

FILE: INB

MEDFORD AREA PUBLIC SCHOOL DISTRICT

DATE ADOPTED:	February 15, 1993	FILE SECTOR:	INSTRUCTION
DATE REVISED:	February 21, 2002	POLICY TITLE:	TEACHING ABOUT
DATE REVISED:	July 19, 2007		CONTROVERSIAL ISSUES
DATE REVISED:	February 20, 2014		

Differences of opinion are a continuing and important part of life in a democratic society. It is, therefore, a responsibility of the school to help young people develop the skills of rational thought that are needed for an objective approach to a study of issues on which people differ.

Rational discussion of controversial issues should be an important part of the school program. The teacher should help students identify relevant information, learn the techniques of critical analysis, make independent judgments, and be prepared to present and support them. The teacher should also help students become sensitive to the continuing need for objective re-examination of issues in light of new information and changing conditions in society.

In no situation will a student be required to read printed material, see or hear other audio-visual material, or listen to a speaker who is advocating beliefs, issues or ideas that are contrary to the convictions of the student and/or his/her parent(s)/guardian(s).

CROSS REFERENCE: IGAC & INB-R

LEGAL REFERENCE: §118.01 and §118.019, Wis. Stats.

FILE: INB-R

MEDFORD AREA PUBLIC SCHOOL DISTRICT

DATE ADOPTED: February 15, 1993 FILE SECTOR: INSTRUCTION
DATE REVISED: February 21, 2002 POLICY TITLE: GUIDELINES FOR TEACHING
DATE REVISED: July 19, 2007 ABOUT CONTROVERSIAL
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Controversial issues are defined as: subjects marked by expressions of strongly opposing and generally recognized viewpoints.

If an instructional activity is deemed to be "controversial", then the teacher shall make a reasonable effort to fairly present all points of view. Any program so presented will be the responsibility of the sponsoring teacher. Any controversial issue which has questionable suitability for the classroom should be referred to the school principal for discussion and a determination as to whether it may be included or not. The following shall be considered when determining the suitability of an issue for the classroom.

1. The issue is suitable for students of the maturity and backgrounds represented in the group.
2. The issue is one which is important and likely to be of continuing significance.
3. The issue is one for which students should be exposed.
4. The discussion of the issue or the manner of discussion is not injurious to individual beliefs.
5. The issue is one for which adequate resources; human and material are available to present it fairly.