

SELECTION OF CONTROVERSIAL LEARNING RESOURCES

The effective presentation of supplementary controversial learning resources is primarily dependent on the classroom teachers.

Prior to presenting or using a supplementary controversial learning resource or a resource that might be considered controversial, teachers must preview the resource in its entirety before seeking and receiving approval from their principal. If the principal determines that the material is a controversial learning resource, the principal may withhold his/her approval. Alternatively, the principal may approve use of the resource only if the teacher informs students' parents of the nature, content, and educational purpose of the resource, so that parents may exercise informed judgment in deciding whether their student will participate in classes or exercises using the resource. Students shall be allowed to participate in classes or activities using the resource unless prior written permission from his/her parent or guardian to excuse the student is received. Teachers shall provide suitable alternative activities for students whose parents have requested exclusion from the class or activity. Implementation of alternative activities shall be handled in a manner that does not draw attention to the student.

In selecting a supplementary controversial learning resource, a teacher shall evaluate the proposed resource to consider:

1. Whether the resource will enrich and support the attainment of educational objectives of curriculum and content standards, taking into consideration the varied interests, abilities, intellectual development and maturity levels of the pupils, and standards of the community;
2. Whether the resource is representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
3. Whether the resource stimulates growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
4. Whether the resource provides a background of information which will enable pupils to make intelligent judgments in their daily lives;
5. Whether the resource contributes to the presentation of opposing sides of controversial issues within the overall curriculum so that young citizens may develop, under guidance, the practice of critical analysis;
6. Whether the resource promotes the goal of providing a comprehensive