

**I. Policy Statement**

The Board of Education supports the use of a variety of instructional strategies to ensure student attainment of educational goals. To that end, the Board supports the use of resource speakers, who provide timely, authentic, firsthand information to supplement and enrich the instructional program.

**II. Purpose**

The purpose of this policy is to establish a framework for identifying and selecting resource speakers.

**III. Definitions**

- A. Controversial Issue - a point or matter about which there exist significant opposing viewpoints and/or multiple perspectives.
- B. Curriculum - the prescribed elements of programs and courses which state clearly and specifically what students are to know and be able to do, how well they will be able to do it, how they will meet the learning objectives and by what means they will be assessed.

**IV. Standards**

- A. Resource speakers may be invited to speak to students and/or parents and community members to supplement the educational program or as part of a school-sponsored event or activity.
- B. Resource speakers who are invited to address a controversial issue must do so in compliance with Policy 8050, Teaching of Controversial Issues.
- C. All speeches, presentations, or consultations provided by resource speakers must be related to the particular occasion or event being observed, or to the curriculum, although not necessarily to topics currently being studied.
- D. All curricular activities, including programs involving resource speakers must be planned with consideration for the following:
  - 1. Specific educational goals

2. The maturity level of students
3. The health, welfare, and safety of all persons within the school

**V. Compliance**

- A. The school principal is responsible for approving staff requests to invite resource speakers to participate in classroom or school-sponsored activities or events.
- B. Department of Education staff, particularly those with curricular duties, is responsible for providing assistance and advice to school principals and school-based staffs with regard to the identification and selection of resource speakers.

**VI. Delegation of Authority**

The Superintendent is authorized to develop procedures for the implementation of this policy.

**VII. References**

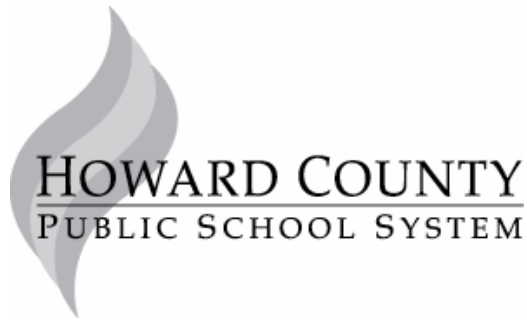
- A. Legal
- B. Other Board Policies
  - Policy 8000 Curriculum
  - Policy 8050 Teaching of Controversial Issues

ADOPTED: August 4, 1970

AMENDED: March 8, 1990

June 9, 2005

EFFECTIVE: July 1, 2005



**POLICY 8060-PR**  
IMPLEMENTATION PROCEDURES  
**RESOURCE SPEAKERS**

Effective: July 1, 2005

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- I. The principal bears the responsibility for approving all proposals identified at the school. Such proposals are subject to curricular guidelines and staff consultation.
  - II. The principal may, at his/her discretion, declare that attendance at a program involving speakers and resource persons is voluntary. Arrangements must be made for an appropriate alternative activity and for the supervision of students not attending such programs.
  - III. The principal should consult with the *Guidelines for Resource Speakers* to insure equitable and balanced presentations.

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## GUIDELINES FOR RESOURCE SPEAKERS

### I GENERAL CONSIDERATIONS

- v A. Obtain permission from a school administrator.
- v B. Determine the educational benefit and impact of a presentation.  
Does the presentation enrich the curriculum or a particular subject?  
Does it leave the students with a deeper understanding?
- v C. Consider the context or perspectives that students may bring.  
Will students' cultural assumptions, misconceptions, and stereotypes significantly influence the messages they receive from the speaker?
- v D. Determine if the presentation addresses cultural sensitive topics.  
When appropriate, consult with the Multicultural Resource Center, the Office of Equity and Assurance, and/or the Elementary or Secondary Social Studies Offices for suggestions about preparatory and debriefing activities.
- v E. Take into account the feelings of staff members, parents, students, and resource personnel when considering a speaker.
- v F. Make sure that students can easily make the connection between the presentation and the positive behaviors that your school supports.  
This is especially important for presentations related to the area of athletics.
- v G. Strive for balance in the portrayal of cultures.  
Does the speaker have deep knowledge of a topic or event and is able to describe it from multiple perspectives?  
Is the speaker representative of the group being discussed?
- v H. Ensure that respect is built into each presentation.  
Will the audience respect the speaker?  
Will the speaker respect the audience?

### II WHEN MAKING ARRANGEMENTS WITH A SPEAKER

- v A. Share your goals for the presentation and describe your expectations of how the audience will benefit from the presentation.
- v B. Discuss the presenter's objectives for the presentation.
- v C. Describe the school setting for the presentation: cafeteria, auditorium, gym, classroom and/or laboratory.

- v D. Confirm the date, location, directions, time for set-up, and procedures to follow upon arrival.
- v E. Inquire about the presenter's equipment needs and determine whether the school can assist in this area. Ask if the presenter will need assistance with setting up or breaking down equipment that he/she may bring.
- v F. When appropriate, inquire about the use of chemicals, flammables, and/or live organisms and safety precautions that need to be taken.

### **III HELPING SPEAKERS CRAFT SUCCESSFUL PRESENTATIONS**

- v A. Discuss the audience's size, grade level, maturity and background knowledge of the content being presented.
- v B. When appropriate, share the techniques and strategies that motivate students and capture their attention.
- v C. Prepare the students for the presentation by informing them of the presenter's background and assigning and discussing topics relevant to the presentation.

### **IV ON THE DAY OF THE PRESENTATION**

- v A. Notify the front office of the speaker's name, location in the building and time of presentation.
- v B. Check equipment to make sure that it is functional.
- v C. Review behavioral expectations prior to the presentation.
- v D. Have procedures in place in the event that there is an emergency or an audience member must be removed.

### **V FOLLOWING THE PRESENTATION**

- v A. Gather feedback from the audience and address any questions, concerns or misconceptions that may emerge.
- v B. When appropriate, help the students make the connections between the presentation and their learning.
- v C. Send the presenter a thank-you note.