

Veterans Day

Background Information, Lesson Plans, and Internet Resources for the Elementary Classroom



**Miami-Dade County Public Schools
The Division of Academics,
Department of Social Sciences
November 10, 2017**

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Introduction to Veterans Day

The White House
Office of the Press Secretary
For Immediate Release
November 01, 2017

President Donald J. Trump Proclaims November 2017 as National Veterans and Military Families Month

NATIONAL VETERANS AND MILITARY FAMILIES MONTH, 2017

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA

A PROCLAMATION

During National Veterans and Military Families Month, we honor the significant contributions made by American service members, their families, and their loved ones. We set aside this month surrounding Veterans Day to hold observances around the country to honor and thank those whose service and sacrifice represent the very best of America. We renew our Nation's commitment to support veterans and military families. They deserve it.

Our veterans are our heroes. Our Armed Forces have preserved the security and freedom that allow us to flourish as a Nation. They have braved bitter winters, treacherous jungles, barren deserts, and stormy waters to defend our Nation. They have left their families to face danger and uncertainty, and they have endured the wounds of war, all to protect our Nation's interests and ideals established during the Founding.

Our military families endure many hardships along with those who defend our Nation. They are separated from their loved ones for months on end and frequently relocated across the country and around the world. They often live far from their extended families, and they know what it is like to celebrate holidays and milestones with an empty seat at the table. Many military spouses face the task of making ends meet while their loved ones are away and of securing new employment with each change in duty station. Children of service members often grow up living a nomadic life - periodically calling a new place "home" and adjusting to different schools, trying out for new sports teams, and making new friends. In these lives of frequent change and transition, however, our incredible military families not only survive, they thrive.

It is our patriotic duty to honor veterans and military families. As part of our efforts to answer President Lincoln's charge to care for those who have "borne the battle," I have asked the Department of Veterans Affairs (VA) to lead the Nation in a month of observances across the country to honor our veterans.

As veterans and military families attend these events, they will see the reforms and improvements that we have made at the VA. Over the last 9 months, we have made important changes that enable better service for our veterans. We have increased accountability and enhanced protections for whistleblowers. We have improved transparency, customer service, and continuity of care. We are working every day to ensure a future of high quality care and timely access to the benefits veterans have earned through their devoted service to a grateful Nation.

This month, in which Americans traditionally pause to give thanks for our blessings, it is fitting that we come together to honor with gratitude our extraordinary veterans and military families and their service to our country. May God continue to bless our Armed Forces and those families that love and support them.

NOW, THEREFORE, I, DONALD J. TRUMP, President of the United States of America, by virtue of the authority vested in me by the Constitution and the laws of the United States, do hereby proclaim November 2017 as National Veterans and Military Families Month. I encourage all communities, all sectors of society, and all Americans to acknowledge and honor the service, sacrifices, and contributions of veterans and military families for what they have done and for what they do every day to support our great Nation.

IN WITNESS WHEREOF, I have hereunto set my hand this first day of November, in the year of our Lord two thousand seventeen, and of the Independence of the United States of America the two hundred and forty-second.

DONALD J. TRUMP

Source: <https://www.whitehouse.gov/the-press-office/2017/11/01/president-donald-j-trump-proclaims-november-2017-national-veterans-and>

An Instructional Note to Teachers about Veterans Day

Veterans Day is celebrated each November to recognize and honor all who have served the U.S. in the armed forces.

To assist schools, the Department of Social Sciences has developed this instructional resource guide to support instruction on Veterans Day.

The resources in this guide include:

- **BACKGROUND INFORMATION** - This section includes detailed background and reference information on Veterans Day.
- **LESSON PLANS** - This section includes detailed primary and intermediate lesson plans with all support materials needed to teach about Veterans Day.
- **SUGGESTED INTERNET RESOURCES** - Additional teacher and student background information, lesson plans, and classroom activities may be found on the web sites listed in this section of the guide.
- **ELEMENTARY CHARACTER EDUCATION RESOURCES** – Additional lesson ideas are included to support the core value of “citizenship,” which has been designated by the District for the month of November.

Teachers are highly encouraged to utilize the resources and lessons found in this resource packet to reinforce this content, whenever appropriate. Teachers are further encouraged to select and adapt the resources and lessons found in this guide to best fit the needs of their students.

Veterans Day – Teaching about our veterans

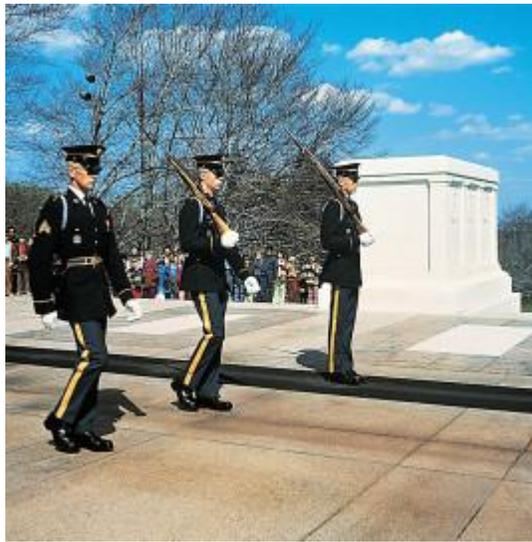
How do you ensure that students will get the most out of the instructional time devoted each year to commemorating the service Veterans have provided to the U.S.? Below are some suggestions for how to approach the subject of honoring Veterans.

1. **Incorporate the stories of Veterans into the curriculum year-round**, not just in November. Use Veterans Day as a chance to “dig deeper” into history and make connections with the past while exploring current efforts and issues of Veterans.
2. **Continue Learning.** Explore how to provide an in-depth and thorough understanding of the contributions Veterans. Textbooks often do not contain detailed information about the rich stories of courage and citizenship as these concepts relate to Veterans, so use the textbook as just one of many resources. While exploring multiple resources, help your students understand the importance of exploring reliable sources and sources that provide multiple perspectives on history and current events.
3. **Relate lessons to other parts of your curriculum**, so that focusing on an event or leader, expands upon rather than diverts from your curriculum.
4. **Plan meaningful school and classroom activities that address the history, values, and contributions of Veterans.** Without meaningful and thoughtful classroom lessons as the primary focus during Veterans Day, schools run the risk of trivializing their well-intended message to students.
5. **Connect issues in the past to current issues** to make history relevant to students' lives. For example, ask students to gather information with a focus on what social issues exist today and how a particular group or leader has worked to change society.

Sources: Adapted from Teaching Tolerance, a project of the Southern Poverty Law Center, http://www.tolerance.org/search/apachesolr_search/black%20history and, teachingforchange.org.

Background Information

- Veterans Day from World Book
- Veterans – U.S. Census Bureau
- Facts About Florida's Veterans- U.S. Department of Veterans Affairs
- Veterans Day- a Brief Video History from History.com.



The Tomb of the Unknowns

Veterans Day honors men and women who have served in the United States armed services. Veterans Day is a legal federal holiday in the United States. It is celebrated on November 11, the anniversary of the end of World War I (1914-1918). Canada, Australia, and New Zealand observe November 11 as Remembrance Day to honor people who have died in war. The United Kingdom celebrates Remembrance Day on the Sunday closest to November 11. Veterans Day celebrations in the United States include parades and speeches. Special services are held at the Tomb of the Unknowns in Arlington National Cemetery in Arlington, Virginia.

In 1919, President Woodrow Wilson proclaimed November 11 as Armistice Day to remind Americans of the tragedies of war. A 1938 law made the day a federal holiday. In 1954, Congress changed the holiday's name to Veterans Day to honor all United States veterans.

Source: Uhler, Sharron G. "Veterans Day." *World Book Student*. World Book, 2015. Web. 19 Oct. 2015

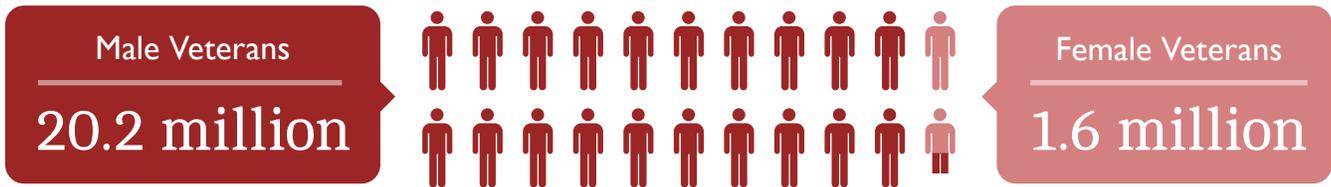
Veterans – U.S. Census Bureau- please see the following pages for an infographic about Veterans from the United States Census Bureau.

A Snapshot of Our Nation's Veterans

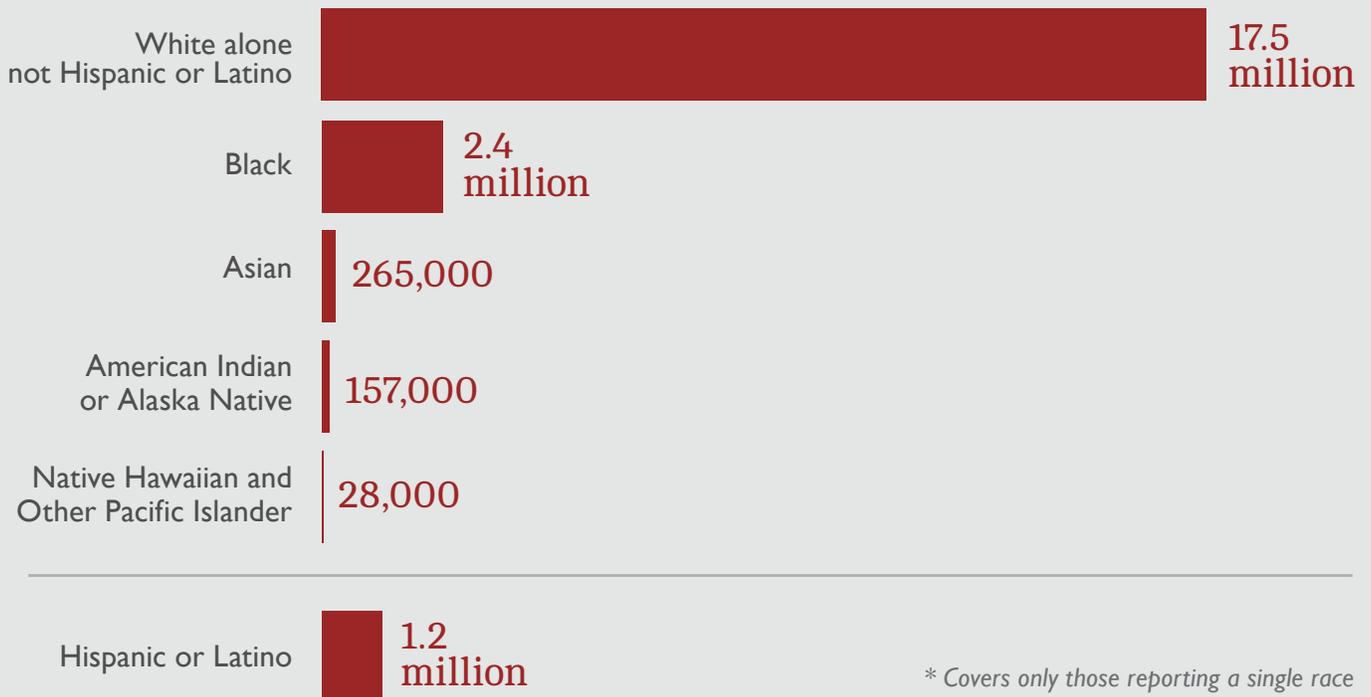
Federal, state and community leaders; private businesses; non-profits; and community organizations use information about the military veteran population from the American Community Survey and Economic Census to determine the programs, services and infrastructure that serve the needs of our veterans. What follows is the most recent snapshot of veterans statistics.

Who Are U.S. Veterans?

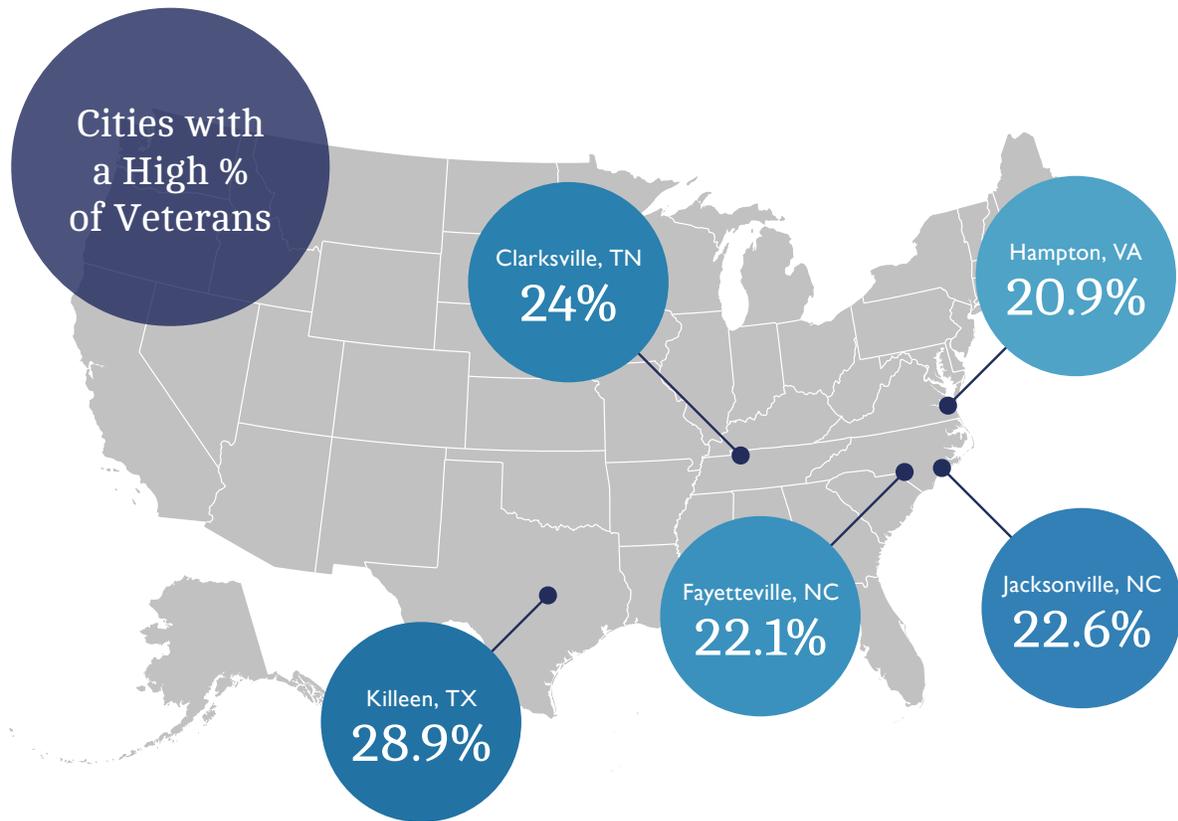
There are 21.8 million veterans in the United States.



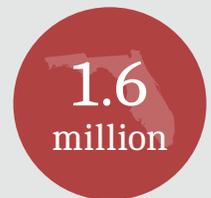
Breakdown by Race and Ethnicity*



Where Do They Live?

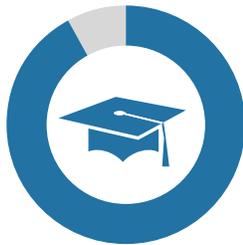


States with More Than 1 Million Veterans



What Are Their Education Levels?

A veteran is more likely than the average American to have earned a high school diploma, but less likely to have completed a college degree.



92% of veterans 25 and older have at least a **high school diploma**

compared with 86% of the total population



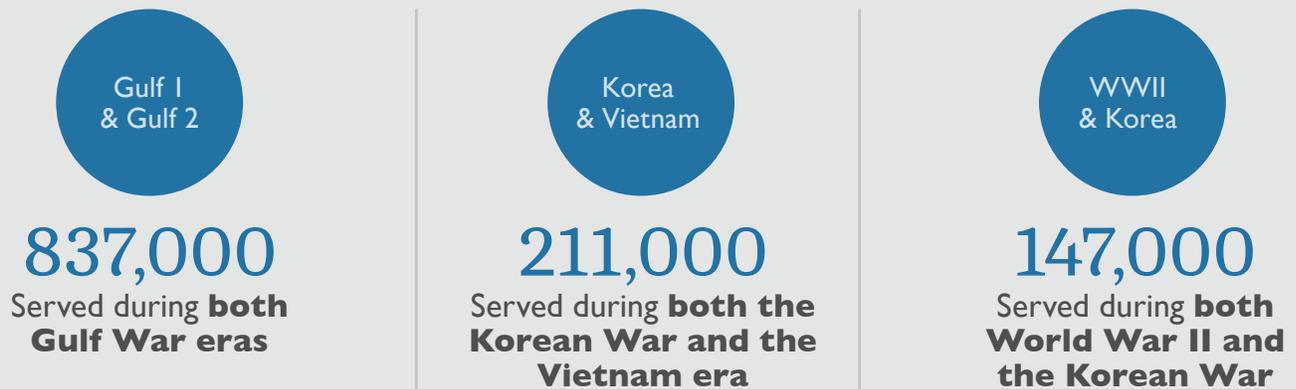
26% of veterans 25 and older have at least a **bachelor's degree**

compared with 28% of the total population

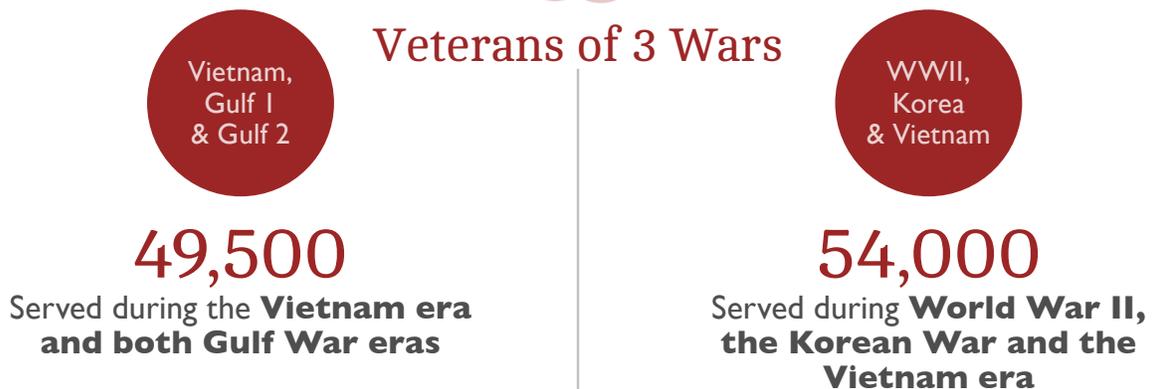
When Did They Serve?

Of the 21.8 million veterans in the United States, more than 1.3 million served during multiple wars.

Veterans of 2 Wars

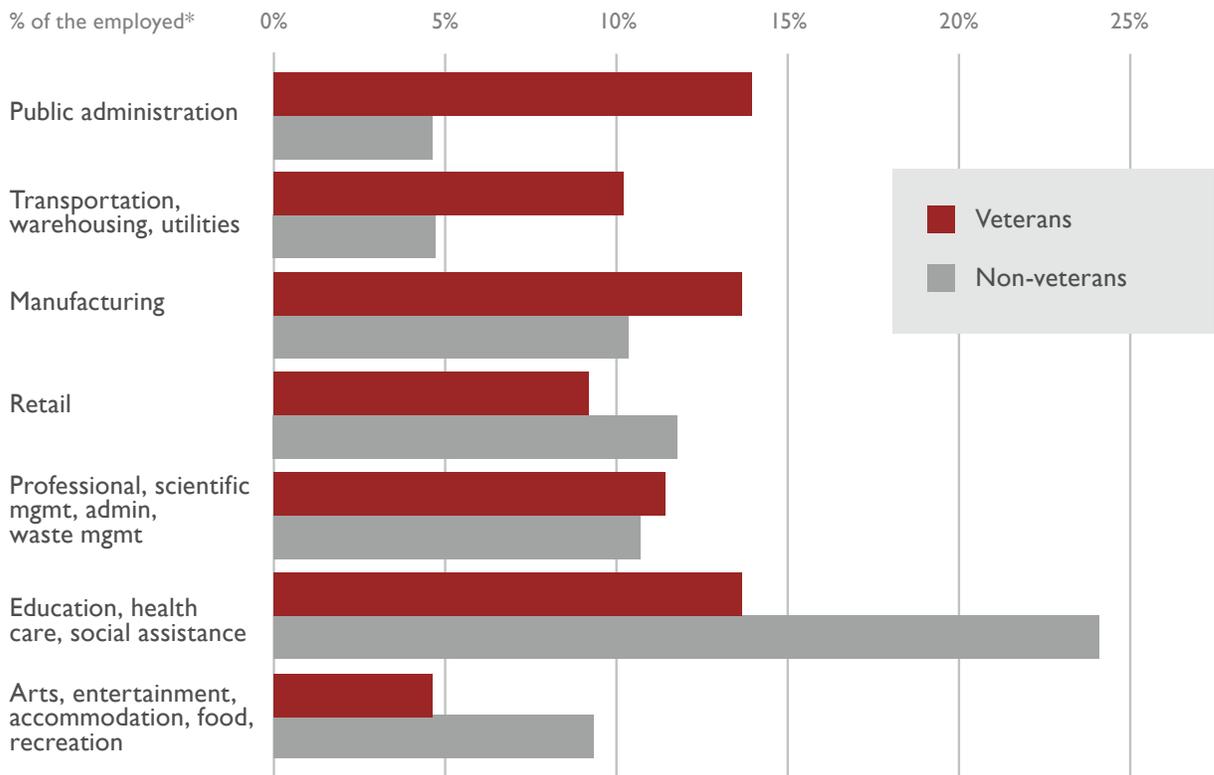


Veterans of 3 Wars



Where Do They Work?

A veteran is more than twice as likely as a non-veteran to hold a job in a public administration industry.



Veterans own 9% of all U.S. businesses.†



\$1.2 trillion

The amount of money in receipts generated by these businesses

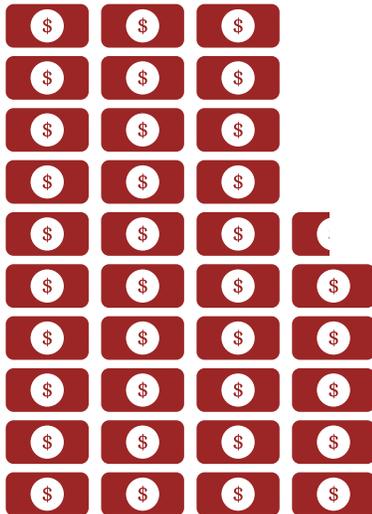


5.8 million

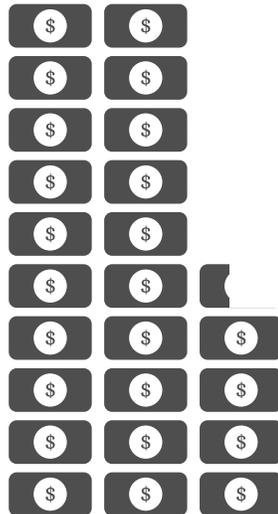
People employed by veteran-owned businesses

What Are Their Incomes?

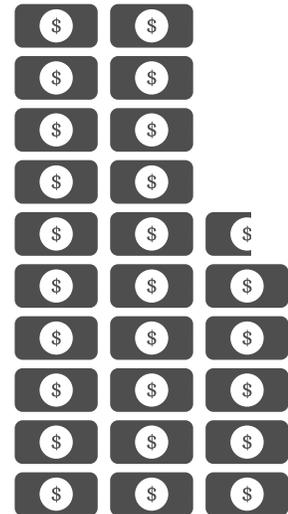
Veterans' annual income is about \$10,000 higher than that of the average American.*



\$35,367
 Median income of
veterans



\$24,521
 Median income of
non-veterans



\$25,605
 Median income of
total U.S. population

* Median income refers to those who are 18 years and over with income in the past 12 months. Income includes not only wages and self-employment, but also Social Security, retirement pensions, VA payments, and other forms of income.

Facts about Florida's Veterans: Please see the following pages from the Department of Veterans Affairs about Florida's Veterans.



**Department of
Veterans Affairs**

**Office of Public Affairs
Media Relations**

**Washington, DC 20420
(202) 461-7600
www.va.gov**

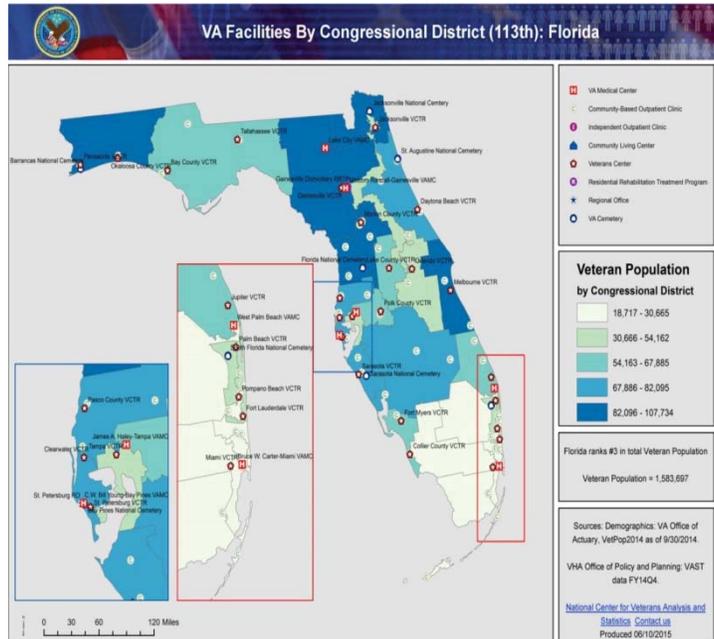
State Summary

Florida

The Department of Veterans Affairs (VA) offers a wide variety of programs and services. Many Veterans use VA education programs, obtain VA guaranteed home loans, and receive VA disability payments. VA completed a record-breaking 1.17 million disability claims in FY13, and is on track to complete even more in FY14.

One of the most visible of all VA benefits is a large health network of hospitals, community-based outpatient clinics, Vet Centers, nursing homes, residential rehabilitation treatment programs, and comprehensive home care programs. Veterans are expected to make more than 86.4 million outpatient visits to VA health care facilities this year.

VA also manages a network of national cemeteries, soldier's lots, and monument sites, and provides headstones and markers for Veterans' graves worldwide.

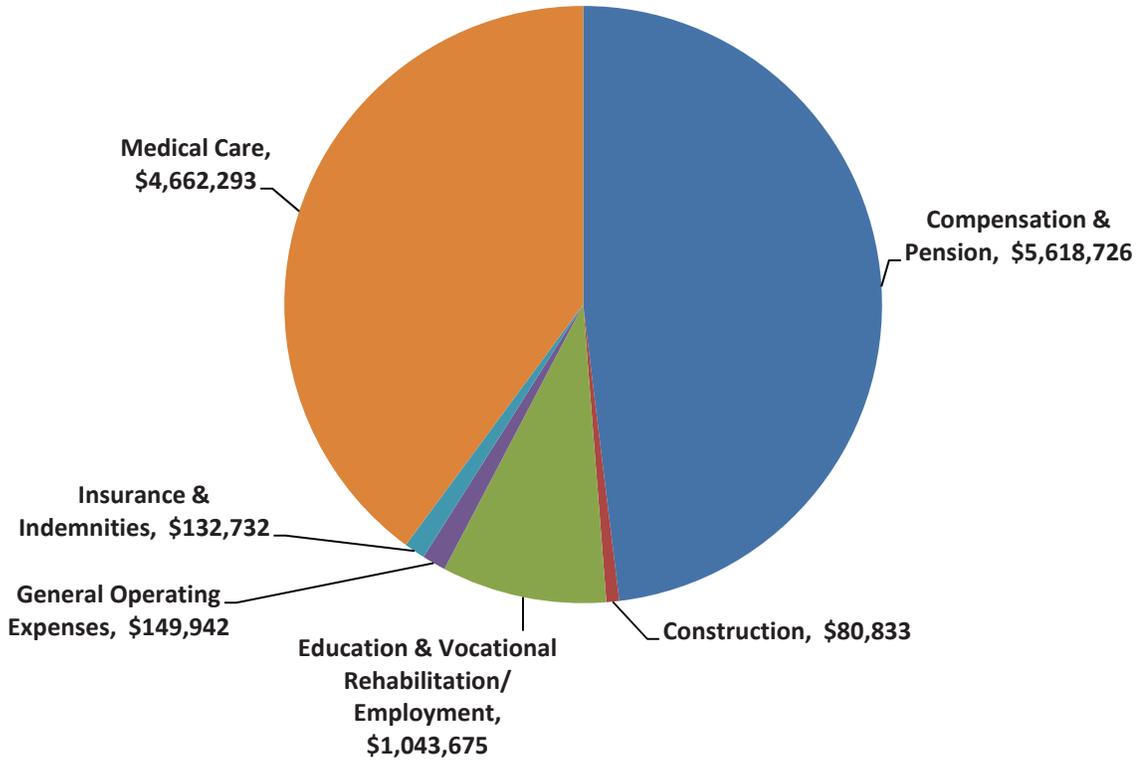


VETERAN POPULATION (as of 9/30/2014)	Total	State
Number of Veterans	22.0 M	1,584,000
Number of Women Veterans	2.02 M	154,000
Number of Veterans Age 65 and Over	9.95 M	794,000

FACILITIES (as of 9/30/2014)	Total	State
Number of VA Hospitals	150	6
Number of Community-Based Outpatient Clinics	831	47
Number of Vet Centers	300	24
Number of VBA Regional Offices	56	1
Number of National and State Cemeteries	229	7

FY13 VA Expenditures Florida = \$11.7 Billion

(in thousands)



BENEFITS (as of 9/30/2014)	Total	State
Number of Veterans Receiving Disability Compensation	3,949,066	298,635
Number of Veterans Receiving Pension	304,556	24,537
Number of Dependency & Indemnity Compensation (DIC) Beneficiaries	382,245	31,802
Number of Death Pension Beneficiaries	211,716	13,848

HEALTH CARE (as of 9/30/2014)	Total	State
Number of Enrollees in VA Health Care System	9,106,480	721,490
Number of Unique Patients Treated	5,869,487	493,858

Use your listening skills: Click on the image below to view a video from History.com which provides a brief overview of the history and importance of Veterans Day.



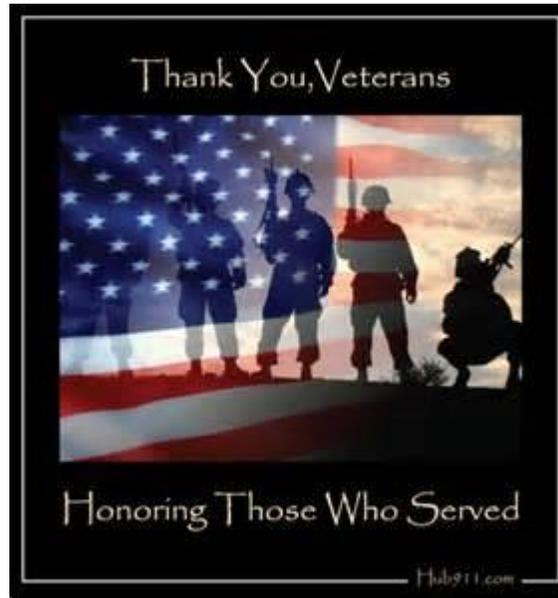
Digital Convergence: Use the following site to import the video and design a lesson. This site allows you to pause the video and insert questions to check for student understanding.

Zaption: Don't Just Watch: Learn! <http://www.zaption.com/>

Elementary Lessons

Veterans Day Montage: by Norah Jones

Click on the image below. You will be directed to a YouTube video titled: Veterans Day Montage- American Anthem: song by Norah Jones.



1. Instruct students to watch the video and listen to the song.
2. Have students write a list of words that explains their emotions experienced while watching the video.
3. Have students read the lyrics of this song (see next page). Have them circle words that speak to the main message of the song.
4. Have them add additional emotional words to their list previously created now that they have had a chance to review the lyrics.
5. Have students draw a picture, write a poem, or create a graphic organizer paying tribute to Veterans.

American Anthem Lyrics	By Norah Jones
<p>All we've been given By those who came before The dream of a nation Where freedom would endure The work and prayers Of centuries Have brought us to this day</p> <p>What shall be our legacy? What will our children say? Let them say of me I was one who believed In sharing the blessings I received Let me know in my heart When my days are through America America I gave my best to you</p> <p>Each generation from the plains To distant shore with the gifts They were given Were determined To leave more Battles fought together Acts of conscience fought alone These are the seeds From which America has grown</p> <p>Let them say of me I was one who believed In sharing the blessings I received Let me know in my heart When my days are through</p>	<p>America America</p> <p>I gave my best to you</p> <p>For those who think They have nothing to share Who fear in their hearts There is no hero there Know each quiet act Of dignity is That which fortifies The soul of a nation That never dies</p> <p>Let them say of me I was one who believed In sharing the blessings I received Let me know in my heart When my days are through America America I gave my best to you</p> <p>America America I gave my best to you</p>

Source:

<http://www.elyrics.net/read/n/norah-jones-lyrics/american-anthem-lyrics.html>

This game helps students learn about songs of the Armed Forces in a fun way

Title – Music of the Armed Forces

By – Melissa Burroughs

Primary Subject – Music

Secondary Subjects – Social Studies

Grade Level – 3-5

Introduction:

This lesson really helps students focus on their listening skills and helps them learn about songs of the armed forces in a fun way. It should be taught after a lesson on the significance of music in the military and after a lesson on “

The Star Spangled Banner

.”

Procedure:

Have students divide into “teams” of the five armed forces branches:

Navy

Coast Guard

Army

Marine Corps

Air Force

Go around to each group and teach them their listening clue to identify their branch’s march. Let them listen to the march and identify this section.

Navy – “ Anchors aweigh my boys, anchors aweigh... ” Point out how the melody starts out low and discuss what “aweigh” means.

Coast Guard – “ Semper Paratus, duh, duh, duh ...” These are not the actual words, but it works with the melody. It helps them remember the motto as well as identify the piece.

Army – “ And the caissons go rolling along... ” Make sure to define what a caisson is.

Marine Corps – “ From the halls of Montezuma to the shores of Tripoli... ” Point out the “leap” in the melody. This helps kids to have something to listen for.

Air Force – “ Off we go into the wild blue yonder ...” Point out that the notes ascend like a plane ascending into the sky. Encourage them to make a motion with their hand as if a plane is taking off... they like this one!

After you have spent time on each song play one randomly. Have students listen for their listening clue. If they think that the march belongs to them, have them stand. They do not have to stand as a team. Their vote is individual.

Added challenge:

At the beginning of the lesson, explain to students that any time that they hear “

The Star Spangled Banner

,” they are to stand, hold their hand over their heart and look straight at the flag at attention. I like to play this one in the middle of playing the armed forces tunes or while I am talking. It always surprises them and they like the challenge!

E-Mail [Melissa Burroughs](#) !

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This idea is called “Veterans In My Family” and is great for Veteran’s Day or Memorial Day

Title – Veterans in My Family

By – Clara Southerland

Primary Subject – Social Studies

Secondary Subjects –

Grade Level – PreK-5

Objective: To create a visual of students’ family members who are/were veterans.

To develop an appreciation for people who have served the USA in time of war.

Materials:

KWL Chart

White Stars cut from construction paper (large enough to write name of veteran, branch of service, and war(s) they served in.

Red & Blue ribbon to staple stars to when completed.

Anticipatory set: Ask students what they know about veterans. Ask students what a veteran is. Ask if they know anyone who is a veteran. Write responses on KNOW and WANT TO KNOW part of KWL chart.

As a homework assignment, they are to ask if anyone in their family (grandparents, parents, cousins, siblings, aunts or uncles, whomever they wish to include) served in any branch of the US military during wartime. They are to collect the names of these individuals, the branch of the service, their rank, and the war(s) they served in. You may wish to have them include any commendations that these veterans received.

Example:

Capt. Sue Smith, US Navy, Vietnam War

When they return this list to school they are to write the names and other information on the stars. (One name per star.) Cut the ribbon into lengths that you can easily display in a hallway or on a class wall. Staple the stars to the ribbon about 2 inches apart. Hang the ribbons in the hallway or classroom to create a display of veterans for the school to examine and appreciate.

Complete the what we LEARNED part of the KWL chart.

Extension: Interview one of these veterans and create an oral history of veterans in your community.

Research the history and significance of medals and commendations awarded to these veterans.

Interview spouses, siblings, or children of these veterans about how being separated from the veteran during wartime affected them and what they remember.

E-Mail [Clara Southerland](mailto:Clara.Southerland@lessonplanspage.com) !

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Congressional Medal of Honor

What is the Congressional Medal of Honor?

...is the highest award for valor in action against an enemy force which can be bestowed upon an individual serving in the Armed Services of the United States. The Congressional Medal of Honor is generally presented to its recipient by the President of the United States of America in the name of Congress.

Click on the link below to hear oral histories from living Congressional Medal of Honor recipients.

<http://www.cmohfoundation.org/#!/living-history-library/ch7c>.

Assignment:

1. Listen to one of the testimonies found by accessing the link above.
2. Write a brief summary of the reason why this individual was awarded the Congressional Medal of Honor.
3. Prepare to share your summary with your class.

Suggested Internet Resources

Veterans Day

From Teacher Vision: <https://www.teachervision.com/veterans-day/teacher-resources/6674.html>: A comprehensive resource site complete with art activities, videos, music activities, and lesson plans.

Soldiers Angels: <http://soldiersangels.org/index.php?page=adopting-a-soldier>: Be an Angel, Help a Soldier! A site dedicated to adopting a soldier in need of assistance.

Military Pen Pal: <http://militarypenpal.tripod.com/>: Find information here about connecting with U.S. military personnel as well as civilian contractors who are stationed overseas or are back in the country. Many are in need of receiving letters and care packages and you can make a difference.

Veterans History Project:

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/veterans/>: from the Library of Congress. Full of primary source documents! Build your historical analysis skills here!

Women Veterans' Inspiring True Stories: <http://maketheconnection.net/stories-of-connection>: Women Veterans represent an enduring legacy of leadership, service, and sacrifice. Each woman's experience is unique, yet many face similar challenges while serving in the military and after returning to civilian life. Hear inspiring stories from women who discovered ways to stay strong and find success.

Hispanic American Service to the Nation: <http://www.loc.gov/vets/stories/ex-war-hispanic.html>: Stories from the Veterans History Project

African Americans at War: Fighting Two Battles: <http://www.loc.gov/vets/stories/afam-pioneers.html>: Stories from the Veterans History Project.

101 Year Later: World War I Remembered: <http://www.loc.gov/vets/stories/wwi-diaries-memoirs.html>. From the Veterans History Project- great for U.S. History EOC Preparation- primary sources from World War I. Use the following analyzing primary source document form found in this packet.

The Global War on Terror: <http://www.loc.gov/vets/stories/ex-war-waronterror.html>: Stories from the Veterans History Project.

Elementary Character Education Activities to Support Veterans Day

Elementary Character Education Activities to Support Veterans Day

Core Value: Citizenship

Miami-Dade County Public Schools (M-DCPS) is committed to helping all students develop the values and strength of character needed for them to become caring, responsible citizens at home, school, and in the community. To support this goal, character education has been an instructional requirement, grades K-12, since 1995.

The foundation of the District's character education requirement is the nine core values adopted by The School Board of Miami-Dade County, Florida in 1995. The District's nine core values are: citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility. Each month a different core value has been designated for emphasis in all classrooms throughout the District.

In November, students need to understand the importance of citizenship. Good citizenship includes obeying rules, laws, respecting others, and contributing positively to one's school, community, and country.

In addition to the enclosed lessons for National American Indian and Alaska Native Heritage Month, teachers may further emphasize the core value of citizenship through the following lesson ideas.

Citizenship:

- What does it mean to be a good citizen? Have your class brainstorm a list of do's and don'ts for citizenship. Ask for specific examples of each behavior they identify. Compare their list with the following list:

Do you...

- help make your school, your community, and the world a better place?
- take responsibility for what goes on around you?
- participate in community service?
- help take care of the environment?
- try to be a good neighbor?
- treat other people with respect and dignity?
- follow the rules of your family, your school, and your society?

- Take the rules from above and turn them into role-play situations. Working in a small group, act out examples of each of the rules of good citizenship listed above. Also, role-play examples of poor citizenship, and then discuss with students how to turn these bad examples into examples of good citizenship.
- Have older students conduct an internet search on "kids making a difference." They will find countless inspiring examples of how young people have made their communities and the world a better place. Have the students select stories they like and present them to the class and tell why they chose them. Do these stories give them any ideas about things they might like to do? If students are pre-readers, have the teacher do the Internet search and select stories to read to them.
- Have students visit this website www.goodcharacter.com and click "Opportunities for Action." Examine the opportunities to become involved in community service projects and other activities relating to citizenship and civic responsibility.
- Have the class identify needs in the school or community, and plan a service project to meet those needs. For help in planning a service project, visit www.goodcharacter.com and click "service learning."
- Have a class discussion about heroes. Have kids select their heroes and write about them. Introduce the idea of heroes as people who do things to help others.
- Discuss the meaning of good citizenship with the students (e.g. working with the community, volunteering time, protecting the environment, obeying rules and laws). Ask each young person to think of an adult they would name as a good citizen. This person may model good citizenship in their personal or professional life. Assign them the job of setting up an interview with that person. They may choose questions such as the following:
 - Do you think you are a good citizen? Why?
 - What do you do at work to show good citizenship?
 - How do you think young people can show good citizenship?
 - What kind of volunteer work do you do?
- Create a bulletin board entitled "Good Citizen(s) of the Month" or "Uncle Sam Wants YOU to be a Good Citizen." Tell students that during the month of November, their pictures will be placed on the bulletin board as they model good citizenship. Post a picture of each student "caught in the act" of being a good citizen. Each day, ask students to vote for other class members to include on the bulletin board.

- Invite a guest from your community who demonstrates good citizenship to speak to the class. Have students prepare questions to ask. After the speaker leaves, have the class list ways the speaker demonstrates good citizenship. Students could then show good citizenship and manners by writing thank you notes to the speaker.
- Give students the opportunity to vote – an important responsibility of good citizens. Choose a topic, such as “What animal should we have as our class mascot?” Print out ballots that have the question and two choices. You may want to include pictures or drawings along with the words for young readers. For older students, set up an election voting area with these items: as class list of registered voters to be checked off as they receive their ballot, voting booths, a sealed ballot box for depositing ballots. After students have voted, make a bar graph using the results. Explain the concept of “majority rules” and use the election results to decide an actual action the class will take.
- Identify and study national symbols and documents and their meaning; e.g., American flag, Star Spangled Banner, the bald eagle, the Statue of Liberty, the Liberty Bell, the Declaration of Independence, the United States Constitution. Review and discuss the duties, privileges, and responsibilities of being a United States citizen. Ask older students to research and write about the various symbols of national pride. Present these reports to other class members.
- In November, we observe Veterans Day. Ask older students to research current events affecting today’s veterans. Ask them to report back regarding how the issues affecting today’s veterans could be corrected through Citizen Involvement or change/amendments to current legislation.

Other On-going Activities to Promote Character Education

- Invite all students and teachers to an assembly/pep-rally in the school cafeteria, auditorium, or P.E. courts to kick-off character education school-wide. Ask a spirited teacher, parent, principal or guest speaker to motivate students and address character education goals and core values for the coming school year.
- Create a character education steering group made up of administrators, teachers, parents and students that meets regularly to plan activities and events celebrating each monthly value.
- Start a character education book club. Ask the media specialist, language arts or social studies teacher for book recommendations related to the core value of the month. Students should read books related to a particular topic, subject, or author; e.g., books written by a person striving toward a goal. Students may share, discuss

and/or report their findings back to the class. Keep a class or personal log of the books read.

- Make character education a regular part of the school day and curriculum. Incorporate student homework related to each designated monthly value. A school newsletter may incorporate information on character education and offer daily suggestions for how to demonstrate each month's value. Morning announcements may also provide an opportunity to support each month's designated value.

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. **Rev. (05-12)**