California Student Leadership Standards

Grades 9-12

COMMUNICATION C

1 **Written Communication: Written communication is the foundation of the student leadership program. Even when words are meant to be spoken (e.g., Homecoming script, auto-dialer message to families), it all begins with the written word.** C.1

- 1 The student leader applies knowledge of proper tone, formatting, and the appropriate use of business or friendly letters. C.1.1
- 2 The student leader applies knowledge of proper tone, formatting, and the appropriate use of business or friendly email. C.1.2
- 3 The student leader prepares and presents committee reports. C.1.3
- 4 The student leader uses appropriate tone and language when giving written feedback. C.1.4
- 5 The student leader creates a résumé and/or portfolio. C.1.5
- 6 The student leader organizes, writes, and publishes attention-grabbing messages suitable for the occasion and audience. C.1.6
- 7 The student leader creates an invitation suitable for the occasion and audience. C.1.7
- 8 The student leader creates a press release. C.1.8
- 9 The student leader creates an auto-dialer and/or telephone message script. C.1.9
- 10 The student leader creates eye-catching, effective posters and flyers. C.1.10
- 11 The student leader creates eye-catching, effective social media messages. C.1.11
- 12 The student leader plans and organizes a meeting agenda using appropriate format. C.1.12
- 13 The student leader creates and sends personalized thank you notes. C.1.13

2 **Interviewing Skills: Student leaders encounter interviews in a variety of different settings. Appointed candidates are interviewed for selection; experienced officers are sometimes called upon to reverse roles and become the interviewer. By sitting on both sides of the table, student leaders can gain valuable college and career interview skills.** C.2

- 1 The student leader researches and investigates the mission and vision of the organization, as well as the desired position. C.2.1
- 2 The student leader identifies areas of personal strength and growth. C.2.2

The student leader anticipates possible interview questions and rehearses potential responses. C.2.3

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4 The student leader demonstrates appropriate and professional appearance. C.2.4

5 The student leader exemplifies confidence and attentiveness. C.2.5

6 The student leader prepares and asks valuable questions. C.2.6

7 The student leader actively listens and responds during the interview process to demonstrate understanding. C.2.7

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3 Public Speaking: Student leaders speak in the public arena in formal and informal settings. A variety of verbal and non-verbal factors ensure the success of their communication. C.3

1 The student leader acknowledges the audience and purpose of the occasion and adapts speech and content accordingly. C.3.1

2 The student leader plans and executes accurate pace and timing. C.3.2

3 The student leader utilizes standard microphone procedures. C.3.3

4 The student leader uses appropriate volume, tone, emphasis, and diction. C.3.4

5 The student leader utilizes effective body language and eye contact. C.3.5

6 The student leader demonstrates a variety of techniques to connect with the audience and to maintain the audience's attention. C.3.6

7 The student leader effectively incorporates a variety of media and/or realia into speech content when applicable. C.3.7

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4 Crowd Management: Effective group management requires good planning and an awareness of the location and composition of the group. C.4

1 The student leader understands the importance of providing a safe location. C.4.1

2 The student leader demonstrates knowledge of appropriate comments to encourage cooperation. C.4.2

3 The student leader acknowledges when and who to talk to for questions and assistance. C.4.3

4 The student leader plans ahead for potential problems. C.4.4

5 The student leader has the opportunity to try the process again and again. C.4.5

6. The student leader prepares location and manpower. C.4.6

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5 Conflict Resolution: Managing groups requires developing and refining skills related to listening, advising, effectively communicating, and seeking outside support as needed. C.5

1 The student leader identifies the presence of a conflict and determines whether it is an individual or group conflict. C.5.1

2 In an individual conflict, the student leader utilizes active listening techniques, acknowledges their role in the conflict, and reaches mutual agreement on a path forward. C.5.2

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3 In a group conflict, the student leader identifies individuals' roles in the conflict, utilizes active listening techniques with the group, acknowledges their own role in the conflict, and reaches group consensus on a path forward. C.5.3

4 The student leader seeks out adult (advisor, counselor, administrator) intervention when appropriate. C.5.4

5 The student leader provides a forum for discussion surrounding problems that the school population may be facing. C.5.5

6 The student leader seeks out opportunities for the school community to share problems and concerns. C.5.6

7 The student leader considers diverse ideas, synthesizes viewpoints, and analyzes claims and evidence on all sides of an issue when considering possible solutions. C.5.7

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6 **Evaluation and Feedback: Effective leaders continually self evaluate and seek the feedback of outside observers in order to expand their leadership skills.** C.6

1 The student leader acknowledges the value of feedback for both personal and organizational growth. C.6.1

2 Following an activity, the student leader reflects upon the activity's successes and areas for growth through an individual, small group, whole group, and/or whole school evaluation process. C.6.2

3 The student leader uses appropriate tone and language to provide constructive written and oral feedback. C.6.3

4 Periodically, the student leader evaluates the job performance of their leadership peers to provide both personal and organizational growth. C.6.4

5 The student leader seeks out evaluation and feedback from previous events to inform the planning and implementation of future events. C.6.5

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7 **Interpersonal Skills: Strong leaders possess exceptional interpersonal skills that focus on active listening, taking initiative, and collaborating positively.** C.7

1 The student leader acknowledges the value of teamwork and consensus building in all aspects of student leadership. C.7.1

2 The student leader understands the difference between passive and active listening. C.7.2

3 The student leader practices active listening skills, including positive facial expression, eye contact, posture, summarizing, and eliminating distractions. C.7.3

4 The student leader articulates their own point of view and utilizes active listening to hear others' points of view to arrive at a mutual decision. C.7.4

5 The student leader treats others with compassion and empathy. C.7.5

6 The student leader communicates feelings using "I" statements. C.7.6

7 The student leader practices problem solving skills, including identifying the problem, soliciting possible solutions from members of the leadership team, and then implementing an agreed-upon solution. C.7.7

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8 The student leader utilizes a combination of traditional, non-traditional, and other creative approaches to idea generation, activity planning, and problem solving. C.7.8

9 The student leader takes initiative by assessing where a need exists, and assisting without being asked, when appropriate. C.7.9

10 The student leader acknowledges and celebrates the strengths and accomplishments of others. C.7.10

PERSONAL AND SOCIAL DEVELOPMENT PSD

1 **Group Dynamics: Effective leaders work collaboratively to create vision, purpose, and direction for their team. Particular emphasis on positive group dynamics leads to the best possible outcome for the team's mission.** PSD.1

1 The student leader acknowledges different personality types and how to work together in an all-inclusive group setting. PSD.1.1

2 The student leader appreciates the diversity of others, and the value of representing a diverse student body. PSD.1.2

3 The student leader assumes a leadership role in an activity or group work that allows them to facilitate and direct the group's activities. PSD.1.3

4 The student leader serves as a participating member of a group. PSD.1.4

5 The student leader enlists others to share a common vision. PSD.1.5

6 The student leader celebrates accomplishments and recognizes the contributions of others. PSD.1.6

7 The student leader delegates authority when appropriate. PSD.1.7

8 The student leader recognizes and utilizes various models of decision-making (e.g., authoritative, consensus, democratic, individual) PSD.1.8

9 The student leader considers diverse ideas, synthesizes viewpoints, and analyzes claims and evidence on all sides of an issue when considering possible solutions. PSD.1.9

10 Once made, the student leader supports decisions of the group. PSD.1.10

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2 **Goal Setting, Feedback, and Evaluation: Identifying vision and a systematic plan for implementation of the team's goals leads to its ultimate success. The team should first identify why its mission is important and then set attainable goals to achieve its objectives.** PSD.2

1 The student leader sets short-term and long-term personal goals. PSD.2.1

2 The student leadership team sets attainable goals to improve school culture and climate. PSD.2.2

3 The student leader creates a plan of action for achieving goals. PSD.2.3

4 The student leader creates timelines for meeting goals and monitors progress to ensure on-time completion. PSD.2.4

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The student leader self-evaluates, solicits peer and advisor feedback, and makes adjustments to goals, behavior, and processes as necessary. PSD.2.5

6 The student leader gives feedback to peers in a positive and constructive manner. PSD.2.6

3 **Social and Emotional Learning: A harmonious environment where all leaders feel validated, accepted, and important is necessary to facilitate cooperation within the group. Individual leaders need to develop self awareness and an appreciation for the diversity of others in order to utilize their strengths and contribute positively to the group.** PSD.3

1 The student leader identifies emotions, thoughts, and values that impact behavior and self efficacy. PSD.3.1

2 The student leader analyzes one's strengths and areas of improvement to develop a validated self-perception, self-competence, and growth mindset. PSD.3.2

3 The student leader will practice self-management by regulating thoughts, emotions, and behaviors in various situations as they relate to stress, motivation, discipline, and impulse control. PSD.3.3

4 The student leader makes informed decisions about behavior and social interactions that consider the consequences of one's actions and the well-being of oneself and others. PSD.3.4

5 The student leader establishes and maintains healthy relationships with the student leadership team, the student body, and adults. PSD.3.5

6 The student leader resists inappropriate social pressure. PSD.3.6

7 The student leader negotiates conflict constructively. PSD.3.7

8 The student leader seeks and offers help when needed. PSD.3.8

9 The student leader identifies differing social and cultural norms and then raises awareness of those norms to promote acceptance and inclusion. PSD.3.9

10 The student leader acknowledges differing backgrounds (cultural, religious, geographic, special needs, socio-economic, gender identity, sexual orientation) and includes diverse perspectives to promote an inclusive school culture. PSD.3.10

CIVIC AND SERVICE LEARNING CSL

1 **Civic and Community Engagement** CSL.1

1 The student leader develops partnerships with various student, school, parent, and community groups. CSL.1.1

2 The student leader identifies the financial restrictions and guidelines of other organizations. CSL.1.2

3 The student leader recognizes the value of membership in, and/or partnership with, associations--groups of people organized for a joint purpose. CSL.1.3

4 The student leader analyzes different forms of civic activism and ways in which citizens can effect change in society. CSL.1.4

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ervice Learning Strategies: Informed global citizens need practical experiences -- t an early age, to effect change in their communities and beyond. Fostering these

opportunities (and follow up reflection) empowers them to identify their responsibilities as members of the global community. CSL.2

1. The student leader recognizes the difference between service learning and community service. CSL.2.1
2. The student leader assesses the needs of the community by reaching out to community leaders and local government. CSL.2.2
3. Utilizing academic skills, the student leader researches various solutions to a local need, and integrates academic research into a service learning study. CSL.2.3
4. The student leader develops and implements a research-based plan of action to address a specific community need. CSL.2.4
5. The student leader seeks both school and community feedback to evaluate and reflect upon the impact of the project. CSL.2.5

3 **Community Service: Serving others creates connections and awakens a sense of responsibility for societal challenges. It also helps the leader identify needs within the community and fosters the development of empathy and compassion.** CSL.3

1. The student leader establishes relationships with community leaders and community groups to help address a community need. CSL.3.1
2. The student leader participates in a service activity or project to serve a specific need of others. CSL.3.2
3. The student leader experiences and recognizes the benefit of serving others. CSL.3.3
4. The student leader demonstrates empathy for, and an awareness of social, cultural, and societal norms for diverse locations and populations. CSL.3.4

GOVERNMENT G

1 **Authority and Governance: Student leadership offers our kids the opportunity to participate in the system of government and procedures that exist on their campuses. It also allows them to make comparisons between student government and local, state, and national government systems and policies, and to experience the constraints within all government systems must operate.** G.1

1. The student leader identifies the purpose and function of government, the scope and limits of authority, and the principle of “consent of the governed.” G.1.1
2. The student leader acknowledges the relationship of power and authority between the student body organization, school staff, school district governing board, and state legislature. G.1.2
3. The student leader learns the chain of command that exists within their school and their student body organization. G.1.3
4. The student leader reviews and/or creates a constitution and bylaws for the student body. G.1.4
5. The student leader contributes to committees and/or councils and recognizes how the committees and/or councils benefit the student leadership team. G.1.5

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6 The student leader acknowledges the right of students to form student clubs and organizations in accordance with district, state, and federal guidelines. G.1.6

2 **Procedures: Adherence to established policies and procedures is an important aspect of local, regional, and national government. Teaching our students to identify and follow these formal and informal protocols is an important part of their growth as entrusted leaders.** G.2

1 The student leader recognizes the ethical and legal implications of following or not following established procedures, rules, regulations, agreements, and contracts. G.2.1

2 The student leader contributes to the creation of rules, regulations, agreements, and contracts for student-led activities. G.2.2

3 The student leader follows the established chain of command protocol for the student leadership team, the school, and the school district. G.2.3

3 **Elections and Appointments: When a student leader runs or applies for an elected or appointed office and wins, she wants to know that she did so in a fair and equitable process. Likewise, the student who runs/applies and does not get the job also wants to know that he lost fair and square. While the primary responsibility for ensuring a fair and accessible election/selection process rests with the advisor and administration, student leaders can contribute a great deal to the fairness and equality of the process by following the rules and guidelines, encouraging their friends and supporters to positively participate in the process, and then finally being a gracious winner or loser.** G.3

1 The student leader can articulate the purpose of a representative government and the workings of a democracy. G.3.1

2 The student leader campaigns and markets fairly in accordance with the school constitution and bylaws. G.3.2

3 The student leader practices positive marketing and campaigning. G.3.3

4 The student leader constructs a campaign speech or presentation and/or participates in an interview process. G.3.4

5 The student leader chosen to participate on a selection committee shall practice fairness, impartiality, open-mindedness, and confidentiality during and after the selection process. G.3.5

4 **Effective Meetings: The Business Meeting often serves as the backbone of the daily operation of student leadership organizations. The adult advisor, the president, the secretary, and each individual member all have a role to play in a productive meeting. By understanding the format and structure of an effective meeting, student leaders can give all stakeholders a voice and more quickly get to the planning and implementation of the programs and activities that create a positive school culture.** G.4

1 The student leader utilizes the principles of group dynamics in meeting protocols. G.4.1

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2 The student leader practices Parliamentary Procedure during formal business meetings. G.4.2

3 The student leader creates relevant agendas and maintains accurate minutes. G.4.3

4 The student leader utilizes inclusive meeting strategies for brainstorming, prioritizing, and project planning. G.4.4

BUSINESS AND FINANCE BF

1 **Finance/Accounting: With a combination of school activities, athletics, and class activities, an associated student body in California can easily have a six- or seven-digit figure annual budget to manage. School staff (including administrators, athletic directors, leadership advisor, and account clerk or other classified staff) often handle many of the day-to-day ASB transactions. However, students in middle and high school ASBs are still considered by state law to be the stewards of all student body funds. As such, student leaders should be involved at every level of student body fund accounting, from the creation and approval of an budget, through the pre-approval and disbursement of funds, and the collection of fundraiser monies, as well as the record-keeping of all approvals through the ASB minutes.** BF.1

1 The student leader adheres to relevant laws, school board policy, and fiscal accountability guidelines when managing the student body account. BF.1.1

2 The student leader evaluates past budgetary practices and collaborates on creating a working budget for the current term. BF.1.2

3 The student leader tracks income and expenses and identifies profit and loss. BF.1.3

4 The student leader follows student body accounting procedures when performing bookkeeping tasks, making purchases, receiving and disbursing funds, and reimbursing vendors. BF.1.4

5 The student leader maintains accurate and accessible financial documents. BF.1.5

6 The student leader consults the student body on budgetary decisions through the representative process, public meeting, and open fiscal accountability, and spends student body funds for the betterment of the student body. BF.1.6

7 The student leader identifies the various sources of school and student funding, the laws and policies that dictate their allocation, and the structures/channels available for student input and advocacy. BF.1.7

2 **Fundraising: Building a successful leadership and activities program requires resources. While the LCAP and LCFF have unlocked new discretionary resources for site administrators to use in promoting a more positive school culture, the funding for these programs most often falls to a school's associated student body. Student leaders who learn effective fundraising practices and techniques not only help bring in this much-needed revenue, but learn skills they can use in college, career, and beyond.** BF.2

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1. The student leader adheres to relevant laws, school board policies, and fiscal accountability guidelines when selecting appropriate fundraising activities (i.e. state food guidelines, recommended list of allowable-risk activities, etc.) BF.2.1
2. The student leader performs market research and identifies trends in student purchasing preferences when selecting products and vendors for fundraising purposes. BF.2.2
3. The student leader projects income and expenses within a comprehensive pre-fundraiser evaluation. BF.2.3
4. The student leader orders merchandise and coordinates merchandise design and logistics with vendors. BF.2.4
5. The student leader serves as both a participant and leader in various fundraising activities and employs effective sales techniques. BF.2.5
6. The student leader evaluates each fundraising activity's effectiveness for profitability and efficient use of human and site resources. BF.2.6

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3. **Marketing: Marketing is a broad strategy. It involves the creation and nurturing of a brand and brand message that connects the producer (student leaders) to their consumers. The American Marketing Association defines it as "the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large."** BF.3
    1. The student leader recognizes the difference between marketing and advertising. BF.3.1
    2. The student leader works collaboratively with the student leadership team to create a brand and/or marketing message for the student leadership team, the student body, the school, and/or school events. BF.3.2
    3. The student leader systematically develops and implements a marketing plan to deliver the brand and/or marketing message to the target audience. BF.3.3

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4. **Advertising: Advertising is one part of your marketing strategy, specifically designed to sell or promote a product or activity. Modern advertising blends the more traditional media of posters and flyers with video production, photography, and social media. An effective advertising begins with accurate and well-articulated information and comes to life with creativity and sensory appeal.** BF.4
    1. The student leader identifies a target audience for each advertisement. BF.4.1
    2. The student leader makes sure each advertisement contains all necessary information for the product or event. BF.4.2
    3. The student leader creates advertisements that are grammatically correct and visually appealing. BF.4.3
    4. The student leader utilizes a variety of techniques and media to deliver the message to the target audience. BF.4.4

    The student leader demonstrates creative ways to advertise. BF.4.5

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6 The student leader experiments with different displays/product placement to produce optimal interest and results. BF.4.6

5 **Customer Service: Student leaders are in sales. They sell tickets to dances and athletic events, fundraiser items, spirit wear and student store items. They also "sell" free items--attendance at assemblies and rallies, attendance at lunchtime activities, and in general the more abstract concepts of school spirit and school involvement. Understanding who their clients are, what they want, and how the expect to be treated helps the student leader to not only create products and experiences that will better engage their customers in the short term, but will give them sales and customer service experience they can carry with them into a future career.** BF.5

1 The student leader demonstrates the skills and competencies necessary to recognize customer concerns and act to reach a satisfactory solution. BF.5.1

2 The student leader exhibits positive customer interaction skills. BF.5.2

3 The student leader communicates with the public regarding current sales and offerings, and develops a forum for customer feedback. BF.5.3

4 The student leader develops and implements crowd management and event safety plans that include a mixture of structural (gates and barriers) and articulated (signage and announcements) strategies. BF.5.4

5 The student leader tracks and archives event participation data to identify trends in event effectiveness and student engagement. BF.5.5

6 The student leader attends to the needs of others in a positive manner in recognizing their role as a representative of the entire student body, school, and community. BF.5.6

6 **Business Law: In California and across the country, nutrition laws and accounting best practices have changed dramatically in the last twenty years. Due to increased accountability and more rigorous oversight, the student leader learns quickly that you can't simply sell chocolate bars on campus or nachos and soda at lunch to raise money. Awareness of business law, specifically as it relates to nutrition and student body fund accounting, means that student leaders have a greater awareness of how they can properly raise funds while preserving their California non-profit status and complying with school, district, and state laws and policies.** BF.6

1 The student leader adheres to federal, state, and local tax codes as they relate to student body funds, funding, sponsorship, and re-sale permits. BF.6.1

2 The student leader researches and tracks legislative bills and legal proceedings/judgements that may influence student body activities, participation, procedures/codes, fundraising, or accounting. BF.6.2

3 The student leader follows federal and state laws and district policy related to food and beverage sales that take place during the school day. BF.6.3

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lists, calendars, and surveys, just to name a few, helps student leaders to focus less on the back-and-forth of comparing different versions of documents, and more on producing a better digital product to serve the student body. Comments, version tracking, editing/suggesting mode, in-document chat, and other features enhance the student leaders' ability to communicate and collaborate whether in the same room, on a home computer, or on their mobile device. TDC.1

1. The student leader demonstrates a working knowledge of word processing, spreadsheets, presentations, online forms, and desktop publishing as it relates to their role on the leadership team. TDC.1.1
2. The student leader stores work in a shared cloud environment that is accessible by themselves, their leadership team peers, and leadership team educators. TDC.1.2
3. The student leader grants view, comment, and/or edit access to files as needed to allow for collaboration with the student leadership team. TDC.1.3

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2 **Digital Citizenship: Whether on a shared classroom computer, at home, or on a mobile device, student leaders have the power to connect to each other and to the world in ways that we never did at their age. With this power comes the responsibility to understand their own digital footprint, as well as to treat others with kindness, dignity, and respect.** TDC.2

1. The student leader cultivates and manages their digital identity and reputation, and demonstrates awareness of the permanence of their actions in the digital world. TDC.2.1
2. The student leader engages in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices. TDC.2.2
3. The student leader demonstrates an understanding of and respect for the rights and obligations of using and sharing intellectual property. TDC.2.3
4. The student leader manages personal data to maintain digital privacy and security for themselves and for others. TDC.2.4

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3 **Audio/Visual Presentation: Student leaders are frequently called upon to not only use video and amplified sound in rallies, assemblies, and outdoor activities, but also to set up the technology needed for these events as well. The student leader should have the basic skills to set up this technology, as well as know how to get the right music started to set the tone for the event.** TDC.3

1. The student leader recognizes the positive role of audio/visual technology in the creation of school events. TDC.3.1
2. The student leader creates an inclusive audio/visual environment that is accessible to all audience members. TDC.3.2
3. The student leader demonstrates an understanding of the basic functions of a sound system and can set up music and a microphone for any occasion. TDC.3.3
4. The student leader selects music and other media that are appropriate for the nature of the event, as well as to the values of the school community and the audience present at the event. TDC.3.4

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5 The student leader demonstrates an understanding of the basic setup of an audio/visual presentation and can connect a video source to both an audio and a video projection system. TDC.3.5

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4 **Video and Photography: As access to technology grows, student leaders are increasingly using visual/media arts to promote a positive culture and climate at their schools. These tools have the power to connect students to their school, but care must be taken to use these tools responsibly, and in a way that is always positive and inclusive.** TDC.4

1 The student leader recognizes the role of video and photography in the promotion of positive school culture. TDC.4.1

2 The student leader demonstrates a basic understanding of video and photography skills as they relate to their role on the student leadership team. TDC.4.2

3 The student leader includes a diverse cross-section of the student body when creating video or photo presentations to be shared school-wide. TDC.4.3

4 The student leader demonstrates an understanding of the law and school/district policy regarding the public sharing of images/video of minors on social media and in other public forums, and works with school administration to protect student privacy. TDC.4.4

5 The student leader acknowledges that images/video of students and staff should never be presented in such a way that would embarrass or humiliate. TDC.4.5