

TEACHING ABOUT CONTROVERSIAL ISSUES

As a natural part of preparation for assuming an adult role in society, matters of a controversial nature will arise and may be dealt with as part of the students' learning experience. Such issues shall be neither sought nor avoided.

The Board of Education recognizes that controversial issues deal with matters about which there are varied levels of opposing views, biases, emotions and/or conflicts. Therefore, the teacher shall prepare and execute lessons that will be as objective as possible while considering the nature of the subject matter. It is important that students and staff recognize the following responsibilities:

- balance major views and provide as many sides of the issue as possible in a fair manner, with no position presented as the only one acceptable;
- be appropriate to the maturity level of the students;
- not adversely affect the attainment of the district's instructional goals or result in substantial disruption of the normal operation of the classroom.

Before a guest speaker is permitted to address the students, approval must be granted by the building principal, who must be informed of the scheduling of all guest speakers at least three (3) days prior to their presentation.

Ref: Education Law §414

Hazelwood v. Kuhlmeier, 484 US 260 (1988)

Tinker v. DesMoines Independent Community School District, 393 US 503 (1969)

Board of Ed., Malverne UFSD v. Morgan, 3020-1 panel decision; Howard C.

Edelman, Esq., chairman (Feb. 2, 1990)

Matter of Morgan, 29 EDR 363 (1990)

Malverne v. Sobol (RJI #01-90-ST2690) Sup. Ct., Albany County, G. Cobb, JSC, 4/1/91

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