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Overview

Miami-Dade County Public Schools recognizes the importance of ensuring that students continue to strengthen reading skills and develop a passion for reading beyond instructional requirements. Experience and current research support the idea that students who are actively engaged in reading throughout the summer demonstrate improved academic performance during the following school year. Cultivating pleasurable reading helps build reading skills and enriches students’ knowledge base. In addition, increased independent summer reading of both literary and non-fiction text helps prepare students to be successful in meeting more rigorous academic standards as schools’ transition to Language Arts Florida Standards.

Agenda Item H-19, introduced by Dr. Martin S. Karp at the September 3, 2009, School Board Meeting, proposed that the District establish procedures and guidelines for schools implementing summer reading. Therefore, a group of teachers, administrators, parents, and community representatives created the K-12 Summer Reading Guidelines for schools to use as they create their summer reading plan. The purpose of the K-12 Summer Reading Guidelines is to establish procedures for schools that choose to develop a comprehensive school-wide summer reading plan. The document should serve as a guide, but it is not intended to limit schools’ ability to create a plan that best meets the needs of students and teachers. Schools should take into consideration that as the district moves toward full implementation of the Language Arts Florida Standards, additional non-fictional texts will be included in the recommended reading lists. The K-12 District Recommended Summer Reading List and Independent Reading Activities, which may be used as a school's reading plan, are published on the following Miami-Dade County Public Schools websites:

- Department of Language Arts/Reading - http://languageartsreading.dadeschools.net/
- Library Media Services - http://read.dadeschools.net/

Summer reading provides students with an opportunity for recreational reading, personal exploration, and continued intellectual growth. It may also serve as an essential component of the instructional process in schools. As stated above, research has shown that students who engage in reading throughout the summer improve academically during the following school year. However, school summer reading plans should not be excessive and curtail students’ participation in recreational and/or family activities. In the same manner that the District’s Homework Policy (School Board Policy #2330) takes into consideration the number and length of the assignments and the cost of materials, school summer reading plans should contain similar considerations. Any school planning and implementing a summer reading plan are to follow certain steps such as posting or distributing the summer reading lists, selecting appropriate and affordable titles, and ensuring that the number of books assigned for summer reading is reasonable. These and other implementation steps are discussed in detail in the School Site Implementation Guide that follows this overview.
School Site Implementation Guide

The School Site Implementation Guide contains both required actions and suggested activities that provide direction in the creation and implementation of a school site summer reading plan. Schools are to publish or distribute the activities and book lists one month prior to the end of the school year.

Required Actions:
The following planning actions are **required** and must be followed by all schools implementing a summer reading plan:

- select books that are readily available and reasonable in cost, so as not to create a financial burden to students and their families;
- publish reading lists no later than one month prior to the end of the school year;
- assign a realistic number of books that can be read during the summer recess (consider the length of the books and the time it would take to read them);
- consider the length of the assignment and the amount of time that will be required to complete it when assigning summer reading activities;
- create a plan with strategies for ensuring that all students have access to required books for summer reading;
- establish a uniform grading policy if summer reading assignments are required;
- inform parents of required reading assignments and grading policy before the end of the school year; and
- present students who enroll during the summer months with the required summer reading assignment.

Suggested Activities:
The activities below are best practices used by schools across the District and may be enhanced or modified to suit the needs of the school.

End of Year Activities:
- Provide parental access to computers to download reading lists and activities.
- Post the lists / activities throughout the building.
- Send Connect-ed messages to inform parents of the Summer Reading Plan. Include future students in the Connect-ed message.
- Coordinate with the Media Specialist / Reading Coach/Reading Leadership Team to promote the Summer Reading Plan via an organized promotional campaign.
- Notify parents of the Summer Reading Plan via newsletter, e-mail, or social media.
- Contact incoming students (Middle: 6th Grade, Senior High: 9th Grade) to inform them of the school’s Summer Reading Plan.
- Have students fill out a pledge on the number of books they will read throughout the summer break on the Just Read, Florida! website at [http://web02.fldoe.org/SummerLitAdv/SummerLitAdventure.aspx](http://web02.fldoe.org/SummerLitAdv/SummerLitAdventure.aspx)
- School’s wishing to participate in the District’s Summer Reading plan must post the “Summer Reading Guidelines” on the school’s website.
During the Summer Activities:
- Pre-Record Connect-ed messages reminding students of the Summer Reading Plan.
- If the school is an open summer school location, incorporate appropriate Independent Reading Activities into the daily routine.

Beginning of the School Year:
- Provide opportunities for students to take my ON Reader tests on their summer reading selections.
- Host a recognition ceremony for students who have completed the recommended summer assignments.
- Recognize students via morning announcements, CCTV, certificates, or at luncheon with the principal.
- Display summer reading work on prominent bulletin boards throughout the school.
Guidelines for Developing a School Site Summer Reading List

The goal of any summer reading list is to provide students with quality literary and reading experiences and exposure to a broad selection of titles, including both fictional and nonfictional texts. Titles considered for inclusion in a summer reading list may be chosen because they tie in with the school’s curricular initiatives or they provide students with an opportunity for recreational, pleasure reading, and help prepare them for increased rigor of the Language Arts Florida Standards.

Selecting Titles for a Summer Reading List

Every effort should be made to include the most appropriate books in the designated grade level or grade range. The selection process for summer reading titles should include the following considerations:

- appropriateness;
- book reviews and award winners;
- classic titles as well as new, recently published literature
- cost;
- different types of literature (biographies, fiction, nonfiction);
- different formats (graphic novels, traditional print);
- different genres (historical fiction, poetry, mystery, science fiction);
- input from school site media specialists, classroom teachers, students, parents, and public librarians;
- multicultural interest; and
- recommendations or reading lists by educational or professional organizations (i.e., American Library Association, National Council of Teachers of English, Florida Department of Education, etc.).

Titles selected for the District-Summer Reading List (Appendices A-F) were reviewed for appropriateness and availability. Titles reflect age appropriate literature representing diverse cultures, different genres, varying perspectives and meet the selection criteria listed above.

Availability of Titles on a Summer Reading List

The availability of titles is always a concern when creating a summer reading list. After titles have been preliminarily identified for inclusion in a summer reading list, confirmation should be made regarding the book’s availability. Titles that are found to be “out of print,” “out of stock,” or “not yet published” at the time the summer list is created should not be included. It should be noted that school and public libraries do not keep multiple copies of individual titles as a standard practice, so it is not intended that the school library or the public library be the sole provider of the summer reading list titles. All the suggested titles on the summer reading list should be easily available through district library vendors, online bookstores, or retail bookstores.
Recommended Financial Considerations

While students and parents are expected to acquire or purchase titles for summer reading, schools should have a plan with strategies to ensure that all students have access to the books on their summer reading lists. Below are some strategies that schools may adopt to minimize the financial burden on students and their families when acquiring books for summer reading:

- Titles selected for the summer reading list should be of reasonable cost.
- Students should be encouraged to check out summer reading list titles from their school or neighborhood public library.
- Students can also use the Axis 360 app to check out eBooks from their school library. Students can use their portal username and password.
- Schools should create a fund-raising plan to assist students in purchasing the books for summer reading.
  - Sponsor a book fair in the media center with summer reading titles being offered at discounted prices.
  - Solicit the help of the PTSA or EESAC committee in securing or raising funds to purchase books for summer reading.
  - Use Title I fund to add books to the library collection that are in the summer reading plan.
- When purchasing books, schools may consider several options.
  - Book retailers such as Barnes and Noble and Books & Books offer educator discounts.
  - eBook versions of titles may provide greater cost savings.
  - Used books will provide greater savings than new books. Look for used copies at local used book stores or online retail outlets such as:
    - [www.amazon.com](http://www.amazon.com)
    - [www.bn.com](http://www.bn.com)
    - [www.bookandbooks.com](http://www.bookandbooks.com)
  - Purchase books through library book vendors and distributors who may provide greater educational discounts:
    - Follett School Solutions ([http://www.titlewave.com](http://www.titlewave.com))
    - Mackin Educational Resources ([http://www.mackin.com](http://www.mackin.com))

Summer Reading Challenges

To avoid the summer slide, students are encouraged to read throughout the summer break. It is recommended that all students in grades PreK through 12 participate in the Summer Reading Challenges listed below to continue to promote the development of critical reading skills. The District will be offering the following “Summer Reading Challenges” for students to participate in:

- The myOn Summer Reading Challenge is available for students in PreK through eighth grade. Students will be recognized based on the most “Time Spent Reading” and passing rate of 70% or higher on all the “Book Quizzes”. Please refer to weekly briefing number 22867 for more information.
- The Just Read, Florida! 2018 Summer Literacy Adventure is available for students in Kindergarten through twelfth grade. The students are challenged to complete the
pledge and read as many books as possible throughout the summer break. Please refer to weekly briefing number 22825 for more information.

- The Reading Plus Summer Challenge will be available for students in High School and must achieve the most “Lessons Completed” with at least 70% in the Reading Plus software program. A weekly briefing with more information will be forthcoming.
Elementary

Grades K-2

The collection of grade-appropriate activities below may be used to enhance the summer reading experience for students. The activities are reflective of different learning styles and several of them focus on high-order tasks as required by Language Arts Florida Standards. Schools may use the following activities as listed or may modify them to meet specific student learning styles. The length of the assignment and the amount of time that will be required to complete it should be considered when making summer reading assignments.

- Keep a reading log/journal of the books you have read. Include the title(s), a one-sentence summary of each, and write two or three new words you have learned from your reading.
- After reading a book select the 5 most important words in the book and explain why these words are important to the main idea(s) or information presented.
- Using an index card summarize the book you have read on one side, and on the other side write to explain why you would recommend this book to a friend to read. Use evidence from the text to support your answer.
- Draw a picture of your favorite page. Explain in writing why this page is your favorite. Use evidence from the text to support your answer.
- Draw a map of the book’s setting. Explain the setting in two or three sentences below the picture.
- Create a picture timeline of all the events in the book, labeling each of the events to provide facts, definitions, or important points taking place.
- Make a poster about the book using one or two of the following media: finger-paint, water colors, crayons, chalk, real materials. Write an explanation of your poster.
- Rewrite the story, event or concept in a picture book form.
- Create a puppet, finger puppet or draw a portrait about your favorite character. Write a sentence or two of what your character would say to the author.
- Using a shoebox, create a diorama (three-dimensional scene which includes models of people, building, plants, and animals) of an important even in the book. Write a narrative recounting the event.
- Make up another beginning and ending for the story or event presented in your book. Include pictures/drawings.
- Cut out magazine pictures to make a collage or poster illustrating the central idea or theme of the book. Add descriptive words to convey the central idea or theme of the book.
- Make a mobile showing words, pictures or symbols of ideas, events or information presented in the book.
- Draw a picture postcard to a friend giving reasons why they should or should not read the book.
Elementary

Grades 3-5

The collection of grade-appropriate activities below may be used to enhance the summer reading experience for students. The activities are reflective of different learning styles and several of them focus on high-order tasks as required by Language Arts Florida Standards. Schools may use the following activities as listed or may modify them to meet specific student learning styles. The length of the assignment and the amount of time that will be required to complete it should be considered when making summer reading assignments.

- Keep a reading log or journal on the books you have read and make a list of words you have learned. Write the new word, copy the sentence in which it is used, write a definition using your own words, and draw a picture or symbol that reminds you what the word means.
- Surf the Internet prior to, while, or after reading a book to conduct research about the book, its author, or its subject. Develop a log of your findings.
- Use the internet to locate a postal, or email address of your favorite author. Write an opinion letter referencing one of their books. Use evidence from the text to state your opinion.
- Using multimedia components (e.g., graphics, sound, visuals displays) create a poster advertising your book so someone else will want to read it.
- Create a dramatic monologue for a character in a specific scene. What are they thinking or feeling at that moment? Why?
- Create a rebus summary (a summary that uses pictures to represent words) on one of the books you have read. Substitute pictures (that you draw or cut out) for some of the words you have used in the written summary your book.
- Draw a map of the book’s setting and explain how it contributes to the meaning, mood, tone, and beauty of the text.
- Write a one-page “pitch” to a producer explaining why the story or the concept would or would not make a great movie.
- Draw a multi-colored movie poster for the book. Put usual movie information on it. (Who would you cast? location, setting, etc.).
- Create a collage with words and pictures around central idea, theme or characters in the book.
- Rewrite a scene and change the gender of the characters to explain how their traits, motivations, feelings and actions contribute to the scene.
- Write a character diary, writing at least five journal entries as if you were the main character in the story. Write down events that happen and reflect on how they affected the character and why.
- Pick the most important word, line, image, object, or event in the book and explain why you chose it. Be sure to support your choice with examples.
• Build a miniature stage setting of the book. Include a written explanation how this information contributes to an understanding of the book.
• Choose a character. Write whether you would want him/her for a sibling, parent, or friend, (choose one) and explain why.
• Create a timeline using drawings, magazine cutouts, pictures and labels to show the events, and how they contribute to the meaning of the text.
• Design a T-shirt that promotes your book and write a jingle to sell it.
• Write another beginning and ending for the book, you have read. Include drawings or sketches to clearly and accurately illustrate the changes that have taken place.
• Design a poster using multiple print or digital sources to advertise your book. Be creative…use details…elaborate…use color! Try to make it 3-D or movable.
• Create a board game, with instructions and rules, about a book you have read and play the game with family members.
• As a literary agent, write a letter to the publishing company designed to persuade them to publish this book.
• Create a Top Ten List in which you write and illustrate events, characters and ideas you have learned from the book.
• You are the reporter. Write a front-page news story or a report live from the scene.
Middle School

Grades 6-8

The collection of grade-appropriate activities below may be used to enhance the summer reading experience for students. The activities are reflective of different learning styles and several of them focus on high-order tasks as required by Language Arts Florida Standards. Schools may use the following activities as listed or may modify them to meet specific student learning styles. The length of the assignment and the amount of time that will be required to complete it should be considered when making summer reading assignments.

- Keep a reading log or journal on the books you have read and make a list of words you have learned. Write the new word, copy the sentence in which it is used, write a definition using your own words, and draw a picture or a symbol, which reminds you what the word means.
- Create and tape a rap or song about one of the books you have read upload to a PowerPoint for a presentation.
- Create a Meme for each book that you have read or one Meme that combines all the books that you have read.
- Tape an interview with one of the characters in a book you have read. Pretend that a magazine or newspaper reporter is interviewing this character. Write a script before taping in case you might want to ask the assistance of a partner.
- Write a paragraph telling about the title. Is it appropriate? Why not? If you feel it is not appropriate, provide an alternate title and explain why this title is better.
- Look through magazines for words and pictures that describe your book. Use these to create a collage or a bookmark.
- Write a summary of your book in the most compelling way you can on paper the size of a business card.
- Using email or other means of corresponding, write to another person (friend or parent) about the book as you read it, having a written conversation about the book.
- Write a poem about the idea, character, concept or information presented in your book.
- Some characters are interesting, and you can relate to, while others possess a specific personality that is intriguing. Select one of those characters that possess a specific personality that is intriguing, explain how and why it is intriguing. Use evidence from the text to support your answer.
- Instead of traveling into the book, write a scene or story including pictures in which the character(s) travel out of the book into today.
- Design a T-shirt that promotes your book and write a jingle to sell it.
- Search the Internet for virtual tours based on the book you are reading. Log your findings in your reading log/journal. Visit the author's official website to conduct research and write your findings.
- Design a poster with words and pictures to advertise your book. Be creative…use details…elaborate…use color! Try to make it 3-D or movable.
- Draw/Paint a multi-colored cover for your book. It must be different from any other cover for that book. Write important “book jacket” information.
- Plan a party for the characters in the book you read. To do this, complete each of the following tasks: (a) Design an invitation to the party, which would appeal to all the characters. (b) Imagine that you are the characters in the book and tell what each would wear at the party. (c) Tell what food you would serve and why. (d) Tell what games or entertainment you will provide and why your choices are appropriate. (e) Tell how the characters act at the party. (f) What kind of a party is this? (Birthday, housewarming, anniversary, etc.)
- Write a character diary, writing at least six journal entries as if you are the main character in the story. Write down events that happen during the story and reflect on how they affected the character and why.
- Write a one-page “pitch” to a producer explaining why the story would or would not make a great movie.
- Identify the problem or information presented in your book. Write to explain how you would have responded if you were in the same situation and why.
- Write an advice column (Dear Abby) giving the author of the book advice on how they should handle the problems/dilemmas in the text.
- Write an editorial column stating your position regarding the reasons and evidence the author has provided on the idea(s), concept(s) or event(s) presented.
- As a literary agent, write a letter to the publishing company designed to persuade them to publish this book.
- Create a Top Ten List in which you write and illustrate events or ideas you have learned from the book.
- After reading, the book(s) write your own test. The test may be a combination of matching, multiple choice, multiselect items, drag and drop, short answer, and essay questions.
- Use the internet to locate a postal, or email address of your favorite author. Write an opinion letter referencing one of their books. Use evidence from the text to state your opinion.
The collection of grade-appropriate activities below may be used to enhance the summer reading experience for students. The activities are reflective of different learning styles and several of them focus on high-order tasks as required by Language Arts Florida Standards. Schools may use the following activities as listed or may modify them to meet specific student learning styles. The length of the assignment and the amount of time that will be required to complete it should be considered when making summer reading assignments.

- Keep a reading log or journal on the books you have read and make a list of words you have learned. Write the new word, copy the sentence in which it is used, write a definition using your own words, and draw a picture or a symbol, which reminds you what the word means.
- Design an advertising campaign to promote the sale of the book you read. Create a PowerPoint to include each of the following: a poster, a radio or TV commercial, a magazine or newspaper ad, a bumper sticker, etc.… and prepare to present in class.
- Create a Meme for each book that you have read, or one Meme combining all the books that you have read.
- Imagine that you have been given the task of conducting a tour of the town in which the book you read is set. Write a video script or create a PowerPoint describing the homes of your characters and the places where important events in the book took place. Be creative!
- Draw an empty head and inside of it draw any symbols, words, or images that are bouncing around in the mind of a character or characters in the book you are reading.
- Make a timeline of the major events in the book you read. Be sure the divisions on the timeline reflect the time in the plot. Use drawings, words or magazine cutouts to illustrate events along the timeline.
- Create a mandala with many levels to connect different aspects of the book, its historical time, and culture. Write an explanation of your mandala.
- Make a “wanted” poster for one of the characters or objects in your book. Include the following: (a) a drawing or cut out picture of the character or object, (b) a physical description of the character or object, (c) the character’s or object’s misdeeds (or deeds?), (d) other information about the character or object which is important, (e) the reward offered for the capture of the character or object.
- Imagine that a special interest group has challenged the book you are reading. Write a letter defending the book, using specific evidence from the book to support your ideas.
- Write a biographical sketch of one character. Fill in what you do not find in the text using your own imagination.
• Using the Internet, research what information is contained in a passport. Create a passport, which belongs to one of the characters of your book. Be sure that the passport contains all the information found on an authentic passport.
• Create a sculpture of a character. Use any combination of soap, wood, clay, sticks, wire, stone, old toy pieces, or any other object to create your sculpture. Then write an explanation of how this character fits into the book.
• Take a 3x5 card and write a summary of the events of the story on one side. On the other, analyze the importance of what happened and the reasons.
• Find five websites a character in your book would most frequently visit. Include the websites and an explanation of why your character would choose these sites.
• Imagine that you are the author of the book you just read. Suddenly the book becomes a best seller. Write a letter to a movie producer to convince that person to make your book into a movie. Explain why the story, characters, conflicts, etc... would make a good film. Suggest a filming location and the actors to play the various roles. You may only use books that have not been made into movies.
• Construct a diorama (three-dimensional scene which includes models of people, building, plants, and animals) of one of the main events of the book. Include a written explanation how this information contributes to an understanding of the book.
• Write a character diary, writing at least eight journal entries as if you are the main character in the story. Write down events that happened during the story and reflect on how they affected the character and why.
• Write another beginning and ending for the story. Include drawing/sketches to illustrate the changes.
• Write a one-page "pitch" to a producer explaining why the story would or would not make a great movie.
• Identify the character’s main problem in the story. Write to explain how you would have responded if you were in the same situation.
• Write an advice column (Dear Abby) giving the author of the book advice on how they should handle the problems/dilemmas in the text.
• As a literary agent, write a letter to the publishing company designed to persuade them to publish this book.
• Create a Top Ten List in which you write and illustrate events and ideas you have learned from the book.
• You are the reporter. Write a front-page news story or a report live from the scene.
• Some characters are interesting, and you can relate to, while others possess a specific personality that is intriguing. Select one of those characters that possess a specific personality that is intriguing and explain how and why it is intriguing. Use evidence from the text to support your answer.
• There are scenes and lines that are unforgettable. Select a scene(s) and a line(s) from one of the books you have read and explain how and why you feel they are unforgettable. Use evidence from the text to support your answer.
Anti-Discrimination Policy

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.


**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.

**Boy Scouts of America Equal Access Act of 2002** - no public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

*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.

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