

Controversial issues are defined as those problems, subjects, or questions about which there are significant differences of opinion, for which there are no easy resolutions, and discussions of which generally create strong feelings among people. Although there may be disagreement over what the facts are and what they mean, subjects usually become controversial because of the different values people use in applying the facts as known.

Controversy is inherent in the democratic way of life. It is essential, therefore, that students have the opportunity, under competent guidance and instruction, to study issues appropriate to their interest, experience, and ability. They must have access to relevant information, and have the obligation to examine carefully all sides of an issue. Students have the right to form and express their own point of view and opinions without jeopardizing their position in the classroom or in the school.

It is the teachers' responsibility, subject to the review of the Executive Director, to select issues for study and discussion which contribute to the attainment of course objectives, and to make available to students materials concerning the various aspects of the issues. Teachers also have the obligation to be objective and to impartially present the several sides of an issue. Although teachers have the right to express their own viewpoint and opinions, they do not have the right to indoctrinate students, and teachers may not retaliate against a student who holds a view opposing to or different than the teacher. Controversial issues are to be presented with good judgment, keeping in mind the maturity and background of the students.

Crown Pointe Academy has an obligation to defend its administrators and teachers against unjust reprisals for acting in the spirit of this policy. Complaints regarding the teaching of controversial issues shall be presented in writing in accordance with the supportive regulations of this policy.

The Academy Board has selected the Core Knowledge Sequence as the basis for the curriculum at the school. The Core Knowledge Sequence lists evolution as a unit of study in the 7th grade Science Curriculum. Specifically included is the description of evolution as the change in a population of organisms over time caused by both genetic and environmental factors, discussion of the evidence of evolution, and the development of simple organisms into higher forms. Therefore, the Academy Board has determined the following:

- Evolution will be taught in accordance with the Core Knowledge Sequence and the State of Colorado Model Content Standards.
- The validity of the scientific acceptance of evolution will not be compromised by authorizing alternative views within the context of a science classroom or by declaring it “just a theory”.

**Adopted:** April 5, 2004; September 9, 2015  
**Reviewed:** September 9, 2015, April 15, 2026  
**Revised:** August 9, 2004 May 2014, September 9, 2015, April 15, 2026  
**Rationale:** Reformatted, Original rationale is below April 2004, changed Board to Board August 2004: 2015 reformatted removal of D 50 INB removed. To be aligned with Colorado Charter School Institute, new

authorize. April 15, 2026—added language prohibiting retaliation for expression of opposing beliefs.