

## **INSTRUCTION**

### **Guest Speakers**

1. Speakers are to be invited with the knowledge and approval of the principal or designee at least one (1) week in advance of the scheduled date.
2. The principal has full responsibility for all speakers.
3. Speakers should enhance and enrich the instructional program. The reason for inviting the speaker and rationale is to be submitted to the appropriate person (principal or designee).
4. In the event that a speaker is an elected official or a candidate for political office, the school shall follow the “Guidelines for School Government and Democracy Experiences”.
5. Parents/guardians should be notified as appropriate.
6. Every effort will be made to present both sides of controversial issues. (See [Policy 2331 – Controversial Issues](#))

Cross Reference:     [Board Policy 2321](#)                      Guest Speakers

Adopted: September 1981  
Updated: March 2001  
Updated: November 2011  
Revised: June 2015

## Guidelines for School Government and Democracy Experiences

Public K-12 classrooms are rich learning labs in which students can experience governmental processes as part of their pathways to becoming knowledgeable, thoughtful, responsible, and fully participating citizens.

Public schools are funded by public tax dollars. As such, school staff are obligated to ensure “fair and balanced” governmental experiences and lessons for students. The Washington State Public Disclosure Commission (PDC) oversees, regulates and determines what is “fair and balanced” in all public elections and lobbying. The PDC holds individuals AND organizations responsible for crossing the line of “fair and balanced.” The PDC has the authority to impose legal sanctions and fines for violations.

By thinking through the following questions and guidelines for planning and executing classroom governmental experiences, teachers are **less likely** to violate PDC regulations and **more likely** to meet intended student learning outcomes.

<b>Before your lesson:</b>		
	<b>YES</b>	<b>NO</b>
<ul style="list-style-type: none"> <li>Notify your principal of your plans at least one (1) week in advance.</li> </ul>		
<ul style="list-style-type: none"> <li>Does your speaker hold public office?</li> </ul>	<ul style="list-style-type: none"> <li>Be sure your speaker understands the “Speaker Guidelines.”</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the speaker’s topic is on governmental <i>process</i> or career/training trajectory – not elections or political positioning.</li> </ul>
<ul style="list-style-type: none"> <li>Is your speaker currently running for office?</li> </ul>	<ul style="list-style-type: none"> <li>Be sure your speaker understands the “Speaker Guidelines.”</li> <li>If there are other candidates, invite them to speak AT DIFFERENT times. (This avoids setting up a <i>candidate forum</i> in your classroom.)</li> </ul>	<ul style="list-style-type: none"> <li>Be sure the speaker understands the “Speaker Guidelines.” (Although a speaker may not currently be running for office, that speaker must also take care not to appear to be campaigning for future elections.)</li> </ul>
<ul style="list-style-type: none"> <li>Is your guest speaker known as a strong advocate of a particular position currently under legislative discussion (at the local, state or national level?)</li> </ul>	<ul style="list-style-type: none"> <li>Be sure your speaker understands the “Speaker Guidelines,” particularly about “call to action.”</li> </ul>	
<ul style="list-style-type: none"> <li>Does a lesson you are considering provide opportunities for students to be involved in governmental processes?</li> </ul>	<ul style="list-style-type: none"> <li>ENSURE that ALL activity ideas and options are generated BY STUDENTS. Students must CHOOSE how to be involved – not ASSIGNED.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

**Guidelines for School Government and Democracy Experiences**

<b>When you extend an invitation to the speaker:</b>		
	<b>YES</b>	<b>NO</b>
<ul style="list-style-type: none"> <li>• Include a copy of the “Speaker Guidelines.”</li> </ul>		
<b>Before and during the classroom experience:</b>		
<ul style="list-style-type: none"> <li>• Review the “Speaker Guidelines” with students. Be sure they understand the protections established by the PDC – to safeguard public tax dollars (public school facilities, time and access to students) from being used to influence the outcome of an election or governmental decision.</li> </ul>		
<ul style="list-style-type: none"> <li>• If the speaker varies from the guidelines, gently move the discussion/presentation back into line.</li> </ul>		
<ul style="list-style-type: none"> <li>• If the speaker fails to respond to your direction, draw the presentation to a close. Thank the speaker; dismiss the speaker. Report the situation and the steps you took to your principal.</li> </ul>		
<b>After the classroom experience:</b>		
<ul style="list-style-type: none"> <li>• Thank the speaker for coming to your class.</li> </ul>		

## **Speaker Guidelines for School Government and Democracy Experiences**

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### **Speaker guidelines:**

- Because public schools are funded with public resources, we honor and respect state laws that protect the public from schools unduly influencing the outcome of elections or governmental decisions. (Washington Public Disclosure Commission regulations)
- As a public school classroom speaker, your experiences and knowledge of our governmental system is invaluable to students. Those experiences must be presented without any “call to action” that would influence an election or governmental decision.

### **Therefore, I invite you to:**

- Speak of the training, career and motivation that led you to this work;
- Include different viewpoints when discussing issues;
- Talk of your experiences: tell stories about your work and the people you work with; and
- Encourage students to register to vote, to vote, to attend meetings, and to “participate” but not “how to participate.”

### **And I ask that you do not:**

- “Campaign” in the classroom;
- Solicit students as volunteers in a campaign or lobbying effort;
- Give just one side of a situation or an issue; or
- Put me or Everett Public Schools in a position of appearing to campaign, lobby, or advocate inappropriately.