

SALEM SCHOOL DISTRICT  
Salem, Connecticut

COMMUNITY RELATIONS

OTHER SCHOOL-CONNECTED ORGANIZATIONS

Support Organizations

The Board of Education recognizes that extracurricular support groups provide important support to the District, and can be a valuable means of stimulating community interest in the aims and activities of Salem School. Support organizations may be defined in two ways:

1. an organization which is created to foster community support and raise funds for a specific extracurricular activity; or
2. an organization which is created to foster community support and raise funds for the school's general extracurricular program.

Parents and other interested community members who wish to organize a support group for the purpose of supporting a specific school program or activity are encouraged to do so as long as the activities of such organizations do not interfere unduly with the total educational program or disrupt District operations in any way. To this end, support organizations must:

1. be voluntary;
2. submit an activity schedule in advance to the Superintendent of Schools or his/her designee for prior approval. Any time a support group uses the name of the District or any language suggesting that the District has endorsed, sponsored or otherwise approved of the group's activities, there must be prior approval by the Superintendent or his/her designee;
3. seek advance approval for any use of school facilities and/or equipment;
4. avoid interference with any previously approved student activity;
5. assume all financial responsibility for the support group, including but not limited to the provision of adequate insurance coverage, as appropriate.

If a support group wished to make a contribution of money, service time or tangible property such as equipment or supplies, a representative of the organization should first meet with the Superintendent or his/her designee. The Superintendent or his/her designee must identify the District's terms and conditions of accepting such gifts in concert with the District's policy pertaining to gifts, grants and bequests.

Support group proposed plans, projects and other activities must be evaluated and promoted in light of their stated contribution to the academic as well as the extracurricular school programs.

Careful consideration should be given to the total value of the contribution to all students, and not just to specific student groups.

The Board retains final responsibility and authority on all activities which have an impact on students, school programs and/or school owned property.

Further, the Board recognizes its responsibility to ensure that equivalent benefits and services are provided to members of both sexes. Therefore, if support groups provide benefits, services or tangible property that assist only teams or programs of one gender, the Board shall ensure that teams or programs of the other gender receive equivalent benefits, services or tangible property. If a support group provides benefits, services or tangible property which are greater than that which the District is capable of providing to the athletes or programs of the other gender, the administration shall take action, within policy parameters, to ensure equivalency for both sexes.

- (cf. 1110.1 – Parental Involvement)
- (cf. 1140 – Distribution of Materials by Students)
- (cf. 1210 – School Community Associations)
- (cf. 1323 – Gifts to Students)
- (cf. 1330 – Use of School Facilities)
- (cf. 3280 – Gifts, Grants and Bequests)
- (cf. 3281 – School Fund Raising)
- (cf. 3515 – Community Use of School Facilities)

Legal Reference: Title IX of the Educational Amendments of 1972, 20 U.S.C.A. § 1681.

Policy Adopted: October 18, 2004

Revised Policy 1<sup>st</sup> Reading: February 5, 2007

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