

Regulation

GUIDELINES FOR EVALUATION AND SELECTION OF INSTRUCTIONAL MATERIALS

The Assistant Superintendent of Curriculum and Instruction shall be responsible for the evaluation, selection and recommendation of textbooks to the Superintendent of Schools for the presentation to the board.

To ensure that instructional materials effectively support the district’s adopted academic content standards meet curricular goals and support student achievement, the selection of textbooks and other educational materials shall be aligned with the development and evaluation of the district’s curriculum.

This regulation will pertain to instructional materials/textbooks which in policy are defined as those printed materials which directly and primarily support the Board adopted written curriculum and which are used by students as a primary means of meeting course objectives.

The following procedures will be followed in the process of recommending a textbook for adoption:

- A. All recommended instructional materials must be aligned to the New Jersey Student Learning Standards and the district curriculum. A curriculum committee may recommend materials for adoption as a part of the curriculum writing and/or revision process. Prior to recommendation, the committee must review the materials for the following:
 - 1. Do the materials support student learning at the appropriate grade level?
 - 2. Are the materials free from objectionable bias and representative of the diverse backgrounds of our students, including, but not limited to:
 - a. Racial/ethnic/religious/gender/socioeconomic balance of main and supporting characters;
 - b. Racial/ethnic/religious/gender/socioeconomic balance of characters depicted in illustrations;
 - c. Multiple opportunities for a variety of racial, ethnic, and cultural perspectives;
 - d. Non-handicapped persons and persons with disabilities are represented as characters and in illustrations;
 - e. For materials focusing on African-American history, do they enable student to learn and develop an understanding of the persecution, emancipation, discrimination, achievements and contributions by people of African descent and how the experiences helped to transform America and contribute toward the emergence of a global society?

GUIDELINES FOR EVALUATION AND SELECTION
OF INSTRUCTIONAL MATERIALS (regulation continued)

- f. For materials related to the Holocaust and genocide curriculum, are they designed to enable students to understand: genocide is a consequence of prejudice, bias, intolerance, and discrimination; issues of moral dilemma and conscience have a profound impact upon society; and all citizens share a responsibility to oppose prejudice and discrimination in all facets of their lives?
 3. Do the materials incorporate the experiences, perspectives, and accomplishments of men and women of diverse cultural backgrounds, ethnicities, and national origins that comprise the American society?
 4. Do the materials support student development of respect for self and others?
 5. Are the materials aligned to the Career Education and Consumer, Family, and Life Skills standards?
- B. Prepare for the board of education a written recommendation to include:
1. The “Passaic Public Schools Textbook Evaluation & Approval Form” identified in Exhibit A.
 2. Copies of textbook(s) for board of education examination and review.

First Reading:	September 26, 2016
Second Reading:	November 3, 2016
Adopted:	November 3, 2016