

**MSAD #72 Board of Directors
Wednesday - May 11, 2016
Meeting Agenda
Molly Ockett Middle School
7:00 PM**

Call to Order: Bob Steller called the meeting to order at 7:00 and declared a quorum.

Members Present:

Burk, Christopher
Card, Linda*
Cummings, Laura
Dondero, Mitchell
Jones, Jack
LeBlanc, Sharon*
Lyman, Kathleen*
Mattei, Chris
Myrback, Louise
Ontengco, Julie

Schasel, Dean
Shorey, Kathiann
Snow, Norma
Spooner, Ed
Steller, Bob
Struven, Marie
Trumbull, Anne
Weston, Laurie
Williams, Jane*

Administrators

Emily Kirkpatrick
Terri Mahanor
Pat Menzel
Rhonda Poliquin
Jay Robinson
Rick Wohlenberg

Members not Present:

Fisher, Sharon* Ring, Karen* (Excused)

Agenda:

1. **Public Discussion (15-Minute):**

Rick Eastman, Fryeburg Selectman, thanked the Board for the work they have done in creating the budget but wanted to let the Board know that the increase to Fryeburg taxpayers was unacceptable.

Bill Flynn, Brownfield Selectman, wanted to know why the towns had not received the budget prior to tonight's meeting.

Board Chairman, Bob Steller, shared that the budget changes many times from the first time that it is presented to the Board. Sending it out to the towns prior to it being finalized would be giving the selectmen inaccurate information.

Jay Robinson: The budget can change from day to day. There were changes made to the budget today based on new information from the State that was received. We will discuss the budget later in tonight's meeting. The current numbers selectmen are holding have been changed.

2. **Approval of Minutes from April 6, 2016 Meeting:**

A motion was made to approve the Minutes from the April 6, 2016 meeting.

Motion: Marie Struven

Second: Laurie Weston

Passed
All in Favor

3. Communications:

- Madelyn Litz, Director of Adult Education
Madelyn came to share how the partnership with MSAD #72 is working. The Adult Ed staff is working hard within the district providing the opportunity for students to obtain a high school diploma, assisting students with college preparation, working with the Alternative Education program at Fryeburg Academy and creating workplace training opportunities. There are many places to get information regarding Adult Education programs: Web-site, Facebook page, Flyers in schools and local libraries. (Please see informative attachments)
- Collaborative Practice Agreement/Epinephrine Auto Injectors
We are required to have procedures concerning Auto injectors. District nurse, Nancy Boucher has worked with a Doctor to review a procedure/protocol for using auto injectors. Nancy has done the work in creating the plan, and our responsibility is to implement the protocol and to make the protocol available on the District website.

4. Committee Reports:

Finance: Laurie Weston reported that the committee met yesterday. At the June meeting the Board will be discussing an increase to paid lunch costs. Jay handed out facts and figures regarding the budget and the recent changes to the budget.

Curriculum: Jane Williams reported that the committee met last week. They discussed opting out of testing and what should be required of parents in order to have their child opt out. It was determined that the parent should meet with the Building Administrator one week prior to testing. The District has advertised for a Literacy Support person and to date has received no applicants. The committee continues to work on finding the best ELA (English Language Arts) program to use and will make a final decision the Fall of 2016.

Transportation: No report

Facilities: Jack Jones reported that the committee met last week and again tonight. They reviewed and confirmed data and cost of the New Suncook Elementary school engineering project. The engineering project will look at the parking lot and other tarred areas to determine course of action for repairing.

Policy: Norma Snow reported that the committee met tonight and continued to work on reviewing policies. The Board will vote on Second Reads of policies later in tonight's meeting.

Special Education: No report

Personnel: No report

5. New Business:

- Policies for Second Read
GCOA: Supervision & Evaluation of Professional Staff
GCOC: Evaluation of Administrative Staff
IHBG: Home Instruction Program
IJOA: Field Trips
IK: Evaluation of Student Proficiency
IKAB: Grading Systems/Student Proficiency
ILD: Educational Research
IMB: Teaching Controversial Issues

A motion was made to approve the policies listed above for Second Read.

Motion: Norma Snow

Second: Laura Cummings

Passed
All in Favor

- Policies for Deletion
GCOC-R: Teacher Evaluation Program Procedure (Not needed)

A motion was made to approve the policy listed above for deletion.

Motion: Norma Snow

Second: Marie Struven

Passed
All in Favor

6. Unfinished Business

- Discussion/Formal vote on FY17 Budget to be presented to District.
Jay reported that he had met with Sharon Jackson, Fryeburg Town Manager, and listened to her concerns regarding the budget. The FY17 budget has increased 2.31% over last year's budget, not including the Debt Service for the building project, which brings the overall increase to slightly under 5%. It is becoming increasingly difficult to keep the budget increase this low. The question becomes where else to cut without severely impacting our students. Over the past few years we have reduced staff where possible and have used creative ways to add programs without adding staff. There is very little left to cut.

Discussion/Questions

There was much discussion concerning the addition of an Ed Tech position at Snow School for the Kindergarten level. The question was raised as to why the position was added back into the budget. It was added back into the budget after a straw vote was taken at the April 27th Budget workshop. The vote was 10 in favor of adding the position back into the budget and 5 opposed. (These voting results were not reported at this meeting but were in the notes from the April 27th budget meeting. Note: Minutes are not recorded for Budget workshops.) Each principal was asked how many non-Special Education Ed Techs would be in their respective buildings.

- PEPG (Teacher and Administrator Evaluation) Plan Approval
Jay reported that the District had received approval from the State for the PEPG Plan based upon a 15 page questionnaire, given specifics of the system and handbooks of both Teacher and Administrators. The State has signed off on the evaluation system.

A motion was made to accept the PEPG (Teacher and Administrator Evaluation) Plan.

Motion: Norma Snow

Second: Julie Ontengco

Passed

All in Favor

7. Public Discussion: (15 Minutes)

Note: Discussions/questions should pertain to items discussed at this meeting.

Bill Flynn: By raising the price of food there may be more students not purchasing the food. What happens to the leftovers? At Molly Ockett the leftover food gets composted by the MESA students. Both New Suncook and Brownfield Elementary schools have composted in the past but currently do not due to various issues. Bill knows of a program called ""We Compost It"" that would like to work with schools in helping them compost in order to reduce waste. The Principals welcomed getting the information from Bill regarding this program.

Rick Eastman: Many trees had to be taken down due to the new building project. The Town of Fryeburg would like to supply each student at Molly Ockett with a tree to foster the practice of planting trees to replace those that have been harvested.

Daymond Steer, Conway Sun: Is there anything to be done about the increase in Secondary Costs in the FY17 budget? - No. We have a contract with Fryeburg Academy and have to abide by the contracted amount.

Are there things to point out to the voters regarding the FY17 budget? Jay encouraged the public to attend one of the informational meetings where the budget will be explained and questions can be asked.

Tuesday, May 17th @ New Suncook School - 6:30

Wednesday, May 18th @ Brownfield Denmark School @ 6:30

Wednesday, May 19th at Molly Ockett Middle School @ 3:15 and 6:30

8. Agenda Planning/Adjournment:

Next Meeting: **May 18, 2016 to sign warrants for FY 17 Budget**

May 25, 2016 - 7:00 District FY17 Budget Meeting

June 8, 2016- 7:00

A motion was made to adjourn the meeting.

Motion: Ed Spooner

Second: Norma Snow

Passed

All in Favor

The meeting adjourned at 7:50.

Respectfully Submitted,



Heather Sheehan

Recording Secretary

October Report	February Report	April Report
HiSET 27 students 19 MSAD #61 7 MSAD #72	HiSET 36 students 28 MSAD #61 8 MSAD #72	HiSET 39 students 27 MSAD #61 12 MSAD #72
Adult High School Diploma	Adult High School Diploma 3 students 2 MSAD #61 1 MSAD #72	Adult HS Diploma 4 Students 2 MSAD #61 2 MSAD #72
College Transitions 8 Students 4 MSAD #61 2 MSAD #72	College Transition 17 students 13 MSAD #61 4 MSAD #72	College Transitions 20 Students 15MSAD #61 5 MSAD #72
Career Pathways 8 students 6 MSAD #61 2 MSAD #72	Career Pathways 6 students 4 MSAD #61 2 MSAD #72	Career Pathways 8 students 5 MSAD #61 3 MSAD #72
Workforce Training 11 in progress	Workforce Training 11 completed training 31 in progress	Workforce Training 9 CNA 5 Medical Administrative Asst. 5 Phlebotomy Assistant
Total active enrollment 54	Total active enrollment 93	Total active enrollment 90

MSAD #72 Enrollment Report – May 2016-

HiSET 10 Students

6 graduating in June

High School Diploma Students

2 students

College Transitions

5 students

Accuplacer prep

Math and Writing remediation

Financial Aid

College Success Skills

Applications and enrollment

Adult Basic Education

2 students

Reading and writing skills in order to be successful in workplace
and/or job training

Career Advising

Career Pathways exploration

Resume and Cover letter writing

HiSET Maine Pass Rates & College Ready Rates

Program Name: MSAD 61/72 Adult Ed since 2014 start

HiSET Pass Rates: All Years

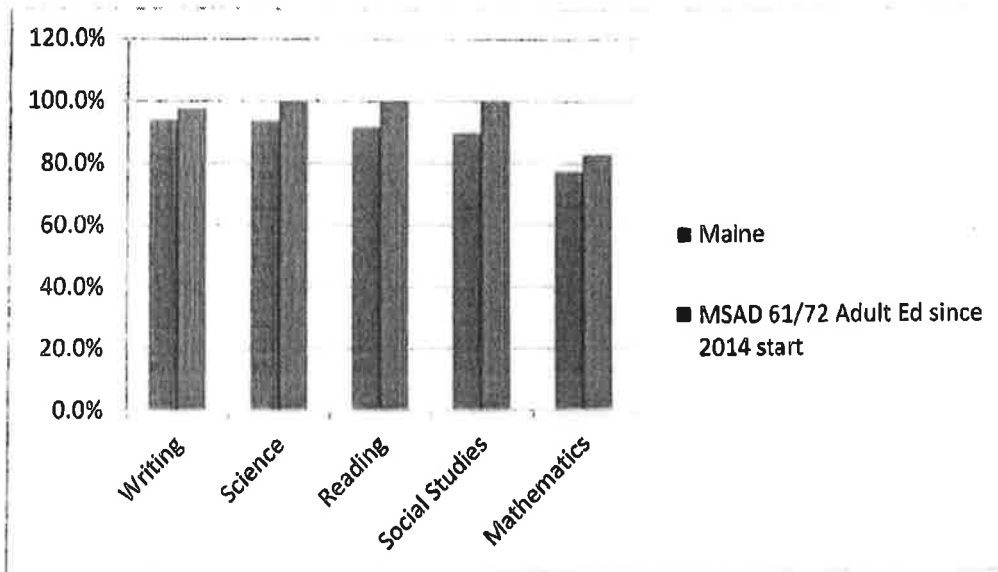
Subject	Maine Pass %	Program Pass %	Maine Total Tests	Program Total Tests	Maine Total Pass	Program Total Pass
Writing	94.2%	97.5%	3193	40	3009	39
Science	94.0%	100.0%	3470	44	3262	44
Reading	91.9%	100.0%	3700	49	3400	49
Social Studies	90.0%	100.0%	3557	45	3201	45
Mathematics	77.5%	82.6%	3681	46	2854	38

HiSET Percent College Ready: All Years

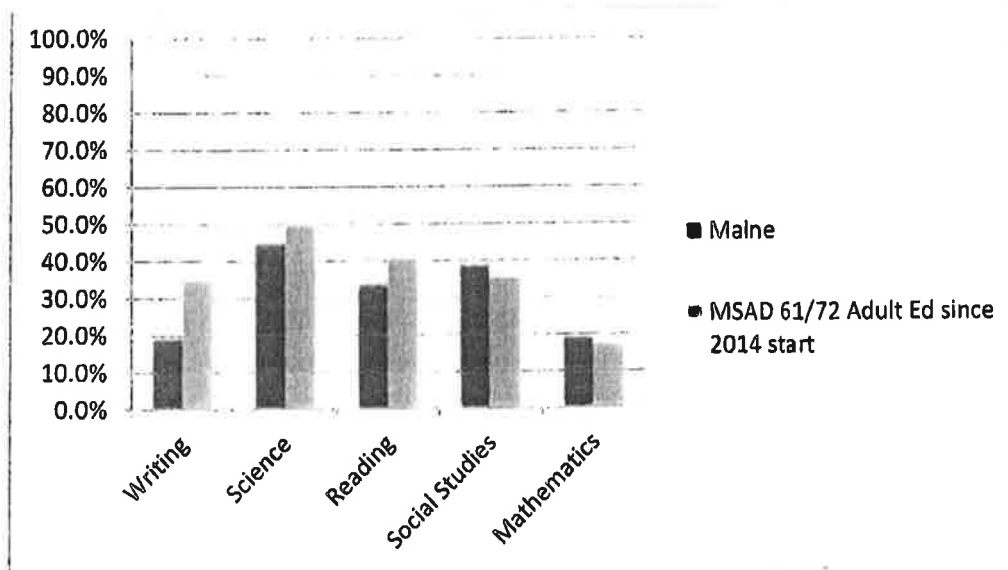
Subject	Maine Coll.Read. %	Program Coll.Read. %	Maine Total Tests	Program Total Tests	Maine Coll. Ready	Program Coll. Ready
Writing	19.0%	35.0%	3193	40	607	14
Science	44.7%	50.0%	3470	44	1550	22
Reading	33.5%	40.8%	3700	49	1241	20
Social Studies	38.5%	35.6%	3557	45	1371	16
Mathematics	19.1%	17.4%	3681	46	702	8

HiSET Maine Pass Rates & College Ready Rates

HiSET Pass Rates: All Years



HiSET Percent College Ready: All Years



2

HISET Maine Pass Rates & College Ready Rates

Program Name: MSAD 61/72 Adult Ed from July 1, 2015

HISET Pass Rates: All Years

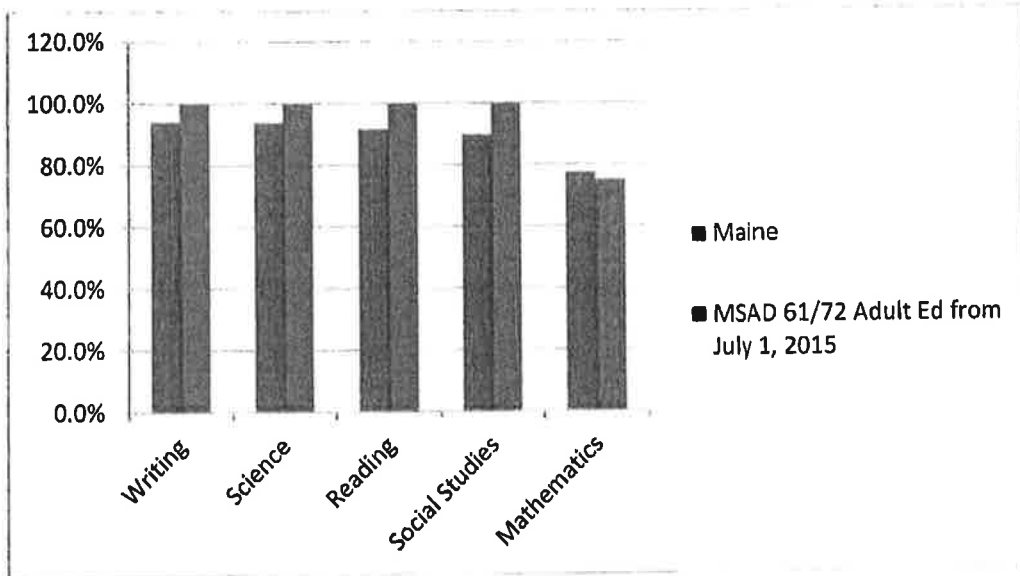
Subject	Maine Pass %	Program Pass %	Maine Total Tests	Program Total Tests	Maine Total Pass	Program Total Pass
Writing	94.2%	100.0%	3193	8	3009	8
Science	94.0%	100.0%	3470	10	3262	10
Reading	91.9%	100.0%	3700	12	3400	12
Social Studies	90.0%	100.0%	3557	13	3201	13
Mathematics	77.5%	75.0%	3681	12	2854	9

HISET Percent College Ready: All Years

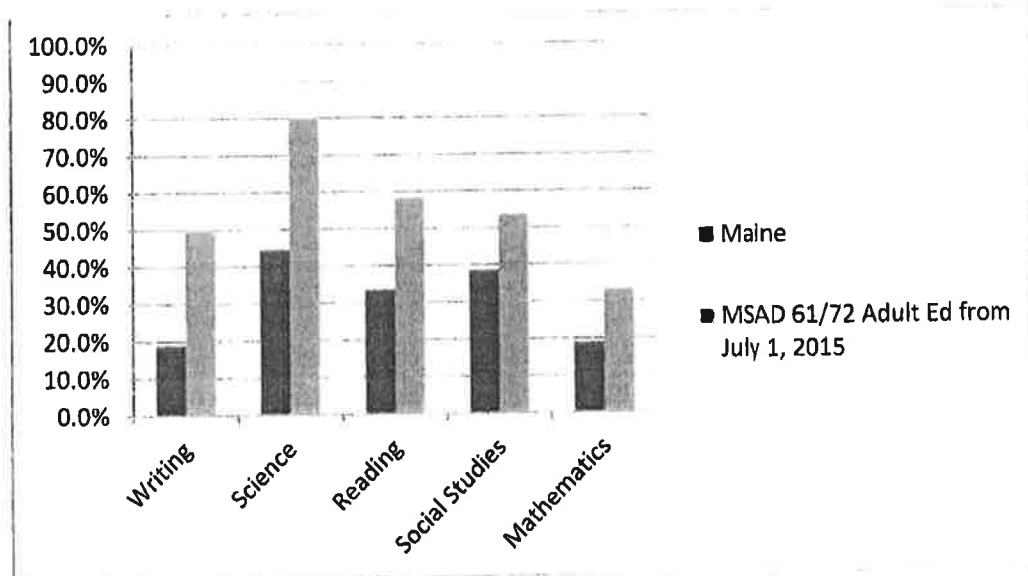
Subject	Maine Coll.Read. %	Program Coll.Read. %	Maine Total Tests	Program Total Tests	Maine Coll. Ready	Program Coll. Ready
Writing	19.0%	50.0%	3193	8	607	4
Science	44.7%	80.0%	3470	10	1550	8
Reading	33.5%	58.3%	3700	12	1241	7
Social Studies	38.5%	53.8%	3557	13	1371	7
Mathematics	19.1%	33.3%	3681	12	702	4

HiSET Maine Pass Rates & College Ready Rates

HiSET Pass Rates: All Years



HiSET Percent College Ready: All Years



Epinephrine Auto-injectors

20-A §6305. Epinephrine autoinjectors; guidelines; emergency administration

Collaborative Practice Agreement:

A written and signed agreement between a licensed (Maine) physician and a school nurse that provides for the prescription of epinephrine by auto-injectors . . . by a school nurse or designated school personnel to students during school or a school-sponsored activity under emergency circumstances involving anaphylaxis.

Adoption:

A school administrative unit may authorize the adoption of a collaborative practice agreement for the purposes of stocking and administering epinephrine auto-injectors as provided under this section.

Plan:

By September 1, 2016, the governing body of a school administrative unit shall:

- Implement a protocol based on the guidelines developed pursuant to subsection 8;
- Make the protocol available on the governing body's publicly accessible website;
- Annually attest to the department that the schools under its jurisdiction are implementing the protocol in accordance with the provisions of this subsection.

SUPERVISION AND EVALUATION OF PROFESSIONAL STAFF

A well-planned and systematic program of supervision and evaluation of performance tied to educational outcomes is vital to the ongoing improvement of the instructional program. It is the Board's responsibility to ensure that sufficient administrative time and energy are expended to supervise (observe and assist) and evaluate (measure and assess) teachers. The evaluation program shall address all aspects of teaching performance and recognize that the fulfillment of student needs is of primary importance.

The Superintendent shall be responsible for overseeing the development, implementation and periodic review of a comprehensive program of supervision and evaluation, which shall be adopted by the Board. The program shall provide minimum standards for the number and frequency of formal performance reviews, with the understanding that probationary teachers require closer support and more frequent performance reviews. Probationary teachers shall in any event be evaluated at least once in each year of their probationary employment.

- A. Criteria used for evaluation shall be in written form and made permanently available to the teacher;
- B. Evaluations shall be made by an immediate supervisor/administrator, or by other person(s) designated by the Superintendent;
- C. Results of the evaluations shall be put in writing and shall be discussed with the teacher;
- D. The teacher being evaluated shall have the right to attach a memorandum to the written evaluation; and
- E. Results of all evaluations shall be kept in confidential personnel files maintained at the Superintendent's office.

In accordance with Maine's Educator Effectiveness law (20-A MRSA § 13701-13706), by the end of the 2015-2016 school year, the school unit will have developed and piloted a performance evaluation and growth system, consistent with the requirements of applicable Department of Education rules, for full implementation in the 2016-2017 school year.

The performance evaluation and growth system must be approved by the Board.

In keeping with the Board's goal of employing the best qualified staff to provide quality education for all students, all teachers are expected to participate fully in the evaluation process, self-appraisal and continuous improvement of professional skills.

While supervision and evaluation policies and procedures are not negotiable in collective bargaining, the Superintendent is to seek appropriate involvement of staff in the development and periodic review of the supervision and evaluation program.

Legal Reference: 20-A MRSA §§ 1055, 13201; 13701-13706, 13802
Me. Dept. of Ed. Rule Ch. 125 §§ 4.02(E) (3), 8.08

Adopted: 2/13/2002

Amended: 5/11/16

EVALUATION OF ADMINISTRATIVE STAFF

The Superintendent shall implement and supervise an evaluation system for all administrative personnel. A report shall be made to the Board annually on the performance of all administrators, with recommendations regarding their employment and/or salary status.

Formal evaluations shall be made at least once a year, but more often during the first two years in an administrative capacity. They shall be conducted according to the following guidelines:

- A. Evaluative criteria for each position shall be in written form and made permanently available to the administrator;
- B. Evaluations shall be made by the Superintendent or immediate supervisor;
- C. Results of the evaluations shall be put in writing and shall be discussed with the administrator;
- D. The administrator being evaluated will have the right to attach a memorandum to the written evaluation; and
- E. Results of all evaluations shall be kept in confidential personnel files maintained at the Superintendent's office.

In accordance with Maine's Educator Effectiveness law (20-A MRSA § 13701-13706), by the end of the 2015-2016 school year, the school unit will have developed and piloted a performance evaluation and growth system (PEPG), consistent with the requirements of law and applicable Department of Education rules, for full implementation in the 2016-2017 school year.

This system, which will apply to the evaluation and growth of school principals, must be approved by the Board.

Legal Reference: 20-A MRSA §§13701-13706; 13802
Me. Dept. of Ed. Rule Ch. 125 §§ 4.02(E) (3), 8.08
Me. Dept. of Ed. Rule Ch. 180

Adopted: 2/13/2002
Amended: 5/11/16

HOME INSTRUCTION PROGRAM

A student may be excused from attending public school if he/she obtains equivalent instruction through a home instruction program that complies with applicable Maine laws.

Written Notice of Intent

The student's parent or guardian must provide a written notice of intent to provide home instruction simultaneously to the Superintendent of the school unit in which the student resides and to the Maine Commissioner of Education within ten calendar days of the beginning of home instruction. The notice must contain all of the information required by law.

Annual Assessment of Student Progress

The law requires that students in a home instruction program participate in an annual assessment of the student's academic process. If the test is administered through the school unit where the student resides, the parent or guardian must obtain the agreement of the Superintendent or designee prior to submitting the written notice of intent to provide home instruction.

On or before September 1st of each subsequent year of home instruction, the student's parent or guardian shall file a letter with the Superintendent of the school unit and the Commissioner stating the intention to continue providing home instruction and enclosing a copy of one of the forms of annual assessment of the student's academic progress as specified by law.

Roster of Students Receiving Home Instruction

The Superintendent shall maintain a roster of all students eligible to attend school within the school unit who are receiving home instruction.

The Board accepts no responsibility for the unit in the application, review, approval, or oversight of home instruction programs except as provided for by law or this policy.

Participation by home-schooled students in the public school program shall only be permitted as described elsewhere in Board policy.

Legal References: 20-A MRSA § 5001-A (3) (A) (1) (c-1) and (3) (A) (4)
Maine Department of Education Rule Chapter 125

Cross Reference: JEA – Compulsory School Attendance
IHBGA – Home Schooling – Participation in School Programs

Adopted: 5/11/16

FIELD TRIPS AND OTHER STUDENT TRAVEL

The Board recognizes the educational value of school-sponsored trips as a means of extending the curriculum and as a vehicle for encouraging and supporting student participation in academic, artistic, and athletic activities, performances and competitions. In addition, some school-sponsored trips may provide social experiences and contribute to the development of a positive school culture. This policy provides guidance for the various kinds of trips that may be sponsored by the district.

Field Trips

“Field trip” means a trip that takes place during the school day and is organized and conducted by one or more **District** employees as a means of accomplishing particular curriculum objectives. All students within the class or grade, or curriculum related subgroup within a class, will be eligible to participate.

Field trips must be approved in advance by the building principal. Teachers and principals will be expected to consider the following factors in planning and approval of field trips:

- A. Objectives of the proposed trip and the anticipated learning outcomes;
- B. Specific learning activities to be experienced during the trip;
- C. Suitability of the activity and distance traveled to the age of students;
- D. Mode and availability of transportation, with school bus transportation arranged so as not to disrupt school bus schedules;
- E. Arrangements for meals (if applicable);
- F. Availability of funding for all necessary expenses through the school budget or other appropriate sources.

In addition the Board requires that:

- A. Parents/guardians give written permission for field trip participation;
- B. Adequate supervision be provided to maintain discipline and safety and to respond to emergencies; and
- C. Students participating in field trips conduct themselves in a manner consistent with Board policies and school rules.
- D. Any overnight curriculum-related trip must be approved by the Board.

Cross Reference: EEAG - Use of Private Vehicles or School Buses
KHB – Advertising in the Schools
KHC - Distribution/Posting of Non-School Materials
JEA – Compulsory Attendance
JEAA – Student Attendance

Adopted: 5/11/16

STUDENT ACHIEVEMENT/EVALUATION OF STUDENT PROFICIENCY

Effective evaluation of student achievement is essential to the instructional process, the certification of student progress towards meeting the content standards of the system of Learning Results, the tracking of progress toward individual and district learning goals, and communication between schools and parents.

Evaluation of student achievement provides staff with information important to assessing students' individual educational needs, providing appropriate instruction, and identifying learning problems and areas in which remediation is required. Sharing of information among parents, staff and students is an integral part of the evaluation process.

MSAD 72 will use multiple measures and methods, both informal and formal, at the classroom, school, and district levels to evaluate each student's achievement and to monitor his/her progress toward meeting proficiency in the content standards and the *Guiding Principles* of the Learning Results. Assessments over the course of each school year will include multiple opportunities for students to demonstrate in different ways what they know and are able to do. Students should have multiple and varied opportunities to acquire, practice, apply, and demonstrate their proficiency in knowledge and skills.

Individual classroom assessments may include but are not limited to student tests, quizzes, reports, demonstrations, presentations, artifacts, laboratory work, writing samples, teacher observations, portfolio constructions, and student self-assessments.

School and district assessments may include "common assessments" designed to provide consistent evaluation and reporting of student knowledge and skills in the same content areas across same-grade classrooms within the school and same-grade classrooms and grade spans within the district.

Large-scale assessments will include those required for the purpose of determining whether the school has achieved "annual measurable objectives" for federal or other reporting purposes, and may include other nationally normed standardized achievement tests.

COMMUNICATING INFORMATION CONCERNING STUDENT PROFICIENCY

Teachers should provide students and parents with timely information concerning student performance and, if applicable, the need for the student to participate in remediation and/or additional instruction. Parents shall be informed at regular intervals of their child's academic progress through report cards or other written means. The teacher, principal, or other designated person will provide written notification to students and parents by the end of the third quarter if the student may not advance to the next grade because he/she has not met the content standards of the Learning Results for the student's grade span and/or other reasons.

Legal Reference: 20-A M.R.S.A. § 6209
Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference: ADF – School System Commitment to Learning Results
IKAB – Report Cards/Progress Reports
IKE – Promotion and Retention of Students

Adopted: 5/11/16

GRADING SYSTEM-REPORTING STUDENT PROFICIENCY

The purpose of MSAD 72’s grading and reporting system is to provide students and parents with timely information concerning student progress toward, and achievement of, proficiency in the content areas of Maine’s system of Learning Results and the cross-curricular Guiding Principles of the Learning Results.

The Superintendent will be responsible for ensuring the development of a system for communicating information regarding student achievement and academic progress to students and parents. This system shall be approved by the Board.

Students and parents will be informed at regular intervals of their academic progress through report cards and other written means.

Reports to parents will indicate the proficiency standards within the various content areas upon which the grades are based. Grades will be reported by level of proficiency and descriptions of proficiency, but the grading system must include at least the following levels of proficiency:

<u>Proficiency Level</u>	<u>Proficiency Description</u>
4	Exceeds the Standard
3	Meets the Standard
2	Partially Meets the Standard
1	Does Not Meet the Standard

Standards and proficiency indicators will be expressed consistently at each grade level and each school in the school unit.

Grading will reflect an accumulation of information gleaned from multiple and varied opportunities for student demonstration of proficiency.

For pre-K-grade 5 students, the Board encourages narratives and other forms of reporting as well as proficiency levels in order to make student progress more readily understandable to parents.

For grades 6-8, report cards will list the each course by name and the pathway through which it was completed (e.g., course, honors, AP, vocational, independent study) as well as the proficiency level.

At all levels, “Habits of work” will be reported separately from academic proficiency.

Interim progress reports indicating deficiency or a need for remedial intervention, or a significant improvement in performance may be issued at any time.

Cross Reference: IK: Evaluation of Student Proficiency
 IKE: Promotion, Retention & Acceleration of Students

Adopted: 5/11/16

EDUCATIONAL RESEARCH: STUDENT SUBMISSION TO SURVEYS, ANALYSES, OR EVALUATIONS

In this policy, “surveys, analyses, or evaluations” refer to methods of gathering data for research purposes.

No student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

- A. Political affiliations or beliefs of the student or the student’s parent;
- B. Mental or psychological problems of the student or the student’s family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- G. Religious practices, affiliations, or beliefs of the student or student’s parents; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program without the prior written consent of the student’s parent/guardian, or of the student, if he/she is 18 years of age or older.)

All instructional materials, including teachers’ manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student’s parent/guardian. For the purpose of this policy, “instructional material” does not include academic tests or assessments.

A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent/designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents with access to surveys within a reasonable time before administration or distribution.

The District will notify parents of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Insofar as practicable, the school unit will also directly notify parents annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Should a research request be made or approved after the school year has begun the District will notify parents far enough in advance for them to access surveys and related instructional materials. Parents shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation.

Legal reference:20 U.S.C. § 1232(h)

Cross reference:JRA—Student Educational Records

Adopted: 5/11/16

TEACHING ABOUT CONTROVERSIAL/SENSITIVE ISSUES

American academic tradition stresses the free contest of ideas as a vital element both in the development of curriculum and in classroom teaching.

Teaching Controversial Issues

- A. It is the responsibility of the schools to make provision for the study of controversial issues.
 - 1. The policy on controversial issues should be defined in terms of the rights of students rather than in terms of the rights of teachers.
 - 2. The study should be objective and scholarly with a minimum emphasis on opinion and a maximum emphasis on facts and critical thinking.
- B. In the study of controversial issues the students have the following rights:
 - 1. The right to study any controversial issue which has political, economic, or social significance and concerning which (at the appropriate level) he/she should begin to have an opinion;
 - 2. The right to have free access to all relevant information;
 - 3. The right to form and express opinions on controversial issues without thereby jeopardizing relations with the teacher or the school; and
 - 4. The right to study under competent instruction in an atmosphere free from bias and prejudice.
- C. The teacher employs the same methods in handling controversial issues as characterize the best teaching at any time.
 - 1. The teacher, in selecting both the content and the method of instruction, is mindful of the maturity level of the students.
 - 2. The teacher has assured him/herself that the controversial subject to be discussed belongs within the framework of the curriculum to be covered, that the subject is significant as well as meaningful for the students, and that through the discussion, students will have the opportunity to grow.
 - 3. The teacher handles the classroom presentation in ways that will ensure a wide range of information and interpretation for the students' consideration and strives to present a balance among many points of view.
 - 4. The teacher does not use the classroom as a personal forum. He/she does not employ the techniques of the demagogue or the propagandist for attention, for control, or simply for color. The teacher has the right to identify and express his/her own point of view in the classroom as long as he/she indicates clearly that it is his/her own.

5. The teacher emphasizes keeping an open mind, basing one's judgment on known facts, looking closely at facts to evaluate them in terms of the subject under discussion, and being ready to change one's opinion should new facts come into light.
6. The emphasis always is on the method of forming an opinion as much as on the opinion formed.

Adopted: 5/11/16