It or Ticket
Best Buddies	Best Buddies International / Best Buddies Challenge
DECA	Muscular Dystrophy Association
FBLA	March of Dimes
FCCLA	Share Our Strength-No Kid Hungry, March of Dimes, Soles4Souls, Stop the Violence
HOSA	Juvenile Diabetes Research Foundation
Junior Civitan	Stop The Traffick
Key Club	UNICEF, Kiwanis, The Eliminate Project Children’s Miracle Network, March of Dimes
	March of Dimes / Read and Lead / High Five for Health
LEO Club	Lions Club
Mu Alpha Theta	Relay for Life
Youth Red Cross	American Red Cross
SADD	SADD
Thespians	Broadway Cares / Equity Fights AIDS
TSA	American Cancer Society
Tri-M	Feed the Children
Interact	Rotary

**Clubs with a National/Parent Organization that do not fund-raise for a specific charity**

The groups listed below were researched and these groups are NOT permitted to fund-raise or donate to ANY charity.

5000 Role Models	Future Educators of America	National Technology Association
Amnesty International	Future Farmers of America	Odyssey of the Mind
BCE	German Honor	Quill & Scroll
Bible/Cross Talk	GSA	Science Honor
Chamber of Commerce	Hispanic Honor Society	SECME
Chess	In-School Chamber	Social Studies Honor
Crime-Watch	Italian Honor	Spanish Honor
DCT	Japanese Club	Spectrum
DCT-H	JETS	SWAT
Debate	JROTC	Teen Anglers
D-FY-IT	Latin Club	VICA/Skills USA
English Honor	Model UN	WEP
Equal Access Groups	National Forensic League	Zonta International
ESOL	National Honor	
French Honor		

**What if a club is not listed above?**

It is not approved to fund-raise or donate to ANY charity.

**How can a club be added to the approved list?**

The club must contact its national/state parent organization and request, on organization letterhead, the 501(c)(3) charity that the national/state parent is fundraising for and when the fund-raiser occurs. Additionally, contact information for the national/state parent organization must be provided so that the information can be verified.

This information is to be submitted to the Activities Director who in turn will submit the information to the Division of Athletics/Activities and Accreditation for approval. Until such approval has been provided, in writing, the group is not permitted to fundraise or donate to any charity.

**VIII.**  
**Clubs and Student Activity**  
**Groups**

**CLUBS AND STUDENT ACTIVITY GROUPS**  
**School Board Policy 5845 – Student Activities**

All clubs and organizations approved by the Principal to operate within the school for which the Principal is responsible must comply with the following administrative regulations:

- A. Neither the student's race, gender, color, creed, political beliefs nor any other discriminatory basis prohibited by the School Board shall be a factor in selecting members or officers for clubs and organizations.
- B. The decision of the membership cannot be one of the factors in selecting additional members. This shall not be applied to those organizations specifically exempt by statute.
- C. The charter and constitution setting forth the purposes, qualifications for membership, and the rules of conduct of each approved club or organization shall be kept on file and always available to all students and instructional personnel of the school.
- D. The school student activities should be grouped under five (5) headings: elective office (student council and class government organizations), honors clubs, service clubs, interest clubs, and others.
- E. Requirements for membership in honors clubs of national scope originate at the national level. Requirements for other honors clubs, including academic area related clubs, are based on scholarship, leadership, and service.
- F. Interest and satisfactory conduct should be the only requirements for membership in service clubs and interest clubs.
- G. A student who wishes to represent the school through interscholastic competitions or performance must comply with the following:
  - 1. A student must maintain a cumulative 2.00 GPA or higher as specified by State law. (F.S. 1003.43(1))
  - 2. A student must receive a minimum 2.00 in conduct in the preceding semester.
  - 3. Students assigned to Indoor Suspension/School Center for Specialized Instruction (SCSI), will not be allowed to participate in interscholastic competitions or performances on the weekend
  - 4. A student who is serving an Outdoor Suspension shall not practice or participate in interscholastic competitions or performances and may be subject to further sanctions or penalties.
  - 5. A student who has a total of eleven (11) cumulative days of suspension (indoor and outdoor) will not be allowed to participate in interscholastic competitions or performances for the remainder of the school year.
  - 6. A student who has ten (10) or more cumulative absences will not be allowed to participate in interscholastic competitions or performances for the remainder of the school year.

7. A student who has twenty (20) or more cumulative tardies will not be allowed to participate in interscholastic competitions or performances for the remainder of the school year.
8. A student must be reported as present for the school day in order to participate in interscholastic competitions or performances, including practices.
9. A student who participates in interscholastic competitions or performances and has not performed at grade level as defined by the Florida Department of Education will seek two (2) hours per week of academic tutoring. Failure to seek required tutoring will result in a seven (7) calendar day suspension from interscholastic competitions or performances.
10. Any student who is arrested for conduct occurring on or off school grounds will be prohibited from participating in all interscholastic competitions or performances for a minimum of ten (10) days, including practices.

Violations may be appealed to the Administrative Director, District/School Operations, Division of Athletics, Activities and Accreditation.

- H. Screening procedures of a service club must not permit discrimination on any basis prohibited by the Board and must be approved by the principal.
- I. Each student shall be furnished with a list of all clubs and organizations approved by the school.
- J. There shall be no period of probationary membership.
- K. Hazing of members is prohibited.
- L. Only approved club insignia or jewelry may be worn by members.
- M. Dues shall be reasonable and not prohibitive.
- N. All meetings shall be held on school property in school facilities. This may be waived for special meetings and events upon the request of the faculty sponsor and the approval of the principal.
- O. A faculty sponsor shall be present at all meetings and all social events shall be adequately chaperoned.
- P. All monies accruing to any school club or organizations shall be accounted for through the school's Internal Fund.
- Q. Students failing to maintain requirements for membership shall be suspended from membership until the requirements have been achieved.
- R. No club or organization shall engage in any activity or act that violates Board policies.

Secret societies and fraternities are expressly forbidden by State law. (School Board Policy 5840 – Student Groups [5840](#)).

#### ADDITIONAL GUIDELINES:

- All requests to form clubs must be student-initiated. A request does not guarantee that a club must nor will be created.
- Each school must establish a procedure by which students may request to form a club. The procedure should require the students to provide information on the organization requested, including its purpose, proposed constitution, list of students interested in joining the group and proposed activities for the group.

#### Club Constitutions and By-Laws

All clubs and organizations are required to operate under a club constitution. Generally, these constitutions are approved by the Principal and the Activities Director.

#### Responsibilities of Club/Organization Sponsors

The appointment as a sponsor or advisor to a student group or activity carries the responsibility for supervising all financial transactions of the students. Additional responsibilities are:

1. To adhere to all School Board Rules and the procedures as outlined in the Manual of Internal Fund Accounting for Elementary and Secondary Schools.
2. To record all club activities and meetings with the Activities Director.
3. To be present at all club functions and secure an adequate number of adult chaperones when necessary.
4. To guide the club officers so that they may develop leadership qualities.
5. To encourage students in the area of service, for both school and community.

**IX.**  
**Code of**  
**Student Conduct**

## CODE OF STUDENT CONDUCT

The student's conduct determines to a great extent the full development of his/her potential for learning and the development of positive relationships. The M-DCPS Code of Student Conduct [http://ehandbooks.dadeschools.net/policies/90/csc\\_sec.pdf](http://ehandbooks.dadeschools.net/policies/90/csc_sec.pdf) addresses not only the role of the parents, the students, and the school, but also specifies areas relating to grounds for disciplinary action; procedures to be followed for acts requiring disciplinary action, including corporal punishment, suspension, expulsion, and responsibilities and rights of students.

The procedures outlined in the Code apply to all students in grades K-12. The Code is in force during regular school hours, while being transported on a school bus, and at school-sponsored events, field trips, athletic functions, and other activities where school administrators have jurisdiction over students.

**Additionally, the Principal is authorized to take administrative action when a student's conduct away from school has a detrimental effect on other students or on the orderly educational process.**

Board policies, which explain in greater detail the various aspects of student behavior, should be referred to for a complete understanding of any particular issue.

Each Activities Director should acquire a copy of the Code from their school site administrator and keep it along with this manual for future reference.

The State Board of Education has also established a "Zero Tolerance" policy on school violence, crime and the use of weapons. This policy affects participation in interscholastic extracurricular activities for students who are convicted of, or found to have committed a felony or delinquent act which would have been a felony if committed by an adult. For students who fall into this category, their participation will be determined by the established and published School Board policy.

**X.**

**Communicating with  
Students and the Public**

## **BULLETINS AND ANNOUNCEMENTS**

Specific procedures should be established for communicating to the entire student body and staff details concerning school activities, school policies, and School Board Policies. Student handbooks, curriculum bulletins, daily P.A. announcements, marquees, daily closed-circuit telecasts, clip and/or club bulletin boards, monthly activity calendars, and weekly or daily bulletins are valuable methods for communicating pertinent information.

The following are suggestions for communicating information via the P.A./ T.V. system:

1. Select a forceful, articulate person as the announcer.
2. Distribute to staff members an outline of procedures for submitting information to be announced over the P.A. system.
3. Avoid announcing established meeting dates and times for organizations.
4. Require the announcer to review all material prior to reading the announcements.
5. Limit the time for announcements and avoid interruptions throughout the day, except in cases of extreme emergencies.
6. Require the signature of the club or organization sponsor as well as that of the Activities Director on all materials for publications.
7. Avoid repetitious information (material).
8. Post copies of the announcements in areas that are accessible to all students and staff.
9. Organize announcements to allow for continuity.
10. Make provisions for dissemination of information to individual students.

The following are suggestions for communicating information via daily/weekly bulletin:

1. Distribute to staff members an outline of procedures for submitting information to be included in the bulletin.
2. Use the master calendar as the guide when listing details regarding scheduled activities.

3. Communicate to club/organization sponsors and student government presidents the importance of using the bulletins for disseminating details regarding scheduled activities.
4. Develop a method for distributing bulletins to staff members.

### **COMMUNICATING WITH THE PUBLIC**

It is the desire of The School Board of Miami-Dade County, Florida, that two-way channels of communication be kept open at all times between the school system and the people of Miami-Dade County. Care must be taken to consider the effect that any statement may have on the total school program.

The administration is responsible for all informational services to and from the public. The Principal is the official spokesperson for the school, and only he/she can make binding statements of school policy, including all matters pertaining to the activities program.

#### **Communication from Outside Schools**

Students and faculty of the schools are to be protected from intrusion on their time and from announcements, posters, bulletins, and communications of any kind from individuals and organizations not directly connected with the schools (Board Policy 9700 – Relations with Special Interest Groups).

The Superintendent shall establish administrative procedures which require that:

1. distribution or posting of materials employees wish to distribute on behalf of an employee organization comply with the terms of negotiated collective bargaining agreements;
2. the District or the school mail system is not used by the community, students, or staff for distribution of nonschool-related materials, unless authorized by the Superintendent;
3. no materials from any profit-making organization are distributed for students to take home to their parents unless authorized by the Superintendent;
4. flyers and notices from outside non-profit organizations may be made available for students to pick-up at the literature distribution rack/table by the school building's office, under the following circumstances:
  - a. the flyer/notice publicizes a specific community activity or event that is age-appropriate for the students that attend the school;

- b. materials of a sectarian nature should not be accepted;
- c. the organization submits the number of copies of the flyer that it wants placed in the literature distribution rack/table;
- d. the organization shows the building principal its 501(C)(3) or other proof of non-profit status, and the principal confirms that the flyer/notice does not overtly advocate or entice support for any religious organization;

No student shall be required to take any of the flyers/notices placed in the literature/distribution rack/table, and the rack/table shall contain a clear notice that the Board does not support or endorse any of the organizations and/or activities/events identified in the flyers/notices.

- 5. the time, place, and manner of distribution of all nonschool-related materials is clearly established and communicated.

### Radio and Television Interviews

- Clear all appearances and interviews with your principal and with the Office of Public Relations.
- Remember that you know more about your subject than the interviewer.
- Know why you were asked to be interviewed. Do your homework. Consider reading a newspaper prior to an interview to anticipate potential questions on a specific topic.
- Remember, you represent the school system, so avoid personal opinions.
- Remain calm; do not lose your temper.
- Be honest.
- Dress conservatively when you're given advanced notice of a television interview.
- When in a television or radio studio, consider that every microphone and camera could be on and never leave the set until you have been assured the program has ended.

### School News Releases

All news releases concerning the school, except the reports of athletic games, shall be cleared through the school Principal. A copy of the Press Release is to be sent to the Region office. This applies to newspaper releases, radio and television reports,

programs and spot announcements, setting up of press conferences, and similar activities. A copy should also be provided to the Office of Public Relations.

### Tips For Talking to the Press

Review the information provided by the M-DCPS Public Information Officer, included on the next six pages, for suggestions on handling media inquiries.

### Student Involvement

All Students, with the exception of athletes, who have already completed form FM-5974, must complete form FM-5974 (Model & Talent Release Form) before being interviewed, filmed, photographed, etc. by outside sources.

### **The following information was originally released by the M-DCPS, Public Information Office:**

#### Who needs the media? We do, that's who!

In dealing with the media, it is important to remember that we need them more than they need us and that avoiding a reporter will not stop at story. They will get their stories with or without our help. So it is to our advantage to develop and maintain a mutually beneficial, positive working relationship to help ensure our side of a story is reported fairly and accurately. Clearly, the single most important factor in working with reporters is your personal working relationship.

#### Essential for good media relations

- Know your rights and those of the media
- Make sure you have a media policy with rules for campus access
- Request that reporters check in at the front office
- Have a designated area where reporters can wait for information
- Accompany them to any on-campus tapings
- Keep parental permission forms on file for student interviews or photos
- Know student and employee confidentiality laws
- Be open, honest and available
- Respond quickly to inquiries, or promptly refer calls to the Chief Public Information Officer (P.I.O.)
- Respect a reporter's deadlines
- Refer reporters to the best source for information whenever possible
- Limit complaints to what you consider unfair or inaccurate reporting
- Compliment reporters for a job well-done with a call or a note
- Designate media backup person to prevent communication break down

Good media relations will pay off not only in getting your good news out, but in receiving fair, accurate coverage during times of crisis.

### **Keys to a successful interview**

- Ask yourself, “What questions do I pray they won’t ask?” Then, formulate and practice answers to them to minimize being caught off guard
- Formulate and practice answers to anticipated questions, too
- Relax, you are the expert on the topic
- Get the facts before making any comments; do your homework
- Take and maintain control of the interview
- Take whatever time you need to construct an answer
- Respond with facts, not emotion
- State clearly why you can’t answer a question, if that’s the case: legal propriety, pending investigation
- Know state and national trends and issues; they generate local angles

### **During an interview, keep these tips in mind**

- Try to develop rapport from the start
- Look at the reporter, not the camera
- Be calm, courteous, confident, concise; you are the knowledgeable one!
- Know the two or three points you want to make; weave them into your responses; repeat key points
- Think before you speak
- Watch for repeated questions that might trip you up; be consistent
- Admit, “I don’t know” if you don’t. Offer to get the information and get back to them, then do it
- Don’ promise what will be done
- Avoid jargon, acronyms and the tendency to hype; simplify
- Never say “No comment.” It looks like you’re trying to hide something

Maintaining control is the key to success during the often dreaded moments in front of the camera

### **Tips for creating a good impression and credibility**

- Wear conservative, business-like clothing
- Project a calm and cooperative demeanor
- Use a conversational tone of voice
- Make certain your facial expressions are appropriate
- Reply to questions in quotable, short sentences; use active verbs

- Learn to bridge effectively to move a conversation from where the interviewer wants it to go, to where you want it to go
- Stop talking once a point is made; don't be tempted to fill silences

### **Don'ts**

- Don't use "oldest, biggest and first" if you can't prove it
- Don't stonewall reporters; if uncomfortable, refer them to the Chief P.I.O.
- Don't have your secretary get the reporter on the phone
- Don't bluff if you don't know
- Don't let a reporter put words into your mouth
- Don't repeat a reporter's negative words
- Don't use no or not very often
- Don't respond to hypothetical "what if" questions
- Don't speculate what others' reactions might be
- Don't go "off the record;" there is no such thing
- Don't cover up a bad situation; during times of crisis, say something
- Don't constantly call to see if a news release has been received

### **Understand the news business**

- Old news is no news
- The news media is not your public relations department
- The business of news is controversy, and it's competitive
- Nothing short of a major disaster can guarantee media coverage
- News is in the eye of the editor
- What gets used depends on what else is available
- There is a difference between "news" and "entertainment" coverage
- Coverage is more likely if the story involves historical significance, large numbers of people, celebrities; oddity, conflict, picketing, or protest
- Most important, the news media always has the last word

### **Tactical Strategies**

- Think like a reporter
- Think multi-culturally
- Get to know the reporters who cover your school.
- Inform the appropriate people about the story and your comments
- Be brief and to the point; too much information can be confusing
- Focus on your message's main point, even repeat it during interviews
- Try to say something that is memorable
- Recognize that cooperation is almost always preferable to confrontation
- Be open and helpful in bad times as well as good, but understand a time may come when it's necessary to restrict or deny access including:

- if media presence would disrupt your operation (offer alternatives)
- if media interviews would invade privacy or exacerbate a very delicate situation such as a suicide, illness or disaster
- In a crisis, speak with only one voice, and if possible through one spokesperson

### **Tips for dealing with controversy**

- Writing to the editor about perceived unfair reporting typically does more harm than good. Ignoring the story is often the best solution
- Never distort the facts; you lose credibility
- Call to correct any misinformation on your part
- Don't cover up a bad situation
- Rely on the Chief P.I.O.
- Accept deserved criticism and move forward

# **XI.**

# **Contests**

**CONTESTS**  
**School Board Policy 9700 – Relations with Special Interest Groups**

The annual list of approved district-wide contests will be distributed by the District office. No contest of a district-wide nature not recommended by the District Contest Committee and approved by the Superintendent of Schools shall be conducted during the school year.

Contests shall not be allowed before September first or after April first unless it is a national contest that requires participation at a definite time. Teachers are not to screen entries for any district-wide contest unless provision was made for this at the time the contest was approved.

Contests that meet the following criteria may be distributed and, when appropriate, used in conjunction with daily instruction, providing the contest:

1. supplements, and does not interfere with, the regular school program;
2. is beneficial to youth in educational, civic, social, or ethical development;
3. makes it possible for individual students to work out contributions by their own efforts and do not invite dishonest collaboration;
4. is not commercial, controversial, sectarian, or concerned with propaganda;
5. follows the Board's anti-discrimination policies except the restriction on sex shall not prohibit contest promotion by organizations exempted from the provisions of Title IX of the Education Amendments of 1972;

Some contests are designed to benefit the welfare of specific student group, and may not meet all of these nondiscriminatory provisions. Since it is not the purpose of this rule to disallow these specific groups of students from gaining the benefits of these contests, the Superintendent may authorize Principals to notify students of their existence. However, the contest may not be used in conjunction with daily instruction nor shall the school assist in facilitating student participation.

6. does not place an undue burden on students, teachers, or the school, nor require frequent or lengthy absences of participants from the schools;
7. is sponsored by an organization engaged in a creditable or acceptable enterprise regardless of kind or number of prizes offered and that must not use the contest or activity as a "front" for advertising a company name or product;
8. emphasizes high moral standards, good citizenship, and intellectual competence;

9. does not cause the participants to leave the School District, unless it complies with the Policy [2340](#).

Approval of all contests is permissive in nature and in no way obligates the individual school to participate. The Principal or his/her designee must decide whether the contests fit into the instructional program of that particular school.

The responsibility for getting information to the schools and promoting the contests rests with the sponsoring agency.

All applications for individual school contests must be submitted to the Division of Athletics/Activities who will grant approval or non-approval with the consent of the District Contest Committee. Contests must have a definite objective and be designed to have a positive effect on the total school program. Games of chance are not permitted. Operating procedures, rules and regulations, and final results should be closely monitored by the school administration.

# **XII.**

## **Dade Partners**

**DADE PARTNERS**  
**School Board Policy 9555 – Partnerships with Business**

The Dade Partners program is designed to facilitate the involvement of the private and public sectors with the school system and, through this involvement, lead to a better understanding of the educational process and the role both can play. This involvement creates a feeling of community concern on the part of the students as they observe adults in positive roles as citizens and business people.

Local institutions participate as Dade Partners by doing the following:

1. Adopting a school.
2. Participating in speakers' bureaus explaining careers, travels, or special areas of expertise to students.
3. Serving on a craft advisory committee for vocational education.
4. Supporting a community school.
5. Becoming a member of an advisory committee at the school or district level.
6. Providing tours and opportunities for students to explore career alternatives through site visits.
7. Participating in career fairs or cultural arts day.
8. Providing employment or training opportunities for students.
9. Serving as consultants for the management academy of the Teacher Education Center.
10. Sponsoring field trips or other special events.
11. Serving on a special task force established by the Superintendent of Schools in areas such as exceptional education, bilingual education, attendance boundaries, management and budget, or facilities construction.
12. Contributing to the scholarship fund established through the College Assistance Program.
13. Sponsoring a student intern in Advanced Academic Internships for gifted students.
14. Donating incentive awards.

These partnerships are one way in which the educational and business communities can share the responsibilities.

# **XIII.**

## **Dances**

## DANCES

Dances of all types are an important part of any activities program. They should be scheduled carefully and far enough in advance to allow for proper planning.

Students should be made aware that dances are contingent upon their conduct and cooperation during and after the dance, and whether the dances are self-supporting.

Proper decorum can be best brought about through adequate supervision. Any chaperones (including ticket sellers, ticket takers, those assisting with concessions) who are not employed at the school site sponsoring the dance, must be cleared by the School Volunteer Program at Level 1 (see Volunteers Section for more details).

For contracted services (*i.e., guest speakers, disc jockey for school dances, etc.*) to be paid from the school's Internal Fund revenue, the procedures that are in the Bids, Proposals and Contracts Section of this manual are to be followed.

In order that proper care may be taken of school property and continued permission granted for these activities, the following procedures should be followed:

1. An adequate number of school faculty/staff member chaperones over 21 years of age should station themselves in strategic locations to keep students from wandering through the building.
2. Students should not be readmitted to the building after leaving.
3. Tobacco, alcoholic beverages and illegal substances are expressly prohibited.
4. Dress should be suitable for the occasion.
5. Only students currently attending secondary schools should be permitted to attend. Students may invite guests; however, the school administrator will have the authority to determine who will be admitted.
6. Student identification cards should be required.
7. Students are required to respect school rules and property.
8. Organizations must hire Miami-Dade County Public Schools Police for the evening.

To allow for student participation in planning these activities, major responsibilities should be assigned to them. With the approval and assistance of the Activities Director and the club sponsor, student leaders should attend to the following:

1. Arrange for music. Contracts will be provided by the Activities Director.
2. If photographic services will be used at the dance:
  - a. Secure proposals for photographic services from at least three suppliers using the approved M-DCPS Form (FM-6797)
  - b. The invitations to submit proposals are to be mailed "certified, return receipt requested." This shows that at least three vendors were invited to submit proposals. Only M-DCPS approved vendors may be invited to submit proposals.
  - c. Follow the Cone of Silence rules until a photographer has been selected.
3. Secure tickets, pre-numbered with price included, that conform to School Board policy. Provide the school treasurer with documentation specifying the number of tickets purchased and the price(s) on each, both for pre-sale and admission tickets. This documentation will be required for audit purposes.
4. Publicize the activity.
5. Prepare the facility and arrange for clean-up following the dance.
6. Secure all student workers.

#### HELPFUL HINTS:

1. Publicize the event far enough in advance by using posters, banners, etc.
2. When arranging music for a dance, establish the name of the responsible person with the band or disc jockey, and negotiate only with that person. Require names of all band members be on the contract and include plan of payment.
3. Provide a playlist for the disc jockey of songs that are requested and approved for playing at the dance. The playlist can be compiled by giving students one week to submit song requests and then removing from the submissions any songs that are deemed inappropriate for a school dance due to language/content.
4. Payment to the band or disc jockey should be made at the conclusion of their performance.
5. Secure signed receipts from the law enforcement officers and band/disc jockeys when they have been presented their checks. Forward the receipts to the school treasurer.

6. After the dance, be sure that the facility has been properly secured, or that the custodian is present and will secure it.
7. Prior to the dance, communicate to the law enforcement officers specific responsibilities required of them.
8. Do not permit students not attending the dance to loiter around the outside of the facility.
9. Do not permit students to leave the controlled area of dance. Restrooms and concession facilities should be within the area.
10. If an off-campus facility is used, conduct an inspection with the facility representative before and after the scheduled event.
11. In lieu of printed tickets, a Board of Public Instruction (BPI) receipt book can be used with one receipt issued for each ticket purchase. The receipt, which is numbered and has the price paid written on it, can then be used as the admission ticket for the dance.
12. Give students guidelines for the dance in writing when they purchase a ticket. The information should include: date, time, location, map to dance, re-entry policy.

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## **XIV.**

# **Designated Days, Weeks and Months**

## **Specially Designated Days/Weeks/Months (Subject to Board Approval)**

### **September Dates 2012**

Baby Safety Month  
Hispanic Heritage Month 9/15-10/15  
Library Card Sign-up Month  
National Child Awareness Month  
National Preparedness Month  
Women of Achievement Month

National Waffle Week (9/2 – 9/8)  
Constitution Week (9/17 – 9/23)  
Substitute Teacher Appreciation Week (9/17 – 9/21)  
Remember to Register to Vote Week (9/23 – 9/29)

3 Labor Day  
8 International Literacy Day  
9 Grandparents Day  
10 World Suicide Prevention Day  
11 Patriot Day  
13 National Celiac Awareness Day  
16 Mexican Independence Day  
16 Rosh Hashanah begins at sundown  
17 Rosh Hashanah  
17 Constitution Day  
21 International Day of Peace  
22 First Day of Fall  
24 Family Day  
25 Yom Kippur begins at sundown  
26 Yom Kippur  
27 World Tourism Day  
28 Native American Day  
29 National Museum Day  
30 Sukkot begins at sundown

### **October Dates 2012**

Celebrating the Bilingual Child Month  
Crime Prevention Month  
Diversity Awareness Month  
German American Heritage Month  
Health Literacy Month  
Italian American Heritage and Culture Month  
National Animal Safety and Protection Month

National Book Month  
National Breast Cancer Awareness Month  
National Crime Prevention Month  
National Dental Hygiene Month  
National Disability Employment Awareness Month  
National Energy Awareness Month  
Polish American Heritage Month  
UNICEF Month

National Newspaper Week (1-5)  
National Fire Prevention Week (7-13)  
National Metric Week (7-13)  
Teen Read Week (14-20)  
National Teen Driver Safety Week (14-20)  
National School Lunch Week (15-19)  
National School Bus Safety Week (15-19)  
National Chemistry Week (21-27)  
America's Safe Schools Week (21-27)  
Red Ribbon Week (23-31)

1 Child Health Day  
1 Sukkot  
8 Children's Day  
8 Columbus Day  
9 Fire Prevention Day  
16 World Food Day  
16 Boss's Day  
20 Sweetest Day  
24 United Nations Day  
26 Islamic Eid al-Adha  
28 Mother-in-Law Day  
31 Halloween, National UNICEF Day

### **November Dates 2012**

American Diabetes Month  
Aviation History Month  
Military Family Appreciation Month  
National Inspirational Role Models Month  
National Native American Heritage Month

World Communication Week (1-7)  
World Kindness Week (12-18)  
American Education Week (11-17)

- 3 National Authors Day
- 4 Daylight Savings Time Ends
- 6 Election Day
- 11 Veterans' Day
- 13 World Kindness Day
- 15 National Parent Involvement Day
- 15 Islamic New Year – Al-Hijira
- 22 Thanksgiving Day
- 24 Islamic Ashura

**December Dates 2012**

World AIDS Month  
 Universal Human Rights Month  
 Worldwide Food Service Safety Month

Tolerance Week (1-7)  
 National Handwashing Awareness Week (6-12)  
 Human Rights Week (10-17)

- 1 AIDS Awareness Day
- 2 Special Education Day
- 7 Pearl Harbor Day
- 8 Hanukkah Begins at Sundown
- 10 Human Rights Day
- 12 Poinsettia Day
- 21 World Peace Day
- 24 Christmas Eve
- 25 Christmas
- 26 Kwanzaa
- 31 New Year's Eve

**January Dates 2013**

Eye Care Month  
 School Board Recognition Month  
 National Volunteer Blood Donor Month  
 National Book Month  
 National Thank You Month

- 1 New Year's Day
- 4 Trivia Day
- 5 National Bird Day
- 6 Epiphany
- 10 Save the Eagles Day
- 21 Dr. Martin Luther King Day
- 25 Tu B'Shevat begins at sundown

**February Dates 2013**

African American History Month  
 Children's Dental Month  
 American Heart Month  
 National Bird Feeding Month

Pride in Food Service Week (4-8)  
 National School Counseling Week (4-8)

- 1 National Freedom Day
- 2 Groundhog Day
- 3 Super Bowl Sunday
- 8 Boy Scout Day
- 10 Chinese New Year
- 12 Abraham Lincoln's Birthday
- 12 Mardi Gras
- 13 Ash Wednesday
- 14 Valentine's Day
- 18 President's Day
- 23 Purim begins at sundown

**March Dates 2013**

Women's History Month  
 Celtic American Heritage Month  
 National Nutrition Month  
 American Red Cross Month  
 Music in our Schools Month  
 Youth Art Month

School Breakfast Week (7-11)  
 Girl Scout Week (11-17)  
 National Poison Prevention Week (18-24)

- 2 Read Across America Day
- 2 Dr. Seuss's Birthday
- 8 Purim
- 8 International Women's Day
- 11 Daylight Savings Time Begins
- 17 St. Patrick's Day
- 20 First Day of Spring
- 24 Palm Sunday
- 26 First day of Passover
- 29 Good Friday
- 31 Easter

### April Dates 2013

Child Abuse Prevention Month  
Math Education Month/Math Awareness Month  
Youth Sports Safety Month  
Keep America Beautiful Month  
Young People's Poetry Month

National Library Week (14-20)  
National Volunteer Week (21-27)  
Public School Volunteer Week (22-26)  
Administrative Professionals Week (21-27)

1 April Fool's Day  
7 World Health Day  
22 Earth Day  
24 Administrative Professionals Day  
25 Take Your Child Work Day (Subject to change due to testing)  
26 Arbor Day

### May Dates 2013

National Physical Fitness and Sports Month  
Asian Pacific Islanders Heritage Month  
Better Hearing and Speech Month

Teacher Appreciation Week (6-10)  
National Children's Book Week (13-19)  
Police Week (13-17)

1 May Day  
1 Law Day  
5 Cinco de Mayo  
6 Nurses Day  
7 National Teacher's Day  
12 Mother's Day  
14 Shavou'ot/Pentecost begins at sundown  
18 Haitian Flag Day  
18 Armed Forces Day  
22 National Maritime Day  
27 Memorial Day

### HELPFUL HINTS:

1. Get a club or organization to sponsor each of the designated weeks/months. The group would then be responsible for the events related to the week/month. All events and activities will require the approval of the Activities Director.
2. Suggested activities are included for: American Education Week, Teacher Appreciation Week, Red Ribbon Week, AIDS Awareness Week. Modify these to be useful for the other weeks/months.

**XV.**  
**Distribution of Materials  
to Students**

**DISTRIBUTION OF MATERIALS TO STUDENTS**  
**School Board Policy 9700 – Section C**

Any request from civic institutions, charitable organizations, or special interest groups which involve such activities as patriotic functions, contests, exhibits, sales of products to and by students, sending promotional materials home with students, graduation prizes, fund raising, and free teaching materials must be carefully reviewed to ensure that such activities promote student interests.

Students, staff members, and District facilities shall not be used for promoting the interests of any nonschool agency or organization, public or private, without the approval of the Board or its designee. Board approval, shall not be construed as an endorsement of the cause or group.

**Distribution/Posting of Literature**

No outside organization, staff member, or student representing an outside organization may distribute, post literature, or make announcements on that organization's behalf on District property either during or after school hours without the permission and prior review of the Superintendent.

The Superintendent shall establish administrative procedures which require that:

1. criteria established in Policy [5722](#) are used to make a decision regarding materials that students seek to post or distribute;
2. distribution or posting of materials employees wish to distribute on behalf of an employee organization comply with the terms of negotiated collective bargaining agreements;
3. the District or the school mail system is not used by the community, students, or staff for distribution of nonschool-related materials, unless authorized by the Superintendent;
4. no materials from any profit-making organization are distributed for students to take home to their parents unless authorized by the Superintendent;
5. flyers and notices from outside non-profit organizations may be made available for students to pick-up at the literature distribution rack/table by the school building's office, under the following circumstances:
  - a. the flyer/notice publicizes a specific community activity or event that is age-appropriate for the students that attend the school;
  - b. materials of a sectarian nature should not be accepted;

- c. the organization submits the number of copies of the flyer that it wants placed in the literature distribution rack/table;
- d. the organization shows the building principal its 501(C)(3) or other proof of non-profit status, and the principal confirms that the flyer/notice does not overtly advocate or entice support for any religious organization;

No student shall be required to take any of the flyers/notices placed in the literature/distribution rack/table, and the rack/table shall contain a clear notice that the Board does not support or endorse any of the organizations and/or activities/events identified in the flyers/notices.

- 6. the time, place, and manner of distribution of all nonschool-related materials is clearly established and communicated.

# **XVI.**

# **Elections**

## **ELECTIONS**

There are many ways that elections may be conducted, but the election procedure must be accomplished in such a manner as to ensure fairness to all candidates.

The following steps may be followed when conducting an election:

1. Establish times, dates, and places for the election.
2. Establish written eligibility requirements to run for office.
3. Secure candidates for the various offices.
4. Establish campaign rules and notify all candidates as to the applied rules.
5. Conduct the election and publish the results.
6. Establish procedures and time frames in the event of a run-off election.

Elections may be conducted during the homeroom or attendance period, during lunch, before or after school, or during grade-level classes. The number of students in that class should be verified from the instructor and one ballot for each student should be provided. The instructor will then conduct the election in his/her class and return the completed ballots and absentee student ballots to the election supervisor. On line voting is also permitted.

In securing candidates, students may be nominated by other students or nominate themselves. Nominations should be accomplished by using a nominating form. The form may include:

1. Candidate's name;
2. Name of person nominating;
3. Candidate's complete class schedule;
4. Campaign and election rules and election calendar;
5. Candidate's signature indicating having read and understood all rules.

Campaign rules are established to:

1. Inform candidates when, where, and what they may do in regard to conducting a campaign;
2. Establish a total cost expenditure to avoid discriminating against those students who are financially disadvantaged;
3. Establish size limitations on campaigning materials such as banners, posters, etc.; and
4. Ensure that campaign materials are student-generated.

Establish a committee to conduct the election, supervise the polls, and tally the votes. The election committee should be made up of at least the following:

1. Students who are not associated with the candidates or the issues, and are representative of the ethnic/racial composition of the school;
2. The Activities Director; and
3. The Principal or administrative designee.

The students on the committee should be poll workers and should be supervised by the staff members of the committee. The entire committee must be present to tally the votes and announce the results at the conclusion of the election.

In lieu of homeroom distribution of ballots, schools may choose to conduct elections by scheduling a central location for registration and use the following voting procedures:

1. Student must present valid identification at the time of voting.
2. Identification must be matched with the official homeroom roster.
3. Students are required to sign the official roster before receiving a ballot to vote.
4. Students without proper identification will not be allowed to vote.
5. In the event of duplicate identification, only the signature vote will be counted.
6. Students should be reminded to have identification with them at all times to avoid losing their right to vote.

Students can vote using Scan-Tron ballots available from Stores and Distribution (S&D). Each student should be required to provide identification and sign for their ballot. The student should then be directed to a voting booth where a list of the candidates and voting instructions are available. Upon completing their ballot, the student is to then place it in a ballot box, which is to be kept secure for the duration of the voting process, at all times guarded by the faculty member in charge of the elections.

#### HELPFUL HINTS:

1. The election committee must destroy all unused ballots at the conclusion of the election.
2. Campaign rules should be such that they prevent interference with normal school operation.

3. Candidates should be kept away from polling areas except to cast their own vote.
4. All ballots and tally sheets should be filed in a secure place and kept for reference until after the election of the following year.
5. A minimum of one week should be allowed for students to obtain forms and register as a candidate.
6. Students should be allowed a minimum of one week to campaign.
7. Members of the PTA/PTSA, who are cleared to be School Volunteers (see Volunteer Section for details), may be asked to assist with student elections.
8. Explore the possibility of using voting machines/Scan-Tron ballots/on-line voting.
9. Publicize the nomination deadlines as well as the criteria for candidate eligibility.

# **XVII.**

## **Eligibility and Grades**

## **Eligibility for Participation in Interscholastic Extracurricular Athletics & Activities**

1. In order for a student to participate in extracurricular athletics and activities, a student must meet the standards set forth by State statute and the Florida High School Activities Association. In addition, a student must have at least a “C” average in conduct for all subjects in the preceding semester.
2. To be eligible to participate in interscholastic extracurricular student athletics and activities a student must maintain a grade point average of 2.0 or above on a 4.0 scale in the courses required for graduation. Computation of grade point averages requires the inclusion of all applicable high school courses taken in the student’s educational program, except those courses to which a forgiveness policy has been applied.
3. If a 10<sup>th</sup> grade student’s cumulative grade point average falls below 2.0 on a 4.0 scale in the courses required for graduation, the student will be permitted to participate in interscholastic extracurricular athletics on a semester-by-semester basis if the student:
  - a. earns a 2.0 or above grade point average on a 4.0 scale on courses taken the previous semester;
  - b. enters into an academic performance contract with the school, and;
  - c. attends summer school as necessary.

However, once a student enters grade 11, he/she must have and maintain from that point forward a 2.0 or above cumulative grade point average on a 4.0 scale to be eligible to participate.

4. If a student's eligibility is affected by an incomplete grade, the student is ineligible until the incomplete grade is removed and all eligibility requirements are met.
5. All participants in any competing group or performing group must sign the Contract for Student Participation in Interscholastic Competitions or Performances (Form FM- 7155).
6. A student who is assigned to Indoor Suspension/School Center for Specialized Instruction (SCSI), he or she will not be allowed to participate in interscholastic competitions or performances on the day(s) on which he or she is assigned. If the assignment to SCSI takes place on/or includes a Friday, the student will be unable to participate in interscholastic competitions or performances on the weekend.

7. A student who is serving an outdoor suspension cannot practice or participate in interscholastic competitions or performances and may be subject to further sanctions or penalties.
8. A student who has a total of 11 cumulative days of suspension will not be allowed to participate in interscholastic competitions or performances for the remainder of the school year.
9. A student who has ten (10) or more cumulative absences will not be allowed to participate in interscholastic competitions or performances for the remainder of the school year.
10. A student who has twenty (20) or more cumulative tardies will not be allowed to participate in interscholastic competitions or performances for the remainder of the school year.
11. A student must be reported as present for the school day in order to participate in interscholastic competitions or performances.
12. A student who participates in interscholastic competitions or performances and has not performed at grade level as defined by the Florida Department of Education will seek two (2) hours per week of academic tutoring. Failure to seek required tutoring will result in a seven (7) calendar days suspension from interscholastic competitions or performances.
13. Any student who is arrested for conduct occurring on or off school grounds will be prohibited from participating in all interscholastic competitions or performances for a minimum of ten (10) days, including practices.
14. If a student has a justifiable reason for excessive absences or tardies, he or she may appeal using a Request for Eligibility Ruling, Form FM-7179. If that appeal is denied, he or she may appeal further using the Request for Eligibility Hearing, Form FM-7178.

**It is your job as activities director to monitor the GPA'S, attendance and tardies of all students who compete in interscholastic competitions or perform.**

## DATA ENTRY FOR MONITORING OF STUDENT CONTRACT INFORMATION

This section delineates the process for beginning the process of monitoring your students participating in the interscholastic competition or performance agreement through the use of ISIS.

This is a step by step procedure. In order to complete it you must have a list of students with their ID number and the club or sport to which they belong. Please refer to documents A, B, C and D following these instructions.

- Go to [www.dadeschools.net](http://www.dadeschools.net).
- Click on Intranet.
- Enter Employee ID Number.
- Enter Location Number.
- Enter Password. (This should be the password you use to access your email.) If not, click on forget password and follow instructions.
- Hit Log In.
- Click on Mainframe Terminal Session.
- Once again you will enter your employee number, work location and password. Hit enter again.
- You will see the word APPLICATION. Enter ISIS. Hit enter.
- Select #1 – Student Information Menu – Hit Enter
- Select A – Athletic Information Menu – Hit Enter
- Select 4 – Categorical Update of Athletic Data – Hit Enter (Sample Screen: Attachment A)
- Select 1 – Categorical Update of Sport Code and Squad Code – Hit Enter (Sample Screen: Attachment B)
- You should now see a screen as illustrated in Attachment C. Using the codes listed on Attachment D, you will now begin to input your student by ID number.

Example: You are going to enter Varsity Football Players. The Sport Code you enter would be “F” for football. The Squad Code you enter would be “A” for boys’ varsity. **Hit Enter**, then begin entering the ID Number of each student. When you have finished entering all the ID numbers hit enter again.

Example: You are going to enter your Mu Alpha Theta Members. The Sport Code you enter would be 7 for Honor Societies. The squad code would be “F” and you would designate that for Mu Alpha Theta. **Hit enter after entering the Squad Code**. Enter the ID number of each student and hit enter again when complete.

Example: You are going to enter your band members. The Sport Code you enter would be “3” for band. You would enter the squad code “F”. Hit enter and then begin entering the ID number of each student and hit enter again when complete.

You must complete this process to generate a daily report, entitled the Extra Curricular Activity Report. Your principal must give you access to the report.

Attachment A

SI30-A1-H5L7

12/07/10 15.23.31

STUDENT DATA BASE SYSTEM  
ATHLETIC INFORMATION MENU

SCHOOL NUMBER ... 9723  
SCHOOL ATHLETICS/ACTIVITIES

1. DISPLAY FHSAA ANNUAL ELIG LIST
2. DISPLAY FHSAA GAME ELIG INFO
3. DISPLAY / UPDATE STUDENT ATHLETIC INFO
4. CATEGORICAL UPDATE OF ATHLETIC DATA

ENTER SELECTION NUMBER \_\_\_\_\_

ENTER SCHOOL NUMBER \_\_\_\_\_

Attachment B

SI30-A1-H5L7

12/07/10 15.25.26

ATHLETIC INFORMATION  
CATEGORICAL UPDATE MENU

SCHOOL NUMBER ... 9723  
SCHOOL ATHLETICS/ACTIVITIES

1. CATEGORICAL UPDATE OR SPORT CODE AND SQUAD CODE
2. CATEGORICAL DELETE OF SPORT CODE

ENTER SELECTION NUMBER \_\_\_\_\_

Attachment C

SI30-A1-H5L7

12/07/10 15.32.34

ATHLETIC ACTIVITY

TO SET CONSTANTS ENTER SPORT CODE \_\_\_\_\_ SQUAD CODE \_\_\_\_\_

STUDENT ID

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Attachment D

ATHLETIC SPORT CODES

A - TRACK	H - ATHLETIC TRAINERS	P - WATER POLO
B - BASEBALL	I - SWIMMING	R - WRESTLING
C - CROSS COUNTRY	J - STUDENT MANAGERS	S - SOCCER
D - FLAG FOOTBALL	K - BASKETBALL	T - TENNIS
E - LACROSSE	L - SOFTBALL	V - VOLLEYBALL
F - FOOTBALL	M - BADMINTON	W - WEIGHTLIFTING
G - GOLF	O - BOWLING	X - CHEERLEADING

ATHLETIC SQUAD CODES

A - BOYS VARSITY	B - GIRLS VARSITY	C - BOYS JR VARSITY
D - GIRLS JR VARSITY	E - OTHER	

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ACTIVITIES CODES

0 - OTHER	4 - CHORUS	7 - HONOR SOCIETIES
1 - ACADEMIC PERFORMANCE	5 - DANCE	8 - JROTC
2 - AUXILIARY BAND	6 - DRAMA	9 - VOCATIONAL
3 - BAND		

ACTIVITIES SQUAD CODES

F - "A" TEAM	G - "B" TEAM	H - "C" TEAM	I - "D" TEAM
J - "E" TEAM	K - "F" TEAM	L - "G" TEAM	M - "H" TEAM
N - "I" TEAM	O - "J" TEAM		

**XVIII.**  
**Equal Access**  
**and**  
**Religion-Related**  
**Groups/Issues**

**EQUAL ACCESS**  
**School Board Policy 5730**

School Board facilities shall not be used by nondistrict-sponsored student clubs and activities or District-sponsored, noncurriculum-related clubs and activities during instructional hours. During noninstructional time, however, no group of students, regardless of the size of the group, will be denied an opportunity to meet on the basis of the religious, political, philosophical, or other content of the activity.

An application for permission for nondistrict-sponsored student clubs and activities to meet on school premises shall be made to the Principal who shall grant permission if:

- A. the activity has been initiated by students;
- B. attendance at the meeting is voluntary;
- C. no agent or employee of the District will promote, lead, or participate in the meeting;
- D. the meeting does not materially and substantially interfere with the orderly conduct of instructional activities in the school;
- E. nonschool persons do not direct, conduct, control, or regularly attend the activity.
- F. it does not require additional tax funds;
- G. is not unlawful; and
- H. admission fees are not charged during the course of the meeting.

A student-initiated group granted permission to meet on school premises shall be provided the same rights and access and shall be subject to the same administrative procedures that govern the meetings of student organizations sponsored by the Board, except as provided by this policy. Participation in a student-initiated meeting must be available to all students who wish to attend and cannot be denied on the basis of a student's sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, or any other basis prohibited by law.

### Employee Participation in Equal Access Meetings

There shall be no sponsorship of (including the act of promoting, leading or participating in) meetings by the school, the School Board, its agents or employees. A school employee (teacher, administrator or other employee) should be assigned for custodial purposes. This does not constitute sponsorship for the meeting. The employee is to be present at meetings only in a non-participatory capacity.

### Equal Access Monitor

Each school is permitted to designate one employee as the Equal Access Monitor. The Activities Director and Principal should work in conjunction in the selection process. This employee will be present at all Equal Access meetings held on campus and report any violations of the above stated federal guidelines as well as damages to the school facility caused by the group. This employee can either be paid on an hourly basis at the Principal's discretion or assigned an interest club supplement with the name of the organization being listed as Equal Access Monitor.

Under no circumstances is the Equal Access Monitor to participate in the meetings, in any way. If this occurs, the employee is to be removed as Monitor, their supplement terminated and another employee is to be assigned the role and supplement.

Student groups meeting under the Act must be allowed to use the school media, including the P.A. system, the school newspaper, and the school bulletin board to announce their meetings on the same terms as other noncurriculum-related student groups. Schools, however, may inform students that certain groups are not school sponsored. Such groups are entitled to purchase a yearbook page (in the same manner as other non-curriculum-related clubs) and may conduct fund raising activities.

If clubs and organizations are permitted to meet during lunchtime, then Equal Access groups can also meet at that time (given that all other provisions are met).

## **RELIGIOUS ACTIVITIES**

Religious activities in secondary schools are governed by the Equal Access Act and School Board Policy 5730 - Equal Access for Nondistrict-Sponsored, Student Clubs and Activities [5730](#) . The Act authorizes that secondary school premises may be made available to students who wish to conduct meetings during non-instructional time irrespective of the content of the speech, or literature used at the meetings. These groups must follow the same provisions as all other groups using the building under the Equal Access Act.

### **Bible Reading**

Bible reading and/or the recitation of any religious prayer as a devotional is not permitted. School Board Policy 8800 – Religious/Patriotic Ceremonies and Observances, [8800](#).

### **Religious Expression at Graduation**

The Supreme Court has ruled that public schools are not to include prayers as part of the graduation ceremony, Board Policy 8800.

### **“See you at the Pole”**

Student participation in before or after-school events, such as “see you at the pole” is permissible. School officials are to neither encourage nor discourage participation in such an event.

**XIX.**  
**Field Trips**  
**and**  
**Transportation**

## **FIELD TRIPS**

Please refer to the “Field Trip Handbook” <http://ehandbooks.dadeschools.net/policies/131.pdf> for the procedures, policies and regulations regarding Field Trips.

**XX.**  
**Fundraising**  
**and**  
**Internal**  
**Accounts**

## INTERNAL ACCOUNTING

The policies and procedures as outlined in the Board approved Manual of Internal Fund Accounting for Elementary and Secondary Schools for Student Activity Funds are to be adhered to in ALL matters involving financial transactions. All documents used in these transactions are to be prepared in duplicate with a file copy in the school treasurer's office for audit. The Activities Director should provide all faculty sponsors with complete details regarding these procedures.

The State Board Regulations require that all financial transactions related to student activities be recorded in the internal funds of the school. This is described specifically as, "all monies collected and disbursed by school personnel within a school or in connection with any school programs, for the benefit of a school sponsored activity."

Allowable fundraising activities meeting **any** of the following criteria are considered school-sponsored, and **must be** accounted for through the school's Internal Fund:

1. Activities of any kind that involve a Miami-Dade County School Board employee handling or controlling monies as part of his/her involvement in the activity and/or overall employment responsibilities
2. Activities of school recognized student groups; i.e., classes and clubs
3. Activities that are considered "extra-curricular" or extensions of the school program (*i.e., Athletic games, Classes and Clubs events*) wherein student talent in the event is utilized **and** for which an admission/participation fee is charged
  - a. Revenue generated from admission/participation fees must be accounted for in the school's Internal fund. However, at the principal's discretion, business transactions related to events involving student talent, such as the sale of event programs and concessions, may be conducted separately by a school-allied organization.
  - b. Entertainment, including activities involving student talent, for which admission or participation fees will be charged, may not be conducted during school hours.

Entertainment/student activities containing scenes, language or jokes that are not compatible with the dignity of educational institutions are prohibited.
4. Activities involving merchandise purchased for re-sale by the school or a school employee, or that comes at any time into the direct custody of a school employee.

It is also recognized that there are some legitimate and worthwhile activities of independent, but school related organizations, such as PTA/PTSA groups, Athletic Booster Clubs, and Band Patrons groups. These groups will usually expect to handle their finances outside the school and make gifts or donations to the school as they elect (See Section 6, Booster Clubs and Allied Organizations and the Manual of Internal Fund Accounting for Elementary and Secondary Schools, Section IV – Chapter 12).

To avoid violations of policy, approved outside allied groups (including PTA) should conduct their activities in such a way that they will be clearly distinguished from school-sponsored student/club activities. Public announcements, programs, and tickets should clearly designate the activities as those of the school-allied organization even though the activity may be held on school grounds. Samples of such activities would include, but may not be restricted to, the following:

1. Carnivals, barbecues, dinners, and similar activities, conducted entirely by the school-allied organizations, and not involving any school employee in the handling of funds. No activities involving any form of gambling or games of chance can be conducted on school grounds.
2. Benefit shows or performances by non-school groups, such as college or professional music groups, when arrangements are made by outside organizations, as long as no school employee is involved in the handling of funds.
3. Merchandising services such as school store handled by PTA, when PTA orders merchandise in its name, completely handles sales activities, receipts and disbursements of money without involving any school employee.
4. Approved fundraising activities conducted by school-allied organizations may involve student participation with proper adult supervision by members of the school-allied organization, but **may not** involve school employees in the handling of merchandise or sales proceeds. For such fundraising activities:
  - a. Merchandise for sale or use by an outside school-allied organization **must** be ordered in the name of the organization.
  - b. Merchandise ordered by an outside school-allied organization **must not** be shipped to the school unless:
    - 1) The school principal has agreed **in advance** to permit that the merchandise be shipped to the school,
    - 2) A non-school employee of the school-allied organization has provided written notification to the school accepting responsibility for the payment of the merchandise or showing evidence that it has been pre-paid,
    - 3) No merchandise can be stored on school premises without the authorization of the school principal or

designee. **Notwithstanding** the principal's consent, the school **will not** assume responsibility for theft, loss or damage to merchandise stored on school premises.

A School Board employee cannot be a co-signer of an outside organization or be in custody of the money of any outside organization if the employee is involved in any collection of money at the school level (e.g., A band director cannot be a treasurer or co-signer of a parent affiliated booster club).

Board regulations require that each student club or activity have an employee sponsor who will be responsible for training and supervising the students in the conduct of their activity. This assignment will include the responsibility for making certain that all monies related to the activity are properly controlled and deposited in the internal funds, and that all required records and reports are prepared.

The Principal of the school has the overall responsibility for approving fund raising activities and the control of all activities in accordance with State regulations and Board rules.

Furthermore, Board Policy 6610 – Internal Accounts, Section M. [6610](#) requires that in addition to the approval of the Principal, any solicitation of funds from the public (including candy sales) must have the prior approval of the Region Superintendent.

### GENERAL GUIDELINES

1. Fundraising activities must be conducted during non-instructional class time, preferably before and after school. At the principal's discretion, the collection of money for pre-paid activities or pre-sale items **only** may be authorized at a specified time during the school day (*i.e., homeroom*), as long as this process does not prove to be disruptive to classroom instruction.
2. Collection under \$15 from students (multiple collections) may be receipted by tally of signatures rather than individual receipt. Otherwise procedures require all money received to be recorded on official pre-numbered receipt and deposited daily if accumulated monies exceed \$150. It is recommended that monies be deposited daily and not kept overnight.
3. Schools must pay sales tax on all merchandise that is purchased for resale.
4. Before an order/purchase is made, the use of *an Internal Fund Purchase Order* (FM-1012), authorized by the principal and processed by the school treasurer, is required for all purchases of goods, supplies, merchandise etc., costing \$100.00 or more. Purchases made in violation of this policy will be considered unauthorized and will become the sole responsibility of the person making the purchase.

5. When using admission tickets, they may be purchased from a vendor or printed in school production shops. Tickets must be pre-numbered and priced to maintain accountability and an operating report must be prepared showing profit and loss.
6. Fundraising activities involving community participation require region approval in writing in addition to that of the Principal. This includes booster club fundraisers.
7. All forms of gambling and games of chance are prohibited. Games based entirely upon skill are not to be considered games of chance School Board Policy 7510 – Use of District Facilities, [7510](#).
8. Use of school grounds and buildings for pony and other animal rides, raffles, bingo, and card playing is prohibited.
9. Only official M-DCPS pre-numbered receipts, tickets, or other serialized forms or tickets obtained from and/or documented by the school treasurer may be used for fundraising activities.
10. Tickets to events sponsored by non-school agencies shall not be sold in any public school, or on school premises, by any school, school organization or non-school organization, except the Miami-Dade County Youth Fair tickets. Exceptions to this Rule can be made when determined, by the Superintendent or designee, to be in the best interest of the School District. These exceptions will be handled by the Division of Athletics, Activities, and Accreditation.
11. A meeting should be held at the beginning of the school year for student treasurers and advisors during which the school treasurer reviews procedures for collecting and depositing funds, opening and closing sales, distribution of sales items as well as providing sample forms to all persons who will be collecting or supervising the collection of funds.
12. The sale of food and beverage items by groups other than the Department of Food and Nutrition by vending or other means is not permitted in secondary schools from beginning of the school day until one (1) hour following the close of the last lunch period.
13. No vendor is permitted to sell on school premises on concession, consignment, or percentage basis, except commercial vending machines that are under approved contracts with the school and approved by the principal.
14. Recordings of student performances (including graduation ceremonies) shall follow the guidelines in the Memorandum of Understanding included at the end of this section.

15. Fundraising to be used to pay for field trips/student travel is to follow the guidelines in the Field Trips section of this handbook.
16. There are specific Internal Fund guidelines that apply to Senior Class Activities (Grad Bash, Prom). Please refer to the appropriate section of this handbook for details.

Fundraising activities involving students working or providing services for community events or outside business organizations for which compensation, monetary or otherwise, will be given, either to the students or the school, **are not** allowed to be conducted as school-sponsored/student fundraisers.

Fundraising activities organized and conducted by the PTA/PTSA and other school-allied organizations are independently operated by those organizations. Nevertheless, such activities must be submitted to the respective school principal for approval, with those involving community solicitation also requiring written approval from the Region Center Superintendent. All approvals must be retained for audit purposes.

Fundraising profits shall be used for the purpose intended as specified in the *Application for Fund Raising Activity* (FM-1018), or for other student activities and/or general school use as long as written approval/consent from the students (i.e., club officers or class/club representatives) who raised the funds and that of the school principal/designee is obtained.

### COLLECTION OF MONEY

- In addition to a *Recap of Collections* (FM-1004) form, individual collections of \$15.00 or more must also be supported by issuing official school board forms/receipts.
- Money collected by school employees, students, or authorized volunteers for school activities, regardless of the amount, must be submitted to the school treasurer, or back-up designee, on the same day collected.
- All money collected must be submitted to the school treasurer in the same form as collected (i.e., *cash for cash, checks for checks, etc.*) Employees' personal checks, money orders, or cashier's checks may not be substituted for cash money collected.
- Incidents involving theft or loss of money associated with internal fund activities must be reported immediately to the principal and to the appropriate authorities (i.e., *school police*). Documentation of the school's efforts (i.e., *copies of plant security reports, memorandums requesting investigations, etc.*) to recover thefts of money or school property must be retained for audit purposes.

## DISBURSEMENTS (PAYMENTS)

- All disbursements for expenditures to be paid from the school's Internal Fund must be made via check and must be approved by the principal. No disbursement is to be made from cash money collected from any activity before being deposited by the treasurer in the school's checking account.
- All invoices for purchases made for the school must be promptly submitted to the school treasurer for payment. This includes invoices/payment receipts for which faculty or school staff will be expecting reimbursement. The policy for processing payments is as follows:
  1. Payments to vendors must be made within thirty (30) days of satisfactory receipt of goods/services unless:
    - a. Special arrangements have been made with the vendor. (*Deferred payment agreements must be in writing and retained for audit purposes*).
    - b. Discrepancies arise with the vendor due to nonconforming goods/services or other reasons. The discrepancies should be documented for audit purposes, and payment shall be made when the discrepancies are remedied.
  2. Reimbursement requests from faculty/staff for authorized purchases must be submitted to the treasurer when the expenditures, individually or cumulatively, total at least \$25.00.
    - a. At the principal's discretion, reimbursements may be denied when this policy is not adhered to.
    - b. The frequency of processing reimbursements for purchases totaling less than \$25.00, individually or cumulatively, is at the principal's discretion.
    - c. Reimbursements must be made before the end of the fiscal year in which the purchase was made.
    - d. Reimbursement requests shall be initiated with a *Check Requisition (FM-0992)* form.
    - e. No reimbursements may be processed unless original vendor itemized invoices/receipts are provided.

## WAREHOUSE STORE CARDS

The purchase of memberships to warehouse type stores (i.e., Costco, BJ's, SAMS Club, etc.) may be made by schools to be used strictly for school activities and not for personal use by school employees.

1. Only one (1) membership to each particular store may be maintained in the name of the school and paid from Internal Fund revenue per fiscal year. (Exception: Memberships purchased through community school for its activities are considered separate.)
2. Memberships for general school use, including student classes and clubs, may be paid from the Special Purpose function, not the General Miscellaneous function.
3. Memberships to be used mainly for classes and clubs activities should be paid for from the General Activities function (0165) in the Classes and Clubs Program (5003), and may also be utilized for general school use.
4. Membership cards must be retained at the school, centrally safeguarded and returned upon use. Their use must be limited to only a few employees authorized by the principal.

## DONATIONS TO CHARITIES

Fundraising profits can be donated to the United Way and other charities **only** as specified in the Charities Section in this handbook. Any changes to this policy require Board approval.

## SALES TAX

Only purchases of items for school use and for which the school will claim and maintain ownership are exempt from sales tax at the time the purchase is made. Examples of sales tax exempt and taxable purchases are as follows (this list may not be all inclusive):

- 1) The following purchases are **sales tax exempt**:
  - a) Textbooks (including required workbooks, computer diskettes, or CD-ROMS containing instructional questions and answers relating directly to prescribed textbooks)
  - b) Required reading materials (i.e., paperback novels)
  - c) Furniture
  - d) Equipment
  - e) Supplies

- f) Uniforms or costumes (for which the school will claim ownership)
- g) Musical instruments (for which the school will claim ownership)
- h) Yearbooks
- i) Student awards (for educational purposes: i.e., trophies, medals, ribbons, certificates of recognition, plaques)

2) Sales tax **must be paid** for the following purchases:

- a) Merchandise purchased for re-sale
- b) T-shirts, including team t-shirts, or other personal use items (i.e., jackets, sweatshirts, mugs, etc.) for which the students will claim ownership, even if used for student recognition and/or incentives
- c) Uniforms or costumes (for which the students will claim ownership)
- d) Student photographs paid for by the school directly to the vendor
- e) Memory books

3) Event programs sold for any school event/activity are subject to sales tax.

### MAGAZINE SALES

Only students in grades 9, 10, 11, and 12 are permitted to sell magazines as fundraisers. Such activities are subject to the following restrictions: a) student solicitation for such sales is permitted in homes only (no offices or businesses) if the student is accompanied by an adult; b) activities in each school shall be limited to two (2) weeks; and c) promotional activities shall be kept within reasonable bounds and competition among schools and individual students shall not be unduly stimulated. Florida Statute 212.08 lists items that are sales tax exempt. Magazine subscriptions, where the actual magazine is being sent by mail is listed in that section under item (w).

The formation of a student committee serves a vital role in planning and conducting magazine sales. The committee functions are as follows:

1. Invite prospective suppliers to present their programs to the committee.
2. Interview the suppliers at an appointed time.
3. Evaluate the programs and choose one representative to be the official supplier to the school.
4. Establish the time for the supplier to present the program to members of the organization participating in the sales. At the time of the presentation, the supplier will:
  - a. Advise sellers how to approach prospective buyers.
  - b. Instruct sellers how to complete order forms and request payment.
  - c. Acquaint sellers with renewal policies, discount offers, multi-year purchases, etc.
5. Assist students in reporting orders and monies collected.

6. Collect and deposit all money and copies of order forms with the school's treasurer.
7. Forward orders to the supplier.

Standard operating procedures to be followed are given in the current Manual of Internal Fund Accounting for Elementary and Secondary Schools, as adopted by the Board.

HELPFUL HINTS:

1. Afford the suppliers an equal opportunity to secure the school's business.
2. Select a chairperson from each homeroom or attendance period to collect monies and order forms from the students and audit each for accuracy. The chairperson then deposits the monies and orders with the organization's treasurer.
3. Collect and deposit all monies and orders each day of the sale.
4. Keep prizes on hand and distribute daily to encourage student participation.

**XXI.**  
**Gay/Straight Clubs**

## **GAY/STRAIGHT CLUBS**

Schools are permitted to have a Gay/Straight Alliance in their listing of school-sponsored groups. They are to be assigned an advisor who is to receive an interest club supplement.

Further information is contained in the documents that follow this page.

## **Gay/Straight Clubs Formed by Public School Students: Why School Officials Need to Treat Them Equally**

*Lawyers at the American Civil Liberties Union LGBT Project, Lambda Legal Defense and Education Fund, and the National Center for Lesbian Rights developed this document along with other concerned citizens fighting bans on gay/straight alliances. We encourage you to use this document if faced with similar proposals in your community. For further help, contact any one of the above organizations.*

### **I. SCHOOLS SHOULD BE SETTING AN EXAMPLE OF RESPECT FOR THE CONSTITUTION AND OUR NATION'S LAWS.**

One reason we have public schools is to teach young people how to become good citizens. Part of that teaching centers on respect for and appreciation of the United States Constitution. The legal requirement that school officials not discriminate against any non-curriculum related student club because of the message or subject matter of that club reinforces for students one of our most cherished and important constitutional principles -- government may not interfere with freedom of speech or association simply because the content of a group's or individual's expression is controversial or unpopular.

The First Amendment and the federal Equal Access Act (20 U.S.C. §§4071-4074) establish this requirement of equal treatment for all non-curriculum related clubs. A secondary school that provides a meeting place during non-instructional time for any voluntary, student-initiated club is required by law to provide the same meeting facilities for all non-curriculum related groups. The school is thus facilitating an "open forum" for student group activities. As the Equal Access Act itself emphasizes, schools do not endorse the views or activities of any of the groups they allow to meet on campus; instead, they create a forum for the students to discuss the issues the students choose.

Banning certain clubs because students' views are unconventional or unpopular guts the very point of the First Amendment and the Equal Access Act. The Constitution and this federal statute would not be needed if only majority, well-established views were allowed to be heard. By honoring the core principles of the Constitution and the Equal Access Act, schools set an example of respect for the law and for freedom of expression.

### **II. SCHOOLS SHOULD PROMOTE STUDENT CLUBS AS PART OF DEVELOPING FUTURE GOOD CITIZENS AND HEALTHY MEMBERS OF OUR SOCIETY.**

Student clubs are a valuable part of teenagers' junior high and high school experiences. By creating a forum for voluntary, student-initiated clubs that meet on school grounds when classes are not in session, school officials give teenagers the opportunity to learn how to create and run an organization, how to plan political, social, cultural, religious, or recreational activities, and how to get along and interact productively with one another.

Abolishing all non-curriculum related student clubs just because a club with a controversial political or religious perspective has been established would be a tragedy for and disservice to all students.

### **III. GAY/STRAIGHT STUDENT CLUBS BENEFIT THE STUDENTS WHO FORM THEM AND THE STUDENTS WHO LATER BECOME MEMBERS.**

Gay/straight alliances and similar student groups that teenagers form to address sexual orientation issues should be treated just like any other student-initiated groups. As with other groups, meetings at school during non-instructional times provide a safe, central place for students with similar concerns and interests to gather.

By junior high and high school, students are becoming aware of their own sexuality. They are also aware of sexual orientation issues, both in the political sphere and more personally. Sexual orientation is daily made an issue: by school activities, such as dances and other social events; by cultural influences, such as television; and by more informal interactions that presume heterosexuality and a growing interest of teenagers in those of a different sex. Thus, gay/straight alliances do not introduce sexual orientation concerns to students -- instead, they provide helpful forums for students to discuss already-developing personal and political concerns with one another.

Schools should not ban these helpful forums for discussion. Doing so takes a difficult adolescent experience and introduces more fear and confusion.

### **IV. GAY/STRAIGHT STUDENT CLUBS ALSO BENEFIT THE SCHOOL COMMUNITY AS A WHOLE.**

Anti-gay harassment and violence are particularly prevalent in schools and among teenagers. Hearings on the issue have occurred in Kansas, Massachusetts, Rhode Island, and Texas. Perhaps the most common way today for young people to disparage one another is to call a peer a "faggot" or a "dyke." A disproportionate amount of the widespread physical violence against gay men and lesbians, of all ages, is committed by teenage boys.

Gay/straight alliances help combat an atmosphere of verbal and physical harassment by explicitly condemning the bigotry as an organized group of students, or by simply providing an opportunity for the discussion of different student perspectives on such anti-gay incidents. Students talking to fellow students is a particularly effective way of making young people aware of the harms caused by discrimination and violence.

### **V. SCHOOLS SHOULD ADDRESS ANTI-GAY ABUSE BY DISCIPLINING THE ABUSERS, NOT BY BANNING MEETINGS BY THOSE WHO ARE ABUSED.**

When acts of anti-gay harassment, particularly physical violence, occur in the schools, administrators should respond promptly to take action against the perpetrators and to support the students who have been harassed. Providing a safe, welcoming school environment for all students is one of the core responsibilities of public school officials.

Incidents of, or the potential for, anti-gay violence do not provide a reason for forbidding gay/straight alliances or similar groups. Such a "blame the victim" argument is often made by

those who do not want to face up to the ugly bigotry of gay harassment and do not want to take appropriate action against victimizers.

Voluntary gay/straight alliances among students are part of the solution, not part of the problem of anti-gay violence. If schools treat the alliances as the problem, they are teaching all students that might makes right, and that the school's lessons about respecting others are not meant to be taken seriously.

## **VI. GAY AND LESBIAN TEENS SUFFER BECAUSE OF ANTI-GAY PREJUDICE, NOT BECAUSE OF WHO THEY ARE.**

Teen years are a stressful time of rapid development into adulthood. That passage can be especially stressful for young people beginning to realize their gay, lesbian or bisexual orientation, because they face anti-gay prejudice. If youth wondering about their sexual orientation or coming to terms with a gay or bisexual orientation are isolated from supportive peers and adults, those youth will often suffer from lack of self-esteem and self-worth and may tend toward self-destructive behavior, including drug use and suicide. Isolated gay youth have a hard time concentrating on their education, leading many to drop out.

Such problems develop not because homosexuality or bisexuality is a pathology -- for these are merely normal variations in human sexual orientation. Rather, isolated youth dealing with sexual orientation issues internalize the prevailing anti-gay sentiments in schools and in society and, based on little information, often judge themselves extremely harshly.

Student groups help diminish feelings of isolation and help build self-esteem for their members. Student-initiated group discussions, social events, and political organizing are a safe and healthy means of working through what for many is otherwise a difficult and alienating time.

## **VII. GAY-RELATED CLUBS DO NOT PROMOTE SEX, NOR DO THEY FOSTER ADOLESCENT SEXUALITY ANY MORE THAN HETEROSEXUALLY-ORIENTED TEENAGE ACTIVITIES DO.**

Contrary to the wholly unsubstantiated arguments of opponents, gay/straight alliances do not cause young people to become involved in sexual activity earlier than they otherwise would, or to "choose" a sexual orientation that would otherwise not be their orientation.

A student club focusing on sexual orientation issues no more causes sexual activity than do student clubs such as a glee club, a math club, or a Young Republican club. All clubs, and many other circumstances, bring teenagers together to meet and get to know one another, sometimes leading to dating and other appropriate adolescent socializing. That is far from, however, bringing about sexual intercourse before a young person is ready. If schools sponsor athletic exhibitions, cheerleading, dances and proms without concerns about promoting sex, it is difficult to see how allowing a gay-straight student alliance to meet for discussions would promote sex.

Any decision about actually beginning to be sexually active is made by each individual, based on many highly personal factors. Rather than playing a harmful role, gay/straight alliances and similar groups dedicated to learning about sexual orientation assist youth in making intelligent choices about their present and future behavior. If students can talk openly about and feel good

about their identity, they will be less likely to feel that they have to discover their identity in an uninformed and clandestine manner, which may involve risky sexual behavior. Instead, they will be informed and secure enough to make good decisions, which may include abstinence.

#### **VIII. SCHOOLS DO NOT CREATE HETEROSEXUAL OR HOMOSEXUAL STUDENT IDENTITIES.**

There is no empirical support for the notion, advanced by some who oppose the open and truthful discussion of sexuality, that some adolescents are "waverers" and can be influenced during their teenage years to adopt a heterosexual, rather than a gay or bisexual orientation. While adolescents only gradually come to realize their sexual nature and their sexual orientation, and may go through a period of not being sure of their personal make-up, this gradual realization of an aspect of their identity certainly does not mean that sexual orientation is open to manipulation by the policies of school officials. Sexual orientation is a very deep-seated personal characteristic that appears to be fixed by early childhood and determined by the complex interaction of genetic, biological, psychological, and environmental forces. Even if manipulation were possible, moreover, a government plan to change such a central aspect of individuals' personalities would be an unprecedented, Orwellian interference with individual liberty.

#### **IX. NO PARTICULAR SEXUAL ORIENTATION CAN BE EQUATED WITH CRIMINALIZED SEXUAL ACTS.**

No particular sexual orientation can be equated with particular sexual acts that are criminalized in some states and often referred to under the catch-all term: "sodomy." Sodomy, typically defined to include oral and anal sex, describes conduct in which adults of all sexual orientations may engage; indeed, studies show that virtually all Americans, whether gay or straight, participate in one or both of those sexual behaviors during their adult years. By contrast, sexual orientation concerns the gender of the sexual partners one is attracted to. One's orientation can be felt, acknowledged and discussed without any sexual behavior, whether sodomy or otherwise, taking place.

Thus, discouraging the open discussion of homosexuality or bisexuality among teenagers cannot be justified with some sweeping reference to "criminality" or "criminal behavior," as those who would discourage gay/straight alliances and similar groups attempt to do.

#### **X. GAY/STRAIGHT STUDENT CLUBS ARE NOT THE ONLY STUDENT GROUPS THAT MIGHT ADDRESS HOMOSEXUALITY OR SEXUALITY IN GENERAL.**

Gay/straight alliances are not the only student clubs that discuss issues related to sexual orientation or sexuality more generally. Religious clubs may discuss their religious perspective on gay men and lesbians, which might be supportive or antagonistic. Political clubs may discuss the current debates about same-sex marriage, or gays in the military, again from a positive or negative perspective. The science club may delve into the scientific research around the origins of sexual orientation. All contribute to a vibrant "open forum" of safe, after-school activity.

The proper role for school officials, as mandated by the First Amendment and the Equal Access Act, is to remain neutral in this student-initiated debate, investigation and discussion. Schools

cannot deem a perspective of some students' "dangerous" and ban those students' views to "protect" young people. The notion of silencing dangerous ideas is incompatible with our free political system. Though teachers and others of course must look out for students' physical well-being, that protective role cannot extend to policing the content of student-to-student communication.

**XI. SCHOOLS RETAIN ALL CONTROL OVER THE CURRICULUM AT THE SAME TIME AS THEY ENCOURAGE AND MAINTAIN AN OPEN FORUM FOR STUDENT ASSOCIATIONS.**

Student-initiated groups that meet on school grounds during non-instructional time are separate and distinct from the curriculum. The groups at issue are not school-sponsored or -endorsed; they represent only the interests and views of the students involved.

School boards, officials and teachers, on the other hand, remain free to design and implement a curriculum that they determine best meets students' educational needs. Neither the federal Equal Access Act nor gay/straight alliances interfere in any way with schools' ability to focus the content of the curriculum as they see fit.

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**For further help, contact the following:**

**American Civil Liberties Union**  
Lesbian Gay Bisexual Transgender Project  
125 Broad Street, 18th Floor  
New York, NY 10004-2400  
<http://www.aclu.org/lgbt>

**Lambda Legal Defense and Education Fund**  
National Headquarters  
120 Wall Street, Suite 1500  
New York, NY 10005-3904  
<http://www.lambdalegal.org>

**National Center for Lesbian Rights**  
870 Market Street, Suite 370  
San Francisco, CA 94102  
<http://www.nclrights.org>

# Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity



## PARTICIPATING ORGANIZATIONS:

American Association of School Administrators	National Association of School Psychologists
American Federation of Teachers	National Association of Secondary School Principals
American School Counselor Association	National Education Association
Association for Supervision and Curriculum Development	National School Boards Association
National Association of Elementary School Principals	National Student Assistance Association
National Association of Independent Schools	School Social Work Association of America
United Church of Christ Justice & Witness Ministries	

# Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity

**O**ver the past decade, controversies surrounding students' sexual orientation and gender identity have become increasingly common in K-12 schools. Often it falls to school administrators and school boards to manage the conflicts that arise in areas of curriculum, student clubs, dress codes, and harassment. This publication provides practical guidance on schools' legal rights and responsibilities with respect to students, programs, and curriculum. Specific court decisions that have provided clarity in this arena are cited in endnotes.

Like all other individuals, lesbian, gay, bisexual, and transgender (LGBT) students are guaranteed equal protection under the Fourteenth Amendment to the Constitution and free speech and association under the First Amendment. Like other student clubs, LGBT-related student



groups<sup>1</sup> are guaranteed equal treatment and access under the Equal Access Act (1984).<sup>2</sup> Additionally, some courts have held that Title IX<sup>3</sup> offers protections to LGBT students in certain circumstances,<sup>4</sup> and some states and communities have enacted statutes, regulations, and professional standards prohibiting discrimination on the basis of sexual orientation and gender identity.<sup>5</sup>

Court cases addressing legal issues regarding LGBT students and related issues have resolved many questions and can provide guidance for schools if and when conflicts arise. Not all issues have been resolved, however, and in some instances court rulings differ from jurisdiction to jurisdiction. In some jurisdictions, the courts may not yet have considered every issue discussed here. As always, it is best to seek legal advice either from district legal counsel, the state education department, or your state professional organization to determine the specific legal authority in your jurisdiction.

## Student Organizations and Clubs

### ***Some students in my school want to form a Gay-Straight Alliance (GSA). What are my legal responsibilities?***

**T**he courts have found that the Equal Access Act (EAA) requires schools to treat student clubs that address LGBT issues the same as other student groups. The Equal Access Act requires any public secondary school<sup>6</sup> that receives federal money AND has a "limited open forum" to allow LGBT-oriented clubs formed by students the same access to school facilities that other student groups enjoy. Two important caveats: 1) the clubs must be initiated at the request of students, and 2) the Equal Access Act applies only when the school has a "limited open forum," meaning the school recognizes other "noncurriculum related" student



groups.<sup>7</sup> The bottom line: Schools that meet these conditions must permit LGBT-related groups such as GSAs to meet on the same basis as other student groups.<sup>8</sup>

If schools allow only curriculum-related clubs, then they are not required to grant access to any noncurriculum related group.<sup>9</sup> Some school districts have attempted to change the rules regarding "noncurriculum related" groups after receiving a request to establish a student group that addresses LGBT issues. The courts have not looked favorably on attempts to finesse the legal definitions in order to

approve only favored groups, and districts typically have lost these lawsuits.<sup>10</sup>

In one case a school district was successful in invoking an Equal Access Act exception that permits schools to deny access based on "material and substantial interference with the orderly conduct of educational activities within the school" to keep out a GSA.<sup>11</sup> But in this case, the court pointed out that the GSA would be discussing safe sex in a school that had an "abstinence-only" sex education program, that the GSA's website linked to other websites with explicit content, and that the school at which the GSA was proposed served students as young as 12 years old.<sup>12</sup>

At least one district attempted to eliminate all student noncurriculum related organizations after students tried to hold a GSA meeting.<sup>13</sup> This is legal only if the new rule is applied equally to every student club, and the district subsequently reconsidered this drastic measure.

In short, districts that meet the conditions above must provide to LGBT-related

student organizations the same access given to any other student group. "Access" has been interpreted to include funding, access to school bulletin boards and other media, meeting space, and yearbook photos.<sup>14</sup> To avoid potential legal problems, school districts should have in place a uniform set of rules regarding the establishment of student organizations. The rules should be applied evenhandedly and should be available to students, parents, and staff.

***But I have students and parents who object to the formation of any student clubs that address gay issues. How am I supposed to handle this situation?***

**T**he Equal Access Act originally was proposed to ensure that student religious clubs could meet in public schools, but Congressional debate and subsequent court rulings have made clear that the EAA is meant to apply to a broad array of student

groups. Under the EAA, schools cannot "deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings."<sup>15</sup>

A school cannot refuse to allow a group like a gay-straight alliance (GSA) to meet because other students, teachers, administrators, parents, or community members object to formation of the club. The unpopularity of particular expression has been rejected as a justification for preventing student speech.<sup>16</sup> Where club opponents substantially disrupt the work of the school or the rights of the student GSA members, the appropriate response is to address the disruptive opponents.<sup>17</sup> The Equal Access Act expressly allows schools to "maintain order and discipline on school premises, [and] to protect the well-being of students and faculty."<sup>18</sup> While schools may properly address disruption by GSA opponents, courts have not allowed districts to use this section of the EAA to prohibit LGBT-related clubs because of negative community sentiment or other potentially disruptive responses.<sup>19</sup>

While schools may issue a general statement that they are not sponsoring student groups, but rather are merely providing all student groups an opportunity to meet, schools should not single out or target a particular group for this clarification. As a practical matter, in the face of controversy it may be helpful to explain to your school community that the same rules apply to recognition of GSAs as apply to all noncurriculum related student clubs.



### ***How do I handle staff or outsiders wanting to be a part of the GSA?***

**T**o be covered by the Equal Access Act, student clubs must be “student initiated.” Outside community members “may not direct, conduct, control, or regularly attend activities of student groups,” although they may attend occasionally, if invited by students, unless the district has a policy prohibiting “nonschool persons” from attending student group meetings. School faculty and staff, on the other hand, may regularly attend meetings, particularly for “custodial” purposes such as the need to provide adult supervision. Many districts assign (and even pay) teachers to supervise noncurricular clubs like ski club or chess club. If staff monitors are provided to other noncurricular student clubs, one should be assigned to the GSA as well. If staff are allowed to participate in other non-curricular student clubs in more than just a custodial capacity, the district cannot restrict staff from similar participation in the GSA.

***I have been approached by some parents and members of the community who object to the fact that the Boy Scouts meet at the school. They feel that the Boy Scouts discriminate against gay people and that the school should not condone this.***



**T**he No Child Left Behind Act contains a provision called the Boy Scouts of America Equal Access Act.<sup>20</sup> This Act requires public schools that receive federal funds to provide the Boy Scouts with the opportunity to meet in school facilities, as long as the district makes school facilities available to other outside groups. The Act also states that schools cannot “discriminate against any group officially affiliated with the Boy Scouts of America....”<sup>21</sup>

This means that if the district permits outside youth or community groups to meet on school premises or in school facilities before or after school, then the Boy Scouts must be given similar access to the school campus. This does not mean that a district is required to sponsor a Boy Scout troop. School sponsorship confers the school’s official support and extends benefits and rights that are not generally provided to other groups, and such sponsorship could raise other legal issues. But a school district that receives federal funds must make its facilities available to the Boy Scouts on the same basis it does to other organizations.

***Some parents object to military recruiters being allowed on the school campus. They claim the military discriminates against gays and lesbians and should not be allowed at school.***

**T**he No Child Left Behind Act contains a provision requiring any school that receives federal funds to provide military recruiters with the "same access to secondary school students as is provided generally to post-secondary educational institutions or to prospective employers of those students."<sup>22</sup> So if your school has a policy allowing colleges, college recruiters, and employment recruiters on campus, then military recruiters must be allowed as well. Additionally, schools are required to provide recruiters with student "directory information," such as names, addresses, and phone numbers, unless a parent or student has opted out. The law requires the school district to notify parents of their right to opt out and to explain the procedure for doing so.



## Student Dress Code

***I have had students wear both pro-gay and anti-gay messages on T-shirts. I'm getting complaints from all sides. What am I supposed to do?***

**C**ourts have recognized that students have rights to free speech and free expression that must be balanced against a school's interest in maintaining an appropriate learning environment.<sup>23</sup> With regard to "speech" (which includes words, symbols, artwork, or pictures) on student clothing, the courts have allowed schools to prohibit lewd, vulgar, indecent, or clearly offensive speech, as well as speech contrary to the school's educational mission.<sup>24</sup> Some courts have held that messages or images deemed at odds with the values schools instill, such as civility, human dignity, and self respect, were contrary to a school's educational mission.<sup>25</sup>

School restriction on speech that does not fall into one of these categories has been allowed only where the school can show that the speech substantially disrupts or interferes with the work of the school or the rights of other students.<sup>26</sup> The fact that other students, teachers, or school administrators may disagree with, dislike, or object to a message conveyed on student clothing does not constitute sufficient disruption of the learning environment or interference with other students' rights. If, on the other hand the message is similar to speech that

has caused actual disruption, such as student altercations, the school may restrict such expression.<sup>27</sup> This does not mean that school officials must wait for disruption to occur before they can act. But they must be able to demonstrate that their concerns are well founded. Prohibiting clothing that conveys a message that might be construed as pro- or anti-gay (e.g., “Barbie is a lesbian,” “Gay Pride,” or “Straight Pride”) but is not likely to disrupt the learning environment or interfere with other students’ rights risks legal challenge. Where school dress codes or anti-harassment policies might apply to speech contained on student clothing, schools are on the safest legal ground when they ensure that these policies are enforced to prohibit only speech that may disrupt the learning environment or interferes with other students’ rights.

***Recently I have received complaints from transgender students about the prom, yearbook, and graduation dress codes. These students tell me that separate dress requirements for girls and boys unfairly restrict their “gender identity” or “gender expression.” What does that mean, and how should I handle it?***

**A**s a basic legal requirement, school rules must be reasonable or have a logical relationship to the school’s legitimate interests. Dress codes that are reasonably related to a school’s interest in ensuring that student attire is consistent with an effective educational environment are constitutionally acceptable.<sup>28</sup> Dress codes that impose restrictions based on the student’s gender (e.g., prohibiting boys but not girls from wearing earrings) should be adopted only after careful consideration, since they may draw challenges that the school is discriminating on the basis of sex. Some courts have held that sex stereotyping in the workplace and in schools constitutes discrimination “based on sex,” which is illegal.<sup>29</sup> These cases could be construed to support legal challenges to sex-specific dress codes on the ground that they discriminate on the basis of sex in violation of the Constitution and Title IX. But other courts in addressing such challenges have allowed sex-specific distinctions, finding school concerns about safety, discipline, distraction from learning, and promoting community values to be valid grounds for the differences.<sup>30</sup> This does not suggest that all sex-specific dress regulations are permissible in all contexts. For example, a restriction on boys’ wearing dresses to school would be appropriate in communities where such attire on males would result in substantial disruption of the learning process, but in other locales, cross dressing might actually be more socially acceptable and cause minimal disruption in school, making such a restriction less legally justifiable. The setting and age of the students may be factors to consider as well; for example, a requirement that girls wear dresses to the prom might be harder to defend, since at a prom, distraction from learning

would not be an issue.

Schools with sex specific dress codes could consider making a narrow exception for transgender students—students who are biologically of one gender, but psychologically identify with the opposite gender. At least one court has said that a school could not prohibit a male student who identified himself as female from wearing girls' clothes where the district had no specific evidence that plaintiff's manner of dress (rather than his behavior) caused substantial disruption.<sup>31</sup>

## Curriculum and LGBT Issues

***Some parents in my school have complained about what they see as “pro-homosexual” content in some classroom materials. They want more control over class content, or they want to remove their child from the class. What is the best response?***

**L**ocal school districts generally have a great deal of latitude with respect to curricular content, and courts typically have rejected parental efforts to dictate or alter it.<sup>32</sup> Decisions about classroom content should be based on sound education rationales, age appropriateness, relevancy to the course, and currency of the information. Districts may want to consider adopting a complaint-and-review procedure for resolving challenges to school curriculum. Including teachers, parents, and community members on the review panel will foster a sense of fairness in any decision made. All parents should be advised of their right to use this process. The courts have rejected constitutional claims by parents that they have the right to excuse or remove their children from classes they find objectionable.<sup>33</sup> However, some states have specific statutes that allow parents to opt their children out of classes or assemblies that include controversial topics such as sexuality, HIV, sexually transmitted diseases, abortion, or death. As a practical matter, school boards probably have the local discretion to adopt a more liberal parental opt-out policy than is required by state law. However, such a policy should be reconciled with the district's obligation to educate students in accordance with state curricular standards.

As of this writing, four states—Arizona, California, Nevada, and Utah—require written parental consent before students can participate in classes where such topics as sex, sexuality, and AIDS are discussed.<sup>34</sup> Parental consent is



not required under these laws if teachers will be discussing content such as harassment or discrimination based on sexual orientation or gender identity. These laws vary in scope, and you should become familiar with your state laws on this subject. Here again, a school board probably could choose to go beyond the minimal requirement of state law.

The federal Protection of Pupil Rights Amendment (PPRA)<sup>35</sup> affords parents the right to limit their child's participation in surveys or questionnaires that may contain controversial and/or sexual subject matter. Prior written consent from parents is required before certain federally funded surveys are taken, and schools must notify parents annually of their rights under the PPRA.

## Student Involvement in School Events

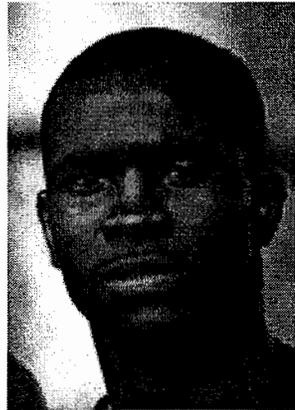
***A group of students wants to participate in or have the school sponsor events like "Diversity Days" or a "Day of Silence." What are the school's obligations and limitations?***

**A** school's legal rights and responsibilities regarding any activity or event depend on whether it is initiated by students or by the school. In general, schools exercise less control over student-initiated activities and speech than over the school's own activities, though some limits are permissible. When considering a student's request, a school must accommodate students' constitutional rights. As discussed above, the First Amendment allows schools to restrict speech that is lewd, vulgar, indecent, or clearly offensive or that substantially interferes with the work of the school or the rights of other students. Student requests to participate in a Day of Silence, during which students agree to remain silent for all or part of a day to raise awareness for LGBT students, or Diversity Days, when students may organize educational activities around such issues as race, class, sex, sexual orientation, and gender identity, typically do not raise such concerns. Keep in mind that your school, like most, probably allows and even encourages a broad range of student-initiated activities and may have established policies or practices that govern student-led activities. These policies should be applied evenhandedly to all requests. Treating requests from LGBT students or related issues differently invites legal challenge.



As compared to student speech, schools exercise a greater degree of control over school-sponsored speech, which generally is treated by courts as part of the school curriculum. A school has the discretion to decide whether sponsorship of an event or activity, including a Diversity Day or Day of Silence, appropriately conveys its educational mission.<sup>36</sup> Nearly every district has a procedure and established criteria to determine whether the district will participate in, or sponsor, student or community events. These procedures should be followed, and generally speaking, the criteria should not be altered because of the viewpoint or content involved in the proposed event. To do otherwise may raise First Amendment and Equal Protection problems.<sup>37</sup>

***Some students have religious or moral objections to homosexuality and want a chance to provide a public counterpoint to what they see as problematic “gay-positive” viewpoints during such events. Should I allow it?***



**T**he appropriate response depends on whether the school itself is the “speaker” (i.e., whether it’s the school’s message). If a school itself provides information to students (even outside the traditional classroom), the school has greater control over that message. A school is free to implement a course of study or sponsor an official school assembly devoted to promoting tolerance of LGBT students and nondiscrimination. In general, others have no right to present an opposing view within these official school activities.<sup>38</sup> However, at least one court has said that, even in the context of a school-sponsored event, excluding expression in conflict with the message the school wanted to convey to students was impermissible viewpoint discrimination.<sup>39</sup> Most importantly, you must be careful to follow your school’s policies and rules in developing school activities.

If, however, you have created an opportunity for open discussion (a “limited public forum”), which is not school-sponsored speech, you may not exclude viewpoints within that forum just because you disagree with them or because others may be uncomfortable with them. This would mean that at a non-school-sponsored event discussing issues about tolerance toward gays and lesbians, the school could not prohibit a speaker who wanted to express religious or moral objections to homosexuality.

A limited public forum may be created when the event is sponsored by students or outside organizations, even though it is held in the school. Although schools can set parameters about the purpose of the forum prior to

opening it, the ability to limit speech within a limited public forum once it's open is fairly narrow and cannot be based on the the speaker's viewpoint.<sup>40</sup> The restrictions must be reasonable in light of the purpose of the forum. Because it is often difficult to determine what kind of forum has been established, school administrators may want to seek legal advice before making decisions about whether to allow or prohibit particular student expression.

***A same-sex couple wants to attend a school dance.  
What is the proper course of action?***

**O**nce again, you must look at the rationale or logic of the school rules. School rules must be rationally related to a legitimate educational objective. Ask, what is the legitimate objective of a particular rule? For example, schools may have legitimate reasons to restrict an activity to students enrolled at the school or to impose an age limit on attendees, but a ban on same sex-couples would be more difficult to justify. Because it also discriminates on the basis of the sex and (actual or perceived) sexual orientation of the couple, such a restriction likely will invite legal challenge.

In at least one case, a court found that a school's refusal to allow a student to bring his same-sex date to the prom violated that student's First Amendment rights. Noting the opposition of some students to the same-sex couple's prom attendance, the court observed, "The [F]irst [A]mendment does not tolerate mob rule by unruly school children."<sup>41</sup>



# Harassment of LGBT Students

***Our school has an anti-bullying policy that allows us to discipline students for harassing students because of their sexual orientation. Some students have claimed this violates their freedom of speech. How do you strike the balance?***

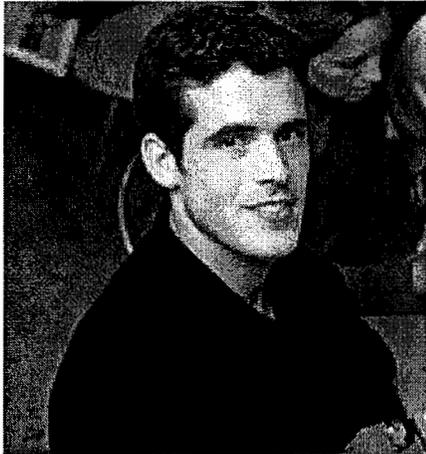
It is important to remember that there is no constitutional right to bully or intimidate other students. Speech or conduct that gives rise to a well-founded fear of disrupting the operation of the school or interfering with the rights of other students may be prohibited.<sup>42</sup> School districts have a legitimate interest in disciplining students for disruptive behavior and can enact effective anti-harassment policies to do so.<sup>43</sup> Districts should write policies so as to protect students' First Amendment rights to free expression, while at the same time prohibiting genuinely threatening, demeaning, and harassing speech and/or behavior.<sup>44</sup>



LGBT students (or students perceived to be LGBT) have successfully sued school districts for failing to take action against their harassers. For example, in a case from Minnesota,<sup>45</sup> a court held that a school district's failure to protect a gay student from peer harassment violated the federal Equal Protection Clause. The court also held that the student was protected by Title IX's prohibition on sex discrimination because he alleged that the harassment was based on his failure to conform to male stereotypes. In addition, guidance from the U.S. Department of Education's Office for Civil Rights (OCR) states that "sexual harassment directed at gay or lesbian students that is sufficiently serious to limit or deny a student's ability to participate in or benefit from the school's program constitutes sexual harassment prohibited by Title IX."<sup>46</sup>

An important point to keep in mind is that school boards may be held liable for harassment of students by their peers if the harassment—verbal and/or physical attacks—has been severe and persistent and the school took no action after learning of the misconduct.<sup>47</sup>

***I've just been told that harassment based on sexual orientation is occurring at my school. What am I supposed to do?***



**C**omplaints about alleged harassment based on sexual orientation should be handled just like any other harassment complaints. All complaints or other information suggesting that harassment may be occurring should be investigated thoroughly and promptly by a trained investigator. No allegations about potential harassment should be ignored because the charge seems improbable or because the behavior seems unlikely to recur or is perceived as a harmless rite of passage. The student target of the alleged harassment should be informed of

the steps the school is taking, the district's policy on harassment, and the name and contact information of the district's Title IX grievance officer.

Once the investigation is complete, appropriate measures should be taken depending on the results. If harassment did occur, the district's response must be designed to ensure that the harassment stops. This could include discipline and counseling of the harassers, assistance to the victim, and school activities that focus on reducing harassment. The complainant should be notified of the determination made and encouraged to report any further incidents, including retaliation. Steps should be taken to monitor the effectiveness of the district's response and the need for any further action.

Schools also can be liable for harassment of LGBT students by faculty or staff members. In one such case, administrators failed to take action when the student reported anti-gay harassment by a teacher.<sup>48</sup> The assistant principal condoned the teacher's behavior, disciplined the student, ordered him to stop speaking about his sexual orientation, and informed the student's mother that her son was gay. The student and his mother sued, and district eventually agreed to settle the case for \$25,000.

If a staff member is reported or observed to be harassing or demeaning a student's real or perceived sexual orientation or gender identity, the school has the same responsibility to investigate and, if warranted, take corrective action as it would for other inappropriate behavior.

## Additional Resources

***The following resources address legal issues concerning student sexual orientation, more general issues concerning LGBT students, and student rights to free speech, religious expression, and equal access. The listing of these resources in no way constitutes an endorsement by the participating organizations of the advice or content of these resources and sites; nor does it in any way imply an endorsement of this publication by the publishers of these resources and sites.***

**American Psychological Association**  
*Healthy Lesbian, Gay, and Bisexual Students Project.*  
<http://www.apa.org/ed/hlgb/>

**American Psychological Association**  
*Just the Facts About Sexual Orientation & Youth: A Primer for Principals, Educators and School Personnel.*  
<http://www.apa.org/pi/lgbcc/publications/justthefacts.html>

**American School Board Journal**  
*Be Prepared: What Your School Board Needs to Know about Boy Scouts, School Policies, and the Law. April 2001.*  
<http://www.asbj.com/2001/04/0401ASBJjones.pdf>

**Council of School Attorneys**  
*Resources, news, and court opinions on school law issues, including student rights.*  
<http://www.nsba.org/cosa>

**Gay, Lesbian & Straight Education Network**  
*Resources on GSAs and anti-bullying and anti-harassment efforts.*  
<http://www.glsen.org>

**Lambda Legal**  
*Defending Gay/Straight Alliances and Other Gay-Related Groups in Public Schools Under the Equal Access Act — Questions and Answers.*  
<http://www.lambdalegal.org/cgi-bin/iowa/documents/record?record=251>

**National Gay and Lesbian Task Force Policy Institute**  
*Education Policy: Issues Affecting Gay, Lesbian, Bisexual and Transgender Youth.*  
<http://www.thetaskforce.org/downloads/EducationPolicy.pdf>

**National Mental Health Association**  
*What Does Gay Mean? How to Talk with Kids About Sexual Orientation and Prejudice.* <http://www.nmha.org/whatdoesgaymean/>

**Parents, Family and Friends of Lesbians and Gays (PFLAG)**  
*From Our House to the Schoolhouse.*  
<http://www.pflag.org/publications/schools.pdf>

## Endnotes

- 1 LGBT-related clubs are not necessarily "gay student clubs"; they typically are formed to reduce prejudice.
- 2 20 U.S.C. §§ 4071-4074 (2004).
- 3 20 U.S.C. §§ 1681-1688 (2004). Title IX of the Education Amendments of 1972 prohibits gender-based discrimination in educational programs that receive federal funding.
- 4 Although Title IX does not protect against discrimination on the basis of sexual orientation generally, LGBT students may be able to sue under Title IX for a school district's failure to protect them from harassment. See the question and answer on harassment, on page 12.
- 5 See, e.g., Cal. Educ. Code § 220 (West 2004) ("No person shall be subjected to discrimination on . . . any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by an educational institution. . . ."); Section 422.6 includes gender and sexual orientation); Conn. Gen. Stat. Ann. § 10-15c (West 2004) (" . . . each child. . . shall have. . . an equal opportunity to participate in the activities, programs and courses of study offered in such public schools. . . without discrimination on account of . . . sexual orientation. . ."); Minn. Stat. Ann. § 363A.13 (West 2004) ("It is an unfair discriminatory practice to discriminate in any manner in the full utilization of or benefit from any educational institution. . . because of . . . sexual orientation . . .").
- 6 State law determines which grades fall into the definition of "secondary" school
- 7 See *Board of Educ. of Westside Cmty. Schools v. Mergens*, 496 U.S. 226 (1990). Examples of noncurricular clubs typically include the Key Club, Pep Club, Chess Club, Ski Club, Varsity Club, and Future Business Leaders of America. However, courts decide what clubs are curriculum- or noncurriculum-related on a case-by-case basis.
- 8 See, e.g., *Colin v. Orange Unified Sch. Dist.*, 83 F. Supp. 2d 1135 (C.D. Cal. 2000); *East High Gay/Straight Alliance v. Bd. of Educ. of Salt Lake City Sch. Dist.*, 81 F. Supp. 2d 1166 (D. Utah 1999).
- 9 To be curriculum-related, a club must "directly relate" to courses offered by the school. The inquiry about whether student clubs relate to the curriculum only determines whether a limited open forum has been created: where such a forum is created, the curricular status of a student group cannot be used as a basis to deny access. See, e.g., *Colin*, 83 F. Supp. 2d at 1144-46 (rejecting argument that school could exclude a GSA because the GSA "directly relates" to the school's sex education curriculum).
- 10 See, e.g., *Boyd County High Sch. Gay Straight Alliance v. Bd. of Ed. of Boyd County*, 258 F. Supp. 2d 667 (E.D. Ky. 2003).
- 11 *Caudillo v. Lubbock Indep. Sch. Dist.*, 311 F. Supp. 2d 550 (N.D. Tex. 2004). This case is currently on appeal.
- 12 See *id.*
- 13 See *East High Gay/Straight Alliance*, 81 F. Supp. 2d 1166 (D. Utah 1999); *East High Sch. Prism Club v. Seidel*, 95 F. Supp. 2d 1239 (D. Utah 2000).
- 14 See *Prince v. Jacoby*, 303 F.3d 1074 (9th Cir. 2002).

- 15 20 U.S.C. § 4071(a) (2004).
- 16 See *Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503, 508-09 (1969).
- 17 See *Boyd County*, 258 F. Supp. 2d at 690.
- 18 20 U.S.C. § 4071(f) (2004).
- 19 See, e.g., *Boyd County*, 256 F. Supp. 2d at 690.
- 20 20 U.S.C. § 7905(a) (2004).
- 21 20 U.S.C. § 7905(b) (2004).
- 22 10 U.S.C. § 563(c) (2004).
- 23 See *Tinker*, 393 U.S. 503.
- 24 See, e.g., *Bethel Sch. Dist. No. 403 v. Fraser*, 478 U.S. 675 (1986).
- 25 See, e.g., *Boroff v. Van Wert City Bd. of Educ.*, 220 F.3d 465 (6th Cir. 2000) (holding that school could prohibit wearing of Marilyn Manson T-shirt because band promoted values contrary to school's educational mission); *Scott v. Sch. Bd. of Alachua County*, 324 F.3d 1246 (11th Cir. 2003) (upholding ban on display of Confederate flag to further fundamental values of civil discourse). But see endnote 26 below.
- 26 See, e.g., *Sypniewski v. Warren Hills Regional Bd. of Educ.*, 307 F.3d 243 (3d Cir. 2002) (upholding school's anti-harassment policy but invalidating enforcement of policy to prohibit students from wearing T-shirts that did not disrupt the learning environment or interfere with other students' rights); *Pyle v. South Hadley Sch. Cte.*, 861 F. Supp. 157 (D. Mass. 1994) (holding that school dress code prohibiting clothing that "harasses, threatens, intimidates, or demeans" individuals or groups was unconstitutional viewpoint discrimination because it was aimed at content rather than validity or potential for disruption).
- 27 See, e.g., *Sypniewski*, 307 F.3d at 254; *Scott*, 324 F.3d 1246 (upholding school ban on display of Confederate flag based on past racially charged incidents).
- 28 See, e.g., *Boroff*, 220 F.3d 465; *Jeglin v. San Jacinto Unified Sch. Dist.*, 827 F. Supp. 1459 (C.D. Cal. 1993) (upholding ban on sports insignia used as gang symbols).
- 29 *Price Waterhouse v. Hopkins*, 490 U.S. 228 (1989) (ruling that employment action based on female employee's failure to comport with female sex stereotype in appearance and behavior is illegal sex discrimination under Title VII); *Montgomery v. Indep. Sch. Dist. No. 709*, 109 F. Supp. 2d 1081 (D. Minn. 2000) (allowing gay student to sue under Title IX where school district allegedly failed to protect him from peer harassment for his failure to conform to male stereotype).
- 30 See, e.g., *Olesen v. Bd. of Educ. of Sch. Dist. No. 228*, 676 F. Supp. 829 (N.D. Ill. 1987) (upholding ban on boys' wearing of earrings where district had gang problem and some earrings were used as gang symbols); *Hines v. Caslon Sch. Corp.*, 651 N.E.2d 330 (Ind. App. 1995) (upholding ban on boys' wearing of earrings where, under local community standards of dress, earrings were considered female attire and earring rule discouraged rebelliousness); *Jones v. W.T. Henning Elem. Sch.*, 721 So.2d 530 (La. App. 1998) (upholding ban on boys' wearing of earrings based on distraction it would cause as contrary to community values).
- 31 *Doe v. Brockton Sch. Comm.*, 2000 WL 33342399 (Mass. App. Ct. Nov. 30, 2000) (granting preliminary injunction to student against school's enforcement of dress code provision).

32 See, e.g., *Fleischfresser v. Directors of Sch. Dist.*, 200 F.3d 680 (7th Cir. 1994) (rejecting parental challenge to use of reading series in curriculum).

33 See, e.g., *Leebaert v. Harrington*, 332 F. 3d 134 (2d Cir. 2003) (ruling that school district did not violate parental rights by refusing to excuse student from mandatory health education course and failing him after he refused to attend).

34 Ariz. Rev. Stat. § 15-716 (2003); Cal. Educ. Code § 51550 (West 2003); Nev. Rev. Stat. §389.065 (2003); Utah Code Ann. § 53A-13-101 (2003)

35 20 U.S.C. § 1232h (2004).

36 See, e.g., *Downs v. Los Angeles Unified Sch. Dist.*, 228 F.3d 1003 (9th Cir. 2000)

37 See *id.* at 1011 and n.2 (noting varying rights of schools to limit (1) student speech (least control), (2) "school-sponsored" speech (reasonable rights to restrict, but may be problematic if restrictions are viewpoint-based); and (3) school's own speech (greatest control).

38 See *Downs*, 228 F.3d 1003

39 *Hansen v. Ann Arbor Public Schools*, 293 F. Supp. 2d 780, 794 (E.D. Mich. 2003) (invalidating school's exclusion of student who wanted to express religious objections to homosexuality as part of diversity week panel's promoting tolerance of gay and lesbian students).

40 See *Widmar v. Vincent*, 454 U.S. 263 (1981).

41 *Fricke v. Lynch*, 491 F. Supp. 387 (D.R.I. 1980).

42 See, e.g., *Sypniewski v. Warren Hills Regional Bd. of Educ.*, 307 F.3d 243, 264 (3d Cir. 2003) (upholding constitutionality of school anti-harassment policy).

43 See *id.* Compare *Saxe v. State College Area Sch. Dist.*, 240 F.3d 200 (3d Cir. 2001) (finding harassment policy unconstitutionally "overbroad" and "vague").

44 See, e.g., *Sypniewski*, 307 F.3d at 249 (quoting anti-harassment policy found to be constitutional).

45 *Montgomery v. Indep. Sch. Dist. No. 709*, 109 F. Supp. 2d 1081 (D. Minn. 2000); see also *Nabozny v. Podlesny*, 92 F.3d 446, 455-56 (7th Cir. 1996) (finding that school violated Equal Protection Clause by failing to protect gay male student); *Henkle v. Gregory*, 50 F. Supp. 2d 1067 (D. Nev. 2001) (allowing claims under Title IX for discrimination and harassment by other students and under First Amendment based on demands by school officials that the student keep his sexual orientation to himself).

46 U.S. Dept. of Educ., Office for Civil Rights, Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties (Jan. 19, 2001) at 3.

47 See *Davis v. Monroe County Bd. of Educ.*, 526 U.S. 629 (1999); *Ray v. Antioch Unified Sch. Dist.*, 107 F. Supp. 2d 1165 (N.D. Cal. 2000).

48 See, e.g., *McLaughlin v. Bd. of Educ. of Pulaski County Special Sch. Dist.*, 296 F. Supp. 2d 960 (E.D. Ark. 2003).

# **XXII.**

## **Gifts**

## **GIFTS**

### **Gifts to Students**

The acceptance of trophies, prizes, or awards from persons or organizations not connected with the schools is not approved unless they conform to the policy of the Board and the corresponding administrative regulations providing for awards for distinguished success in any school activity. No student gift or award may exceed \$100.00 in cost (School Board Policy 6680 – Awards and Incentives).

### **Gifts to School Personnel**

Employees are prohibited from soliciting or accepting anything of value, such as a gift, loan, reward, promise of future employment, favor, or service that is based on an understanding that their official action or judgment would be influenced by such gift. (F.S. 112.313(2))

No employee or his/her spouse or minor child shall accept any compensation, payment, or thing of value when s/he knows, or with the exercise of reasonable care should know, that it was given to influence an action in which the employee was expected to participate in his/her official capacity. (F.S. 112.313(4)) Board Policy 1129 – Conflict of Interest – Gifts [1129](#)

Gifts and Gratuities. The acceptance of gifts, payments or other benefits from those with whom the District does business, regardless of profit or not for profit status, can be improper. A gift is defined as anything of value that an employee receives, or that is paid or given to another on an employee's behalf without any payment or consideration received in return. Examples of gifts are tickets to sporting or cultural events, items of food, meals which cannot be immediately consumed such as a holiday party, use of facilities, forgiveness of debts, interests in real property, investments, or merchandise, or a rebate or discount (unless the rebate or discount is normally given to any member of the public). Employees who are in the position to make or influence a decision to spend school funds shall not solicit or accept any personal gifts, favors or benefits of more than nominal value during a calendar year from any single person or organization that might benefit from the employee's decision. This provision does not apply to: (a) meals provided at an event at which the employee participates in a seminar or similar activity; (b) travel expenses and meals paid by a local, state, federal or foreign government agency; or (c) lawful campaign contributions. Board Policy 4210.01 – Code of Ethics [4210.01](#).

**XXIII.**  
**Grad Bash**

## **GRAD BASH**

The annual all-night party for Florida senior high school graduates has become a popular event with Miami-Dade County Public Schools students. This event, sponsored by Universal Studios Islands of Adventure (Grad Bash), is offered in the months of April and May. The official time for Universal Studios is from 7:00 p.m. with students leaving the park at 2:00 a.m. the next day. Some schools plan to attend a pre-event ("Blast-Off) party. The park offers this option for an additional entry fee.

As per the Manual of Internal Fund Accounting for Elementary and Secondary Schools, (Section IV, Chapter 1, Page 1-8, #4), if all expenses for a fieldtrip are paid in advance via school check, the *Travel Expense by Faculty When Accompanying Students* (FM-0994) is not required.

All Grad Bash chaperones that are not employed at the school sponsoring the field trip must be cleared at Level 1 by the School Volunteer Program. This includes spouses/guests of administrators and/or staff.

All Grad Bash chaperones that are not employed at the school sponsoring the field trip must be cleared at Level 2 by the School Volunteer Program (see Volunteers Section for details).

### **Suggested Planning Procedures:**

1. Secure buses a year in advance. Obtain three bids, and make a security deposit to the selected carrier.
2. Submit a field trip request to the Region Office.
3. Send a letter of intent to the theme park for ticket reservations. The number of tickets is usually determined by available tickets, but it is considerably more difficult to secure additional seating for transportation.
4. Determine the requirements for students to purchase tickets, for example, community service, attendance, conduct, financial obligations, GPA, credits, FCAT, attendance at FCAT tutoring, etc. These requirements must be provided in writing to students.
5. Sell tickets in February, but none without the student field trip form properly signed by the parent or guardian. It will be difficult to collect these forms during the week of the trip.
6. Grad Bash is a good opportunity to collect old unpaid student lost book fees and/or library fines. Obtain a list of these debtors and do not sell tickets to anyone that remains on the list.

7. Distribute to all students information concerning rules and regulations and an explanation of the dress code.
8. Do not issue actual tickets until students depart the bus at the theme park. Official School Board receipts are used during the February sale.
9. Send money to the theme park and they will send the actual event tickets in return.
10. Announce and put in writing, well in advance, that there will be no refunds, as the cost of the trip is based on full buses.
11. Make student bus assignments, and do not permit changes. Require photo ID for students to board the bus.
12. Some schools have night sales or special situation sales when students can buy their tickets as a group.
13. Have a meeting of all participants in advance of the trip and review the following:
  - a. Bus conduct;
  - b. Rules and regulations;
  - c. Dress code;
  - d. Location of chaperone headquarters;
  - e. Introduction of chaperones;
  - f. Special entertainment; and
  - g. Time schedule for boarding at school and at the theme park;
14. Chaperones should be reminded to take roll of students by name before each departure, especially when departing rest stops.
- 15. Make sure that a school administrator will be going on the trip.**
16. Prepare packets for each bus captain (person in charge of the bus). Include student roster, bus driver information form for Universal Studios, and a sign to be placed in the bus window with the name of the school and number assigned to the bus.
17. Radios on the first and last bus will help ensure that in case of bus trouble, all the buses will pull over. It is also a good idea to have a cellular phone on each bus and exchange numbers for all the buses so that contact can be made if any problems arise.
18. Limit the amount of time at the rest stop to no more than 30-45 minutes.

**XXIV.**  
**Graduation**

## GRADUATION

Criteria for participation in Senior High Commencement Exercises is established in Board Policy 5410 - Student Progression Plan, [5410](#).

In addition all schools should follow procedures delineated in the Graduation Guidelines <http://ehandbooks.dadeschools.net/policies/154.pdf>.

### Commencement Speeches

In accordance with Board Policy 5722 – School-Sponsored Student Publications, Productions, and Performances, [5722](#), commencement speeches are included as a form of communication that is part of the broad definition of freedom of speech and expression. The student delivering the speech is to be free from arbitrary censorship. If a student chooses to deliver a speech that includes a prayer, this is not in violation of the Supreme Court ruling (Lee v. Weisman, 1992) banning student-led prayer at graduation ceremonies as long as:

- (1) student speakers are selected on purely neutral and secular criterion; and
- (2) student speakers are given “free reign over the content of the presentations.”

Although they have the right to express themselves freely, the Supreme Court has indicated that there are limits to the expression, particularly when there are minors involved. In *Bethel v. Fraser* (1986), the Court upheld that a student delivering a lewd speech to minors could be suspended.

“Students do not shed their constitutional rights at the school door and may exercise their right to freedom of expression unless that right materially and substantially interferes with the requirements of appropriate discipline or conflicts with the rights of others in the school.”

### Graduation Responsibilities

Graduation planning begins in early December with a site request and the ordering of caps and gowns, and continuing through the graduation ceremony when financial obligations are finalized. This necessitates the cooperation and coordination of students, faculty, and administration.

The following list includes important items which must be considered and suggested times to accomplish tasks:

1. Request site, date, and hour of ceremony from the Division of Athletics/Activities and Accreditation. (December)

2. Students should be measured for caps and gowns, fees collected and order submitted. Additionally, order items for honor students. (January)
3. Notify the students/parents of those students who chose not to participate in the ceremony. (February or later)
4. Develop a floorplan for the assigned site and determine the number of guest tickets that each graduate will receive, depending upon the site. Keep in mind that fraudulent tickets may be a problem that arises. Leave empty seats for this possibility. (February)
5. Attend the site meeting for your graduation site. (March)
6. Identify and confirm guest speaker and other program participants, e.g., organists, student ushers, and person to read graduate names. (April)
7. Prepare program, according to the Graduation Guidelines, verify list of graduates, and proof program for final printing. (April)
8. Develop an alternate entry/line-up plan in case of rain. (Can be difficult; call an experienced colleague for assistance) (April)
9. Confirm faculty and administrators' participation in ceremony. (April)
10. Identify students and faculty to assist backstage. (April)
11. Order flowers/foliage for stage. (April)
12. Design and order tickets to be printed. If fraudulent tickets are a concern, order tickets that are extremely difficult to replicate. Distribute the tickets as close to the ceremony as possible to cut down on the time available to counterfeit them. (April)
13. Maintain constant communication with the school registrar concerning status of graduates, and update graduation list periodically after April 1st.
14. Communicate, in writing, with facilities manager to finalize arrangements for furniture and equipment set-up, through Office of Student Activities. (May)
15. Determine the position of each graduate in processional, seating, and recessional. (May)
16. Order buses to transport band, chorus, and faculty to the ceremony, as needed. (May)

17. Pull gowns for non-grads. Distribute gowns, name cards and photo cards to students who will be participating in the ceremony. (May)
18. Arrange for: ticket takers, audience control, guest parking, collection of caps and gowns, distribution of diplomas, delivery of diploma covers to site, and refund of monies to non-participants. (May)
19. Make sure that all the seats available to you for the audience are open and not blocked. If needed, contact the Division of Athletics/Activities and Accreditation for assistance. (May)
20. If your school makes diplomas plaques an option for graduates, ensure that you provide a list on non-grads to the vendor prior to the ceremony so that those plaques are pulled and not sold. (May)
21. All ceremonies being videotaped must post a sign like the one included in this section. The sign indicates that the event is being videotaped and by entering the event, the person is consenting to be videotaped.

#### HELPFUL HINTS:

1. Use persons familiar with students for diploma distribution, preferably homeroom teachers and/or guidance counselors.
2. Make arrangements for transporting gown boxes to the graduation site. (only if gowns are collected on-site)
3. Secure the assistance of the speech instructor to work with student program speakers.
4. Secure the assistance of faculty members to maintain order and control in the processional lines, as well as during the ceremony. (They should be seated with students)
5. Arrange for extra caps, gowns, collars, tassels, and other paraphernalia to be taken to the graduation site.
6. Follow-up with "Thank You" letters to guests and attending School Board members.

**XXV.**  
**Homecoming**  
**and**  
**Spirit Week**

## HOME COMING

Homecoming is an event celebrated during the latter part of the football season to welcome the return of school alumni. The date should be established jointly by the Principal, the Activities Director, and the Athletic Director. A Homecoming preference should be indicated by the Athletic Director on the annual GMAC Football Survey which is completed in the spring.

The following guidelines may be followed when planning homecoming activities:

1. A homecoming committee, along with sub-committees, should be selected, according to the activities planned, at least six months in advance.
2. Following the election procedures (see Elections), a Homecoming Court may be selected.
3. If needed, secure a parade permit from the Public Safety Department. A motorcycle policeman, a mounted policeman, or a police car may be used to escort the parade.
4. Establish a parade route.
5. Communicate with clubs, band director, cheerleaders, and other groups whom you may invite.
6. Establish rules for floats (type of construction, financial ceiling, etc.). Specify safety standards.
7. Select judges and prepare judging forms.
8. Determine dress code for members of the Homecoming Court.
9. Because of the inherent danger associated with a parade, some schools have their student organizations build static floats (displays, banners, etc.) that are located at various places in the school. These "floats" can be erected on a specific day, remain for a set number of days, and then be judged.

### Half-Time Festivities/Coronation Ceremony

Homecoming generally includes the coronation of the Homecoming Court royalty. This typically occurs during half-time of the football game designated as the Homecoming game. The following suggestions will assist in planning the coronation:

1. Communicate with stadium managers regarding stadium regulations on vehicles, fireworks display, banners, and items that may be sold/used.

2. **Communicate with opposing school regarding half-time arrangements.** Speak to their band director, athletic director and activities director so as to avoid problems. Don't automatically assume that their band will not be performing that night.
3. Have a run-through of the coronation ceremony (without revealing the winner) the day before the game so that the participants will know what to do on the field and the band will know their role in the coronation.
4. Assemble the nominees and/or winners at least 5 minutes prior to half-time.
5. Plan the orderly and quick exit from the field for all participants. Exceeding the allocated timeframe for half-time will penalize your football team.

### Homecoming Dance

In addition to the guidelines and rules in the Dances section of this handbook, the following suggestions will help in planning the Homecoming Dance:

1. Determine the theme and the decorations that will be needed. Order any favors/mementos and centerpieces as needed. If balloons are used, ensure that a helium tank is on-site (even if you bring it yourself) for inflating balloons.
2. Determine food for the event. Will it be a sit-down dinner, buffet or only hors d'oeuvres?
3. Secure a date and location as soon as your football schedule has been finalized. Send in a deposit as required by the site.
4. Decide if the Homecoming Court will be announced at the dance.

### Homecoming Week Activities

See the Spirit Week information that follows for guidelines on this type of festivity.

## SPIRIT WEEK

Spirit Week is designed to increase student participation and involvement in school activities, improve school pride, and make the students' total school life more enjoyable. Although often held in conjunction with Homecoming Week, Spirit Week can be held at any time in the school year (e.g., some schools have a Senior Spirit Week in the spring).

The following suggestions may be used to generate enthusiasm and ensure success in the activities planned during that week:

1. Establish committee to identify needs and set goals with regard to community service projects, publicity, art, promotion, and finance.
2. Design activities that will accommodate large numbers of students rather than select groups and will permit competition among the participants.
3. Communicate to administrators, teachers, and school personnel the necessary information regarding all activities planned for the week.

### HELPFUL HINTS:

1. Some suggested activities are:
  - a. Hall door decorating
  - b. Banner competitions
  - c. Dress up Day
  - d. Tourist Day
  - e. Tug-of-War
  - f. Lunch-time activities (showcase school talent)
  - g. Sports competition
  - h. Club Fairs
2. Contact other Activities Directors for additional ideas and/or assistance
3. Activities/Dress Up Days to Avoid
  - a. Pajama/Lingerie Day
  - b. Toga Day
  - c. Baby Day
4. Ensure dress up day guidelines are clearly defined, authorized, and approved by the administration.

**XXVI.**  
**Junior**  
**Achievement**

## **JUNIOR ACHIEVEMENT**

Junior Achievement is a non-profit organization established to increase student knowledge of economics in the free enterprise system. Various business firms volunteer officers for the purposes of advising students during the course of the program.

At the discretion of the Principal, Junior Achievement representatives are allowed to make presentations and distribute applications to interested students. After initial contact has been made for the purposes of distributing applications and making presentations, the Junior Achievement program is conducted in an outside facility.

Students who become involved in the organization learn how businesses operate by establishing their own mini-business. They determine the name of the company, products for marketing, as well as create a charter for operation. At the end of the school year, the companies are liquidated.

### **HELPFUL HINTS:**

1. Determine a time and date for Junior Achievement representative to make a presentation to the student body.
2. Prior to the presentation, supply all homerooms with applications for the Junior Achievement program.
3. Historically, this organization is operated through the school's Social Studies Department.

**XXVII.**  
**Master Calendar**

## MASTER CALENDAR

One of the most important documents in any school's activities program is the master calendar. It is vital that an accurate school activities calendar be developed and maintained to ensure a well organized operation of the overall school and all school related activities. All activities that occur on the campus both during and after school hours, with the exception of regular classes, including the Adult Education and/or Community School Program(s), must be scheduled on the master calendar.

The master calendar serves the following purposes:

1. Avoids conflicts in conducting the activities, as well as the athletic programs in scheduling the number and time of activities, and the use of school facilities.
2. Provides immediate information concerning all activities held on school campus, and school sponsored activities held off campus.
3. Provides clearance for all activities sponsored by school groups conducted both on and off campus and for all activities sponsored by non-school groups conducted on campus.

In developing and maintaining the master calendar, it must be stipulated that ALL activities be scheduled (no exceptions), and that only the person responsible for maintaining such a calendar schedule ALL requested activities and communicate with non-school groups for the use of school facilities.

If there is an Adult Education and/or a Community Education Program on campus, it is important that the person responsible for the calendar develop a rapport with the Principal of Adult Education and the Assistant Principal of Community Education in scheduling activities.

### Steps in Developing and Maintaining the Master Calendar:

1. Record all key dates from the Board-adopted school calendar.
2. Schedule, on a tentative basis, all traditional events such as chorus musicals, drama productions, booster club Bar-B-Q's, etc. Schedule major social events, such as the prom, homecoming activities, club days, etc., as early in the school year as possible to avoid scheduling conflicts.
3. Schedule the Orientation dates and other traditional activities before the end of the school year.
4. Secure sports schedules from the Athletic Director and record all athletic events.

5. Provide school staff, club and organization sponsors with information governing procedures for reporting scheduled meetings and other planned activities to the Activities Director.

#### HELPFUL HINTS:

1. You may wish to develop a color code for scheduling activities on the calendar, e.g. red for major activities such as the prom, homecoming activities, and chorus musicals; blue for athletic events; black for club activities; and pencil for tentative activities. This allows for easy location of specific activities on the schedule.
2. Schedule organizations' weekly activities on the same day of the week for any given month (e.g., the National Honor Society's meeting date to be the third Monday of each month). This method facilitates the scheduling procedures for activities or meetings during the entire year.
3. Issue to each sponsor and each organization president exact instructions and procedures for scheduling activities on the master calendar. These instructions should include statements establishing deadlines for scheduling events.
4. Require all persons using a school facility or classroom to be responsible for the care and condition of the area they are utilizing. No food or drinks are to be served unless prior arrangements are made.

# **XXVIII.**

# **Orientation**

## ORIENTATION

Articulation meetings and special assemblies are two of several options to be considered when planning orientation activities for prospective students. These activities may be held during the spring at the feeder middle schools, during the fall on a teacher planning day, or during the first week of school.

The invitation to an assembly in the fall on a teacher planning day seems to allow for the greatest participation by students; therefore, the procedures listed below will follow that type of program. Any of the suggestions listed may be altered to fit into other types of programs.

1. Establish time and place of the assembly.
2. Notify parents and students of the assembly via the regular notification letter sent by the registrar.
3. Arrange for student helpers (e.g., stage crew and AV equipment needed).
4. Assign students to serve as ushers and tour guides.
5. Confirm program speakers and participants (e.g., administration, faculty, students, band, cheerleaders, etc.).
6. Arrange for the printing, collation, and distribution of printed programs and materials.
7. Prepare an agenda which may include:
  - a. Principal's Welcome
  - b. Introduction of key personnel (A.P.s, School Treasurer, CAP and TRUST
  - c. counselors, Athletic Director, Activities Director, Registrar)
  - d. Discipline Policy (including dress code and Code of Student Conduct)
  - e. Pupil Progression Plan, Testing and Promotion to next grade level
  - f. Introduce Class Advisor and Class Officers

Additionally, if the orientation is to take place after school begins:

1. Notify teachers including a seating chart and the date/time of the orientation.
2. Inform the security staff and Attendance Office of the orientation assembly.
3. Run P.A. announcements as a reminder for teachers and students.

It is important to involve student, faculty, and administration in acquainting incoming students with the school's rule, procedures, guidance service, co-curricular and extra-curricular offerings. It is recommended that prospective students be provided with a map

of the school, a copy of the school alma mater, and a list of clubs, organizations, and athletic teams.

**XXIX.**  
**Prom**

## PROM

The prom is a formal dance given in honor of the graduating class and is usually held in a hotel ballroom or similar site. A buffet or sit-down dinner and photography services may be included. As per the Manual of Internal Fund Accounting for Elementary and Secondary Schools, all ticket revenue is to be deposited into Prom 5003-0366.

In addition to the guidelines and rules in the Dances section of this handbook, the following guidelines may be followed when planning for the prom:

1. Various committees should be established to address each of the major responsibilities: site, souvenir program, decoration, music and entertainment, fund raising, advertising, ticket sales, and photography.
2. Investigating and contracting for a site should be done one year in advance but no later than the fall of the prom year.
3. Selection of Photographer

The photography committee is to invite at least three approved M-DCPS vendors to submit proposals, one of which should be minority vendor if possible. The invitations are to be mailed "certified, return-receipt requested." The selected photographer should operate independently of the school in providing his/her services; however, be accountable to the school for guaranteed costs and services to the students. All services and agreements should be documented by written contract. The photographer may provide the following in addition to photos of students:

- Invitations and programs or bear the school's expense of printing these items
  - Free photos of faculty/chaperones/hardship cases
  - Souvenirs or cash donations to cover cost of other prom mementos
  - A back drop or scenery for pictures
  - A souvenir booklet for the school or pictures for the school newspaper or yearbook
  - Photo advertisement for student information
4. The cost per person will depend on hotel, souvenir, and entertainment expenses. Make sure the proposed cost includes gratuity and tax on taxable items. Examples of taxable items are souvenir glasses, candles, picture frames, and key chains. For specifics, refer to the Manual of Internal Fund Accounting.
  5. Hotels generally have beautiful ballrooms that need very little decorating. A prom theme banner and table center pieces may be all that is necessary. Most hotels will

provide candles free of charge; however, the committee may choose to make items or purchase more elaborate decorations from a wholesale dealer.

6. A sit-down dinner or buffet is usually planned. The committee should agree on a menu at the time the site is contracted. The amount of food will be determined by the number of tickets sold, to be finalized at a later date.
7. Determine the security procedures that will be in effect for the event. Contact the M-DCPS Police in your school's region to ensure off-duty officers are present at the prom. Specify the start and end time for the officers.
8. Establish a ticket sales procedure which determines who is allowed to buy a ticket, when the tickets will be sold, and any policies related to students who owe funds to the school being able to buy tickets. Notify students of the procedures and policies.
9. Ensure that students who for either religious reasons or vegetarianism will be unable to eat item(s) on the menu have an alternate menu selection.
10. Follow the guidelines in the Dances section relating to printing and selling tickets.
11. Follow the guidelines for supervision of students in the Dances section of this handbook.

# **PROM CHECKLIST**

## **Secure a location and send deposit check once contract has been signed**

- Visiting sites and contracting a site should be done one year in advance
- Ensure ample room for tables and chairs (if providing food) and dance floor
- Determine where photographers will set up

## **Determine food for event (sit-down dinner, buffet, or no food)**

- Request sample menus and have a committee determine the food to be served
- Include options for vegetarian meals

## **Select a photographer**

- Set up a committee
- Only consider approved M-DCPS vendors (include a minority vendor in the bidding process if possible)
- Photographer may provide the following (in addition to taking pictures):
  - Prom invitations
  - Free photos for faculty and chaperones at the prom
  - Souvenirs or donation to cover cost of prom mementos
  - Backdrop for photos
  - Souvenir booklet for each student
  - Photos for inclusion in school newspaper or yearbook
  - Photo advertisement for student information.

## **Determine theme and decorations**

- Order flowers or other table centerpieces and have them delivered to prom site
- Determine theme and if necessary, purchase additional decorations to put in ballroom
- Order mementos (souvenir booklet, napkins, prom glasses)
- If using an outside service for decorations etc., be sure to follow rules in the Manual of Internal Funds Handbook

## **Select a D.J. or live band for entertainment**

- Specify the time by which the entertainment must be set up at the prom site
- Provide the D.J. with a play list of songs requested by the senior class
- Make sure a signed contract is on file (either provided by the DJ or the form used for contracted services)

## **Determine security procedures**

- Contact M-DCPS Police to request officers
- Who will be a chaperone? Are they cleared as Level I by the SVP?
- Will the chaperones be there for dinner or will some arrive after dinner?

- Will faculty and staff be invited?
- How will you verify that only paying students enter the prom site?
- Inform students that once they leave the prom site they will not be allowed to re-enter
- Will students and their guests have to show photo I.D. in order to enter the prom?

### **Set ticket price**

- Depends on hotel and entertainment expenses. Include gratuity in total cost
- Cost of security, decorations should also be considered in determining the ticket price

### **Establish ticket sales procedures**

#### A. Who can buy a ticket?

- Is there an order in which students can buy tickets?
- Does the student have to complete Community Service for graduation before purchase?

#### B. When will tickets be sold?

- Will you sell tickets throughout the year? If so, select dates and times that are suitable for your senior class to be able to buy the tickets
- If you will sell tickets during one specific week, make certain that all students can buy tickets

#### C. Must the student clear all debts to school before purchasing tickets?

- Prom is an excellent way to recover funds from seniors
- Set up a procedure with the school treasurer to determine seniors with debts and those who have paid and can now purchase at ticket
- Make the list of seniors with debts available at least two weeks prior to the ticket sale so that students can pay for debts

#### D. Publicize the requirement that debts must be paid in order to buy a ticket

### **Sell tickets to students**

- Have students bring exact cash to purchase tickets
- Inform all students that there are no refunds
- Make certain the student has no debts and is a senior
- Require student to show photo I.D. in order to purchase a ticket

### **Confirm with hotel**

- No less than 72 hours prior to the prom, call the hotel and indicate the final number of people attending the prom. Indicate any changes to the floor plan.

**XXX.**  
**Public**  
**Performances**

## **PUBLIC PERFORMANCES**

Students should be encouraged to participate in community and civic affairs when such performances contribute to the educational process and objectives of a particular class, and when they do not interfere unduly with other scheduled classes or activities within the school. School groups may, with the permission of the Principal, participate in local public events that fall into the classification as outlined in School Board Policy 5722 – School – Sponsored Student Publications, Productions and Performances.

The staffs and students of the school shall not be used to promote the interests of any non-school agency, individual or organization, except that the:

- A. schools may cooperate in furthering the work of any nonprofit community-wide social service agency, provided that such cooperation does not restrict or impair the educational program of the schools;
- B. schools may use film or other educational materials bearing only simple mention of the producing firm, provided such materials can be justified on the basis of their actual educational values;
- C. Superintendent may, at discretion, announce or authorize to be announced, any lecture, community activity, or film of particular educational merit;
- D. schools may, upon approval of the Superintendent, cooperate with any agency in promoting activities in the general public interest that are nonpartisan, noncommercial and nonsectarian, when such activities promote the educational or other best interests of the students.

Some examples of activities that are prohibited include, but are not limited to,: publications, productions, performances, and speeches which fail to identify the student or organization responsible; soliciting funds for non-school organizations or institutions when such solicitations have not been approved by the Board; promoting favor or opposing any candidate for election to the Board; and the adoption of any bond issue, proposal, or question submitted at any election.

**XXXI.**  
**Releasing Student  
Information**

## **RELEASING STUDENT INFORMATION**

Access to any student educational record or the release of any personally identifiable information without the written consent of the parent or eligible student is prohibited. The consent must contain the reason for the release; the specific records to be released; and to whom the records are being released. The signed and dated approval must be maintained in the student's cumulative record.

Questions regarding the legitimacy of requests for release of personally identifiable information should be directed to the school registrar.

Due to the number of ever-increasing scams directed towards high school students, school officials, particularly Principals and Activities Directors need to screen all materials that request student information.

It is the policy of M-DCPS not to release directory information to the general public. As per administrative directive, senior high school staff has been notified that outside organizations are seeking student contact information for the purpose of providing assistance with postsecondary planning, financial aid/scholarships, or recognizing students for academic achievement. Said organizations then contact the student and their families for the purpose of soliciting the purchase of services. No student information is to be distributed to any outside group without the signature of the parent authorizing its release.

### **Military Recruiters on Campus**

The No Child Left Behind Act of 2001 requires that secondary schools allow postsecondary institutions and prospective employers to come on school property to provide students with information on educational or professional opportunities also afford the same access to military recruiters. In order to promote uniformity, the following guidelines are to be adhered to:

1. All materials distributed by recruiters must be reviewed by the school principal or designee before it can be distributed to students.
2. Students are responsible for initiating (sign-up) meetings with recruiters.
3. Recruiters must be assigned to a specific location within the school campus where their activities can be monitored by the principal's staff; however, recruiters are not permitted to set up permanent stations (tables) at the schools.
5. All recruiters must sign-in at the main office and wear a badge.
6. Any testing must be voluntary and pre-approved by the school principal and requires parental consent.
7. Recruiters are not permitted to meet independently with students during instructional time.
8. Recruiters must verify that individual students have not "opted-out" before they are contacted.

**XXXII.**  
**Student Council**  
**and**  
**Student Government**

## **STUDENT COUNCIL/STUDENT GOVERNMENT**

The purpose of the council/government is to carry out various spirit activities and help solve problems encountered by individual students. To a large extent, the respect afforded a student council/government is a result of its active and constructive involvement in the daily operation of the school policy changes; ensuring respect for student rights; being alert to needs of the school and concerns of the student body, and working toward meeting these needs and concerns.

In order to be effective, the student council/government and its concomitant responsibilities suggest that its representatives be given an opportunity to participate in those decisions that affect the learning climate of the school.

A school-wide election is usually held in the spring, and must be conducted in such a way that each student has the opportunity to vote (see Elections section). Officers elected must include a president, vice-president, secretary, and treasurer. The president and vice-president must be seniors while in office. The office of treasurer, in many instances, is an appointment since monies are handled extensively and a full knowledge of accounting procedures is required. Membership on the council consists of duly elected representatives from each homeroom or English class by a majority vote. An alternate should also be elected at that time.

To enhance the deliberating process, School Board Rules and individual school policies should be at the students' disposal in a specific location. Student council/government officers and representatives have the right to attend official student council/government meetings during school hours, according to the rights and responsibilities indicated in the Code of Student Conduct.

The M-DCPS Student Government Association holds monthly meetings. Every school is encouraged to send one representative, usually the president or vice-president of Student Council/Government. This meeting is to be treated like any other field trip and therefore requires that a field trip form be prepared (a blanket form to cover all the meetings can be used) and transportation issues dealt with as specified in the Field Trips section of this handbook.

### **HELPFUL HINTS:**

1. Ensure that a current copy of the school constitution is readily accessible.
2. Establish objectives for the year that will accomplish the goals of the group.
3. Establish a cabinet of appointed members who will work closely with the officers in coordinating and accomplishing the objectives.
4. Conduct bi-monthly meetings and at least one meeting per semester scheduled at a time when any member of the student body may attend if desired.
5. Create a communication form to be issued to students to afford them the opportunity to express grievances, proposals, or suggestions.

6. Institute a newsletter to be sent to each homeroom after each meeting explaining subjects covered and proposals made.

**XXXIII.**  
**Student Publications**

**School Newspaper**  
**Yearbook**

## **SCHOOL PUBLICATIONS**

School publications are usually limited to the yearbook, school newspaper, and literary magazine. A publication advisor and the Activities Director work closely together in scheduling class photographs, advertisements, sale promotions, as well as ensuring proper school coverage of activities.

The procedures for compilation and printing of school publications are extensive and outlined in detail in the Manual of Internal Fund Accounting for Elementary and Secondary Schools.

### **Student Expression**

One of the important roles of a school is to provide effective avenues for student expression. The Principal is charged with the authority and responsibility to see that this right is exercised in a manner that is free from arbitrary censorship, compatible with responsible student behavior, and consistent with the needs of the school. Appropriate guidelines dealing with student expression, agreed upon by the administration and students, should be available to all parents and students in order to ensure appropriate compliance with Board Policy 5722 – School-Sponsored Student Publications, Productions, and Performances, [5722](#).

“It is, therefore, the policy of M-DCPS that student journalists shall be afforded protection against censorship.” This is not to be interpreted as a license to publish whatever the student pleases. The student is limited by the three-pronged definition of the types of material not protected by the First Amendment (determined by the U.S. Supreme Court):

1. Obscene as to minors;
2. Defamatory, including libel and slander; and/or
3. Materially and substantially disruptive of school activities.

School administrators will not exercise prior review of material to be published nor penalize a person who serves as advisor to a student publication because said person did not suppress the free expression of the student journalist. Disciplinary action may be imposed upon students who violate the unprotected speech guidelines listed above.

### **Literature Not Sponsored by the School**

Students have the right to publish and distribute their own printed material on school grounds so long as their distribution is consistent with the policies of the school and the content will not create disruption in the conduct of school activities. These students may not use the school’s name when seeking advertisers. Violation of this, as well as the unprotected speech policies will subject the students to disciplinary action.

## School Newspaper

The school newspaper is not intended to be a money raising activity. It is an instructional related activity of English and Journalism classes, and a school news media. The intent is to provide this activity on a self-sustaining basis, but does not preclude the partial or full subsidizing of newspaper from other school funds when available.

The following regulations govern newspaper activities:

1. The list of firms from which advertising solicitation is proposed must be reviewed by the Principal.
2. The supervision of newspaper to ensure conformity with Board policy on communications with the public rests with the Principal.
3. The solicitation of quotations for any printing services from three or more printers is required. Only one set of quotations is required for the entire year, unless a change of printers necessitates re-bidding.

## Yearbook

The publishing of a yearbook is a student activity financed wholly by book related revenue. As a student activity, the yearbook is governed by all regular policies and regulations related to internal fund activities; and, because of the size of importance of the activity, the Board has made specific rulings regarding contracts for printing and photography services.

It is determined that in the best interest of the school system, the purchase of school annuals and other such items of common use to be purchased from funds handled in trust for individuals shall follow formal bid procedures as specified in the Manual of Internal Fund Accounting for Elementary and Secondary Schools.

With the permission of the principal, schools may now participate in a program for the on-line purchase of yearbooks. Procedures should be reviewed by the school treasurer working in conjunction with the district business manager.

**XXXIV.**  
**Supplements**

## **SUPPLEMENTS**

Advisors to student organizations and publications are entitled to receive a supplement for their extra duty/responsibilities. All supplements are approved annually by the Principal upon the recommendation of the Activities Director. There are no volunteer advisors or sponsors.

Payments for supplements shall be initiated during October of the school year or, if later, within 30 days of appointment.

The Activities Director must prepare a list of all personnel that are to receive supplements for the school year as a result of their work with the Student Activities program. Consult the Salary Supplement Handbook for the codes to be used when submitting the supplements. The name of the group the employee advises is also to be submitted.

In the past, many supplement requests were submitted for clubs that did not meet the description of a service club. By UTD contract, service club supplements are limited to the following service clubs: Key Club, Optimist International, Lions Club International, Rotary International (Interact), Civitan and Ruritan.

With regard to honor clubs and honor societies, only the National Honor Society is listed to receive a supplement other than that of a regular high school club. Although there are other honor societies that are national in scope, this is the only one permitted to receive a higher supplement as indicated in the contract between the M-DCPS and the United Teachers of Dade.

For a list of supplement and codes, please see [http://salary.dadeschools.net/Supp/UTD\\_Master\\_List.pdf](http://salary.dadeschools.net/Supp/UTD_Master_List.pdf).

**XXXV.**  
**Title IX**

## TITLE IX

The School Board of Miami-Dade County, Florida adheres to the provisions of Title IX regulations prohibiting sex discrimination in education as administered by the Office for Civil Rights of the U.S. Department of Health, Education, and Welfare. Specifically, Title IX states:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

### Treatment of Students

1. There may not be different rules of behavior for boys and girls.
2. There may not be different punishments for violations of rules of behavior for boys and girls.
3. Honors or awards may not be bestowed on the basis of sex ( for example, outstanding boy and outstanding girl), nor may different criteria for each sex be applied in the selection process (for example, a higher grade point average for one sex).
4. Schools may not sponsor, furnish facilities to, or otherwise support any activities or clubs that limit membership to one sex with the following exceptions: any voluntary youth organizations that are tax exempt, traditionally single sex, and having members under 19 years of age, for example, Boy and Girl Scouts. They may not sponsor or support chapters of single-sex sororities or fraternities (social or honorary); single-sex societies; vocational, professional, or business clubs.
5. Health services and insurance provided to students may not discriminate on the basis of sex.
6. Toilet, locker room, and shower facilities must be comparable for both sexes.
7. A pregnant student may not be discriminated against in any aspect of the educational program, including compulsory participation in, or exclusion from, any classes or extra-curricular activities.

**XXXVI.**

**Use of School Facilities**

## **USE OF SCHOOL FACILITIES**

### **School Groups**

Requests to use facilities after regular school hours are to be directed to the Activities Director if they are the Principal's designee. After the master calendar has been checked to be sure that the activity or use is properly scheduled, the custodial staff should be provided with specific information as to date of use, faculty member responsible, and any particular equipment needed. After approval, the faculty member requesting use of the facility should be notified, and reminded that the responsibility for materials in the room rests with him/her.

If the use of the facility is concluded earlier than was indicated on the request, the custodial staff must be notified by the faculty member to lock the room in order to ensure proper security. The room must not be left unattended or unlocked after regular school hours.

Students who are participating in the particular event are to use the scheduled area only. An adequate number of adult chaperones over 21 years of age should station themselves in strategic locations to keep students from wandering through the building. Students should not be readmitted to the building after leaving. Tobacco and alcoholic beverages are prohibited. Dress should be suitable for the occasion. Student identification should be required, and students should be encouraged to respect school rules and property. If the size of the affair warrants, an off-duty policeman should be hired by the organization.

### **Non-school Groups**

The use of school facilities for non-school functions may be approved by the administrative staff in accordance with Board Policy 7510 – Use of District Facilities, [7510](#), as long as the effectiveness of the regular school program is not impaired.

Applications must be properly executed by responsible persons on forms that may be secured at the Office of Maintenance and Operations, or at the school office where facilities are being requested. Administrative and all other personnel connected with the school system shall not grant use of any space to any non-school persons or organizations until after the applications has been presented to and approved by the Superintendent of Schools or the Superintendent's designated representative.

The schedule of rental charges for the use of school facilities will be set by the Board. Any organization causing damage to school property will be held responsible for cost of replacement or repair, and may be denied further use of the facilities.

### HELPFUL HINTS:

1. If the request for room use includes use of audiovisual materials, the person making the request must assume the responsibility for care, security, and return of the materials or the school may charge a fee for the use of such equipment.
2. Avoid use of rooms with special equipment such as machines, labs, or projects on display. Develop a list of rooms that are not to be used after regular school hours.
3. If several rooms are to be used for an activity such as a debate tournament or convention, a bulletin should be sent to the faculty a few days prior to the activity indicating purpose of the use and requesting that they make a special effort to secure their rooms.
4. Avoid scheduling non-school activities too far in advance, as often a request may have to be denied because of conflicts created by emergency activities.
5. Final approval for use of school facilities rests with the Principal.
6. Please refer to the Equal Access section of this handbook.

**XXXVII.**  
**Volunteers**

## **VOLUNTEERS**

Volunteers provide schools with much needed assistance and community involvement. In order to ensure consistency with the volunteer programs at each school, the guidelines established by the MDCPS Bureau of Community Services must be adhered to. Please read below or access their page at <http://community.dadeschools.net!/svp/school-vol.asp>.

### **Become A School Volunteer**

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#### **[Become a School Volunteer User Guide \(For parents and Community Members\)](#)**

##### **NEW SCHOOL VOLUNTEERS AND \*\*MENTORS**

To register you need a [parent](#) or [community](#) account

Parents, students, employees, and community members who wish to volunteer at a school, regional center, or district office **MUST** register online as follows:

- Parents, will log into Parent Portal.
- M-DCPS Students, will log into Student Portal.
- M-DCPS Employees will log into Employee Portal.
- All other volunteers/community members, will log into Community Portal. After portal login, follow these steps:
  1. Click the **Services and Sites** tab at the top.
  2. Click on the **Be a School Volunteer!** link.
  3. Choose your school(s) and activity(ies) in which you wish to volunteer.
  4. Go to your selected school/location and show your identification for final approval.

##### **RETURNING SCHOOL VOLUNTEERS AND MENTORS**

- School volunteers approved previously by schools **WILL NOT** have to re-register for the 2011-2012 school year.
- However, volunteers **WILL** have to log into the appropriate portal as outlined above, to re-select the school(s) and activity(ies) in which they wish to participate for the 2011-2012 school year. Returning volunteers will be re-approved on a school-by-school basis.
- After logging in, volunteers should follow steps 1 through 4 above.
- Employee and student volunteers must update emergency contact information before re-selecting school(s) and activity(ies).
- **LEVEL 1** volunteers will require a new background check every three years.
- **LEVEL 2** volunteers will require re-fingerprinting every five years.

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### **Fingerprint Procedures**

For the identified high security positions, these persons must undergo a full fingerprint check with Miami-Dade County Public Schools:

- The registration form must be entered into the database biography records.
- Click button to request fingerprint.
- Applicant must call the fingerprint office 305/995-7472 to schedule their time at least 24 hours prior to the requested date. Clearance of records will take no more than 72 hours if there are no records issues.
- An M-DCPS Fingerprint letter must be given to the volunteer explaining the location, the hours and process for fingerprint. This letter must be obtained through the School Volunteer Program Office.

- They must have a copy of their Social Security card, driver's license, and their SVP registration form.
- Once *cleared* by the School Volunteer Office, schools will be notified electronically.
- They may begin service and should receive the same materials and training as stated in #5 of registration process.
- However, if the record indicates criminal history, the volunteer's records will be submitted for review.

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## School Volunteer Policies and Guidelines

- [English](#)
- [Spanish](#)
- [Creole](#)

## Levels of Volunteers

Miami-Dade County Public Schools' Volunteer Program has two levels of volunteers:

Level I: All volunteers with the exception of the "high security" positions.

Level II: 5 identified "High security" positions:

- **Certified Volunteer:** M-DCPS offers a certification program for interested persons who wish to support community involvement initiatives within the school system by assisting with the management of school volunteers or the School Volunteer Program. A 3-hour course is required as well as successful fingerprint completion.
- **Listeners/Oyentes Program:** M-DCPS, in conjunction with the Francine and Herbert Tobin Foundation, offers this special program for interested volunteers who wish to be trained as Listeners. The program goals are to join the student's world without judgment, to help build positive self-esteem, and to empower the student's to develop their own excellent problem-solving skills. A 3 1/2 hour training and certification is required as well as successful fingerprint completion.
- **Overnight Chaperone:** This is defined as a volunteer who chaperones student groups and participates in sleeping arrangements with students. Overnight Chaperones are listed on official field trip forms.
- **Physical Education Assistant (all grade levels) -** A Physical Education Assistant is any volunteer who assists during physical education classes. This is a person who would have interaction with students. Successful fingerprinting completion is required.
- **Mentor:** For the purposes of M-DCPS, a mentor has a very special role. It is distinguished from a purely tutorial role. Mentors are volunteers who are placed one-on-one with students or in small groups. Their role is to provide a support system for the students. Mentors may help with, but are not limited to, career planning, conflict resolution, academic encouragement, buddy systems, self-esteem building or decision-making skills. Mentors may tutor, but tutors may not mentor unless they successfully complete the Level II background check.

**XXXVIII.**  
**Appendix**

*(Letter for Competitive Jewelry or Announcement Bids on Separate Days)*

On School Letterhead

Date

Company Name  
Mr. Ring Vendor  
Vendor Address  
City, State Zip

Dear Vendor:

Our High School extends to your company an invitation to offer bids for the sale of class rings. We are calling for bids for each of two classes. The Class of \_\_\_\_\_ and the Class of \_\_\_\_\_ representatives and no more than two voting faculty/staff members will compromise a committee to ascertain the company to be awarded the contract for class rings.

Our committee will meet at (time) on (day, (date)). Please bring your sealed, formal typewritten bid and other support materials you wish to display to accompany your presentation. The order of the presentations by each of the three companies will be determined at a 2:15 p.m. drawing which will be held in the Activities Office. All representatives are to be present at that time. It is expected that all comments made during the presentation will be positive in tone. Making negative comments about your competitor and his/her products is not permitted.

You will be provided a 6-foot table for your presentation. Your entire display must fit on top of this table. You may only display those products that will be on sale to our students. Attached you will find a copy of the Procedures for Competitive Bidding that will be used on (date).

If you wish additional information, please call the Activities Office at (telephone number) between the hours of (specify hours).

Sincerely,

Name  
Director of Student Activities

*(Procedure for Competitive Jewelry or Announcement Bids on Separate Days)*

On School Letterhead

**High School Name**

**Procedure for Competitive Jewelry or Announcement Bids on Separate Days**

The schedule of presentations is:

2:40 – 3:15 1<sup>st</sup> Presentation and Questions  
3:20 – 3:55 2<sup>nd</sup> Presentation and Questions  
4:00 – 4:35 3<sup>rd</sup> Presentation and Questions

There will be one person in the room with a stopwatch keeping track of the amount of time remaining for the presentation and/or questions. The timekeeper will raise his/her hand to indicate that there are five minutes remaining. The timekeeper will again signal when there is one minute remaining. He/she will stop the presentation according to the time table. This is the maximum time allowed; a presentation may be shorter. If the full 35 minutes are not used, the committee will move to the next presentation room. The representative will be given the option of having the timekeeper hold up a small sign (8.5" x 11" paper) indicating the five minute and one minute warning.

All comments made during the presentations are to be directed towards the price, service, quality, styles, and designs of the items being offered for sale. It is expected that all comments made during the presentation will be positive in tone. Making negative comments about your competitor and his/her products is not permitted.

At the end of the three presentations, the vendors will be asked to leave. The committee will assemble in one room to review/discuss the proposals. The vendors will not be permitted to address the committee. Companies will be notified of the decision by letter within five days.

We appreciate your interest. We ask your cooperation in keeping this procedure on a professional level.

*(Letter for Competitive Jewelry and Announcement Bids on Same Day)*

On School Letterhead

Date

Company Name  
Mr. Ring Vendor  
Vendor Address  
City, State Zip

Dear Vendor:

Our High School extends to your company an invitation to offer bids for the sale of class rings and announcements. We are calling for bids for each of two classes. The Class of \_\_\_\_\_ and the Class of \_\_\_\_\_ representatives and no more than two voting faculty/staff members will compromise a committee to ascertain the company to be awarded the contract for class rings and announcements.

Our committee will meet at (time) on (day, (date)). Please bring your sealed, formal typewritten bid and other support materials you wish to display to accompany your presentation. The order of the presentations by each of the three companies will be determined at a 2:15 p.m. drawing which will be held in the Activities Office. All representatives are to be present at that time. It is expected that all comments made during the presentation will be positive in tone. Making negative comments about your competitor and his/her products is not permitted.

You will be provided a 6-foot table for your presentation. Your entire display must fit on top of this table. You may only display those products that will be on sale to our students. Attached you will find a copy of the Procedures for Competitive Bidding that will be used on (date).

If you wish additional information, please call the Activities Office at (telephone number) between the hours of (specify hours).

Sincerely,

Name  
Director of Student Activities

*(Procedure for Competitive Jewelry and Announcement Bids on Same Day)*

On School Letterhead

**High School Name**  
**Procedure for Competitive Jewelry and Announcement Bids on Same Day**

The schedule of presentations is:

2:40 – 3:25 1<sup>st</sup> Presentation and Questions  
3:30 – 4:15 2<sup>nd</sup> Presentation and Questions  
4:20 – 5:05 3<sup>rd</sup> Presentation and Questions

There will be one person in the room with a stopwatch keeping track of the amount of time remaining for the presentation and/or questions. The timekeeper will raise his/her hand to indicate that there are five minutes remaining. The timekeeper will again signal when there is one minute remaining. He/she will stop the presentation according to the time table. This is the maximum time allowed; a presentation may be shorter. If the full 45 minutes are not used, the committee will move to the next presentation room. The representative will be given the option of having the timekeeper hold up a small sign (8.5 " x 11" paper) indicating the five minute and one minute warning.

All comments made during the presentations are to be directed towards the price, service, quality, styles, and designs of the items being offered for sale. It is expected that all comments made during the presentation will be positive in tone. Making negative comments about your competitor and his/her products is not permitted.

At the end of the three presentations, the vendors will be asked to leave. The committee will assemble in one room to review/discuss the proposals. The vendors will not be permitted to address the committee. Companies will be notified of the decision by letter within five days.

We appreciate your interest. We ask your cooperation in keeping this procedure on a professional level.

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964 as amended** - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA) as amended** - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963 as amended** - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

**The Pregnancy Discrimination Act of 1978** - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

**Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA)** - Prohibits discrimination against employees or applicants because of genetic information.

*Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.*

**In Addition:**

**School Board Policies 1362, 3362, 4362, and 5517** - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.