

# REGULATION

## BAYONNE SCHOOL DISTRICT

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ADOPTION OF TEXTBOOKS

### R 2510 ADOPTION OF TEXTBOOKS

#### A. Definition of Terms

1. Basic Text - The book or set of instructional materials which serve as the foundation for more than fifty percent of the course content.

2. Supplemental Material - Material not included in the scope of basic texts used to expand the opportunities for student mastery of subject matter.

3. Field Testing - The testing of new materials for existing courses.

4. Pilot Program - A course to be tested on a pilot basis in one or more schools and not presently included in the curriculum.

#### B. Textbook Committees

##### 1. District Textbook Committees: Subject/Grade Level Areas

a. For each of the subject or grade level areas offered there shall be a textbook committee to recommend to the Superintendent a basic text list and other supplementary materials.

b. Committees shall consist of teachers (at least one from each school), principals, curriculum directors and any consultant(s) desired by the committee.

c. The Superintendent shall appoint the administrator for curriculum and instruction as the committee chairperson.

##### 2. Building Textbook Committees

a. Building textbook committees shall be appointed when needed and chaired by the building principal; they shall consist of teachers who teach the subject or grade level. The curriculum



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director involved in the subject area discussed shall be an ex-officio member.

b. Textbooks shall be reviewed by the committee(s) at least every five years for possible changes.

### 3. Textbook Recommendations

a. The district textbook committee will make its recommendations through the office of curriculum and instruction to the Superintendent.

b. If the recommendation is approved by the Superintendent, it will be presented at the earliest date possible to the Board.

c. After Board approval, each school shall be informed of the change in the basic text offerings.

d. The Assistant Superintendent for Instruction shall maintain a current list of all approved textbooks. The appropriate directors or department chairpersons will use that list to identify new texts when purchasing according to budget allotments.

### C. Criteria for Evaluating Textbooks: Affirmative Action Plan

The criteria for evaluating the treatment of minority groups and women in textbooks shall be based on the following observations:

1. Evidence on the part of writers, artists, and editors of a sensitivity to prejudice, to stereotypes, and to the use of material which would be offensive to women or to any minority group.

2. Suggestion, by omission or by overemphasis or underemphasis, that any sexual, racial, religious, or ethnic



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segment of our population is more or less worthy, more or less capable, more or less important in the mainstream of American life.

3. Utilization of numerous opportunities for full, fair, accurate, and balanced treatment of women and minority groups.

4. Provision of abundant recognition for women and minority groups by placing them frequently in positions of leadership and centrality.

5. Depiction of both male and female adult members of minority groups in situations which exhibit them as fine and worthy models to emulate.

6. Presentation of many instances of fully integrated human groupings and settings to indicate equal status and nonsegregated social relationships.

7. Delineation of life in contemporary urban environments as well as in rural or suburban environments, so that today's city children can also find significant identification for themselves, their problems and challenges, and their potential for happiness.

8. Portrayal of sexual, racial, religious and ethnic groups in our society in such a way as to build positive images, mutual understanding and respect, full and unqualified acceptance, and a commitment to ensure equal opportunity for all.

9. Presentation of social group differences in ways that will cause students to look upon the multi-cultural character of our nation as a value which we must esteem and treasure.

10. Recognition of the basic similarities among all members of the human race and the uniqueness of every single individual.

11. Teaching of the great lesson that we must accept each other on the basis of individual worth, regardless of sex, race, religion, or socioeconomic background.



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12. Help in making students appreciate the many important contributions to our civilization made by members of various groups, emphasizing that every human group has its list of achievers, thinkers, writers, artists, scientists, builders, and political leaders.

13. Clarification of the true historical forces and conditions which in the past have operated to the disadvantage of women and minority groups.

14. Clarification of the true contemporary forces and conditions which at present operate to the disadvantage of women and minority groups.

15. Analysis of intergroup tension and conflict fairly, frankly, objectively and with emphasis on resolving our social problems in a spirit of implementing democratic values and goals.

16. Efforts to motivate students to examine their own attitudes and behaviors and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy, i.e., to demand freedom, justice, and equal opportunity for every individual and for every group.

17. Helping minority group (as well as majority group) students to identify more fully with the educational process by providing textual content and illustrations which give students many opportunities for building a more positive self-image, pride in their group, and knowledge consistent with the experience; in sum, learning material which offers students meaningful and relevant learning worthy of their best efforts and energies.

N.J.S.A. 18A:34-1; 18A:34-2

Issued: 28 July 1997

