

IMB ©
TEACHING ~~ABOUT~~ ABOUT
CONTROVERSIAL / SENSITIVE ISSUES

Democratic tradition often involves dealing with controversial issues. Knowledge and understanding of such issues are an indispensable part of education.

The teacher holds a position of authority and respect in the classroom and community, and by virtue of that position has great influence in the formation of the values of all students. It must be clear that personal views are not a part of the instructional program and must be tempered by the responsibility to maintain professionalism.

To ensure that controversial issues are dealt with fairly and objectively, and with instruction as their goal, such issues may be a part of the curriculum as long as the following policies are observed:

- ~~Teachers~~ A. Teachers should instruct students in the principles and techniques of the scientific method and ~~provide opportunities~~ provide opportunities for practice in applying established facts to specific problems.
- ~~Teachers~~ B. Teachers should seek to develop in students the ideals of truth and honesty.
- ~~All~~ C. All personnel should seek to create an atmosphere in which difference of opinion can be voiced without ~~fear and~~ fear and hostility and with mutual respect for all viewpoints.
- ~~Constitutional~~ D. Constitutional guarantees of due process and freedom of speech will continue to be observed as to ~~students and~~ students and teachers alike when they are involved in a controversial issue.
- ~~Teachers~~ E. Teachers should encourage the suspension of judgment and conclusions until all relevant and significant ~~facts have~~ facts have been assembled, critically examined, and checked for accuracy.
- ~~Teachers~~ F. Teachers should seek to develop in students a sense of responsibility for their beliefs, opinions, attitudes, ~~and actions~~ and actions.
- ~~Teachers~~ G. Teachers should place major emphasis upon "why" and "how" to think rather than "what" to think.

~~Adopted: date of Manual adoption~~

A teacher, administrator or other employee of a school district or charter school who is involved with students and teachers in grades preschool through the twelfth grade (PK-12) may not use

public monies for instruction that presents any form of blame or judgment on the basis of race, ethnicity, or sex.

A teacher, administrator or other employee of a school district or charter school who is involved with students and teachers in grades preschool through the twelfth grade (PK-12) may not allow instruction or make part of a course the following concepts:

- A. One race, ethnic group or sex is inherently morally or intellectually superior to another race, ethnic group or sex.
- B. An individual, by virtue of the individual's race, ethnicity or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously.
- C. An individual should be invidiously discriminated against or receive adverse treatment solely or partly because of the individual's race, ethnicity or sex.
- D. An individual's moral character is determined by the individual's race, ethnicity or sex.
- E. An individual, by virtue of the individual's race, ethnicity or sex, bears responsibility for actions committed by other members of the same race, ethnic group or sex.
- F. An individual should feel discomfort, guilt, anguish or any other form of psychological distress because of the individual's race, ethnicity or sex.
- G. Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race, ethnic group or sex to oppress members of another race, ethnic group or sex.

Adopted: <-- z2AdoptionDate -->