

GUIDELINES FOR EVALUATION AND SELECTION OF INSTRUCTIONAL MATERIALS

The Little Silver Board of Education believes that textbooks should support and enrich the curriculum and make possible the achievement of the district's instructional goals. The superintendent shall develop procedures for continual review of new texts being offered and evaluation of those already in use to ensure that the textbooks used in this district are up to date in the factual matter they present and further the district's instructional goals. Textbooks and instructional materials should be judged by additional standards which shall include, but not be limited to:

- A. Does the material reflect the district's affirmative action/equity policy, which prohibits the teaching or encouragement of bias based on any categories listed in law or board policy?
- B. Does it help students develop abilities in critical reading and thinking?
- C. Does it provide effective basic or advanced education for the students for whom it is intended?

The review process shall:

- A. Be conducted by teaching staff members, particularly those teachers who will be using the materials as an integral part of the instructional program;
- B. Include a written review of the material which shall reflect the consensus of the teaching staff;
- C. Provide an opportunity for public inspection of the recommended text.

When adopting instructional materials for use in the schools, the board shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate.

The superintendent shall develop administrative rules outlining a procedure for the selection of instructional materials that meets the above criteria. Instructional materials used within the district should be sufficient in quantity and scope to meet the needs of every student in the district.

The board, by law, makes the final textbook selection decision. However, prior to final adoption, the recommendations resulting from each review will be given thorough consideration.

Any citizen who objects to the final selections made by the board should follow the procedures outlined in board policy 6161.2 Complaints Regarding Instructional Materials.

Animal Dissection

Animal dissection is not required and alternative education to be provided:

The board, by law, will allow students to refuse to participate in animal dissection.

- A. The board will offer an alternate education program for a course or portion of a course involving

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dissection of animals;

- B. A public school student from kindergarten through grade eight may refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction:
1. "Alternative education project" means the use of video tapes, models, films, books, computers, or any other tools which provide an alternative method for obtaining and testing the knowledge, information, or experience required by a course of study.
  2. "Animal" means any living organism that is an invertebrate, or is in the phylum chordata or organisms which have a notochord and includes an animal's cadaver or severed parts of an animal's cadaver.
- C. The school shall notify students and their parents or guardians at the beginning of each school year of the right to decline to participate in the activities enumerated in "A" of this section and shall authorize parents or guardians to assert the right of their children to refuse to participate in these activities. Within two weeks of the receipt of the notice, the students, parents or guardians shall notify the school if the right to decline participation in the enumerated activities will be exercised;
- D. Any student who chooses to refrain from participation in or observation of a portion of a course of instruction in accordance with this section shall be offered an alternative education project for the purpose of providing the student with the factual knowledge, information or experience required by the course of study. A student may refuse to participate in an alternative education project which involves or necessitates any harmful use of an animal, or animal parts;
- E. A student shall not be discriminated against, in grading or in any other manner, based upon a decision to exercise the rights afforded pursuant to this act.

Musical Instruments

The board of education will purchase and maintain a supply of musical instruments for students enrolled in the instrumental music program.

In general, students are encouraged to purchase their own musical instruments. District-owned instruments will be available to those students for whom the purchase of a musical instrument would impose a difficult financial burden.

District-owned instruments will be available to students, in the order in which requests are made, until the supply is exhausted. If necessary, instruments will be redistributed among schools to satisfy the demand.

Instruments will be loaned only to those students whose parent(s) or legal guardian(s) has agreed in writing to assure the safe return of the instrument and to bear the cost of necessary repairs.

No fee will be charged for the loan of district-owned musical instruments.

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Key Words

Evaluation, Instructional Materials, Selection of Instructional Materials, Evaluation of Instructional Materials

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| <b>Legal References:</b> <u>N.J.S.A.</u> 18A:4-25        | Prescribing minimum courses of study for public schools; approval of courses of study |
| <u>N.J.S.A.</u> 18A:33-1                                 | District to furnish suitable facilities; adoption of courses of study                 |
| <u>N.J.S.A.</u> 18A:34-1                                 | Textbooks; selection; furnished free with supplies; appropriations                    |
| <u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>                  | Curriculum and Courses  |
| <u>N.J.S.A.</u> 18A:35-4.25                              | Districts to provide an alternate to dissection                                       |
| <u>N.J.S.A.</u> 18A:35-4.35                              | History of disabled and LGBT persons included in middle and high school curriculum    |
| <u>N.J.S.A.</u> 18A:35-4.36                              | Policies, procedures pertaining to inclusive instructional materials                  |
| <u>N.J.A.C.</u> 6A:7-1.4                                 | Responsibilities of the district board of education                                   |
| <u>N.J.A.C.</u> 6A:23A-20.4 <u>et seq.</u>               | Ownership and storage of textbooks  |
| <u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>                 | Evaluation of the Performance of School Districts                                     |
| Comprehensive Equity Plan, State Department of Education |   |

**Possible**

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| <b>Cross References:</b> *1312 | Community complaints and inquiries           |
| *2224                          | Nondiscrimination/affirmative action         |
| *5145.4                        | Equal educational opportunity                |
| 6000                           | Concepts and roles in instruction            |
| *6010                          | Goals and objectives                         |
| *6121                          | Nondiscrimination/affirmative action         |
| *6140                          | Curriculum adoption                          |
| *6141                          | Curriculum design/development                |
| *6142.1                        | Family life education                        |
| *6144                          | Controversial issues                         |
| *6161.2                        | Complaints regarding instructional materials |
| *6163.1                        | Media center/library                         |

\*Indicates policy is included in the Critical Policy Reference Manual.