

## Request for Reconsideration of Materials Form

This form must be completed in order for a reconsideration of a district material to occur. The school board of South Orange-Maplewood has delegated the responsibility for selection and evaluation of library/educational resources to the school library professional staff/curriculum committee and has established this reconsideration procedure to address concerns about those resources. See Resource Materials Policy 2530 for more information. Completion of this form is the first step in those procedures. If you wish to request reconsideration of school or library resources, please return the completed form. **Please note that the challenged material will remain in use and shall not be removed until the formal due process procedures have been completed.**

### Instructions:

1. Forms can only be completed by a student or parent/guardian of a student in the District.
2. Before completing this form, you must read or view the disputed item in its entirety. Forms submitted without complete examination of the disputed item will not be considered.
3. All fields on this form must be completed in a full and meaningful manner. Incomplete, cursory, or duplicated forms will not be accepted.
4. A separate form must be completed for each disputed item/title. Forms containing multiple titles will not be considered.
5. You may attach additional sheets of paper with answers to the completed form.
6. The form asks you to frame your responses in the context of the following policies, statutes, and documents. Please review them:
  - SOMSD Resource Material Policy 2530
  - American Library Association Library Bill of Rights
  - National Council of Teachers of English Students' Right to Read Statement
  - First Amendment of the United States Constitution
  - State instructional regulations, including:
    - o **Amistad Commission** (2002) P.L.2002, c.75; A1301 1R: K-12 curricula must include the teaching of the African slave trade, slavery in America, vestiges of slavery in this country, and contributions of African Americans to this country
    - o **Asian American and Pacific Islander History** (2022) S4021: Requires instruction on history and contributions of Asian Americans and Pacific Islanders.
    - o **Culturally Responsive Teaching** (2020) S2834: Make meaningful connections between what students learn in school and their cultures, languages, and experiences
    - o Diversity and Inclusion (2021) P.L. 2021.032; A4454: Highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection

with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

- o **Equality & Inclusion** (2017) NJAC 6A:7: Ensure all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, are provided equal access to educational programs and services o

- o Holocaust/Genocide (1994, revised 2018) NJSA 18A:35-28: Curricula in kindergarten through grade 12 address issues of bias, prejudice, and bigotry, including bullying, through the teaching of the Holocaust and genocide

- o **LGBTQ** (2019) P.L. 2019, c.006; S1569: Include instruction and adopt materials that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender individuals.

- o **QSAC**: All schools in NJ are required to be QSAC compliant; compliance specifically requires the inclusion of Holocaust (p 23), Amistad (p 23), LGBTQ (p 62).

- o **Social & Emotional Learning Competencies** (adopted by NJ State Board of Education, August 2017): State standards outline expectations according to five competencies: self-awareness, self-management, social awareness, responsible decision-making, relationship skills

7. Return completed forms to the principal's office at your student's school. If this is being completed by a student please return the form to the principal office of your school.

### **Request for Materials Reconsideration Form**

1. Date:	
2. Your Name:	
3. Address:	
4. Phone	5. Email:
6. What is your relationship to the district? <input type="checkbox"/> Current Student <input type="checkbox"/> Parent of current student                      Students name:	
7. Name of the School Your Student Attends:	
8. What type of resource are you commenting on? <input type="checkbox"/> Book/ebook <input type="checkbox"/> Movie <input type="checkbox"/> Database <input type="checkbox"/> Magazine <input type="checkbox"/> Game <input type="checkbox"/> Other, please describe:	
9. What is the title of the item?	
10. What is the author or producer of the item?	
11. Who is the publisher of the item?	
12. What is the item's copyright date?	

13. What brought this item to your attention?

14. Have you personally read or viewed the entire item?

☐ Yes

☐ No

☐ Some, *which section(s)*:

15. Explain the purpose and theme of this material as you understand it.

16. What worthy qualities does this material contain?

17. What are your concerns about this item?

18. Please cite page numbers or locations and quote specific passages in the material that demonstrate your concerns.

19. How has this material been assessed by professional reviewers or educators? Please provide the text of a review and the citation from an objective, professional review source (e.g., School Library Journal, School Library Connection, Library Journal, Kirkus, Booklist).

20. Please provide a text of a review and the citation from an objective, professional review source that supports your objection to the material.

21. In what way does the material fail to comply with the selection objectives and criteria specified in district Policy 2350?

22. In what ways does the material fail to comply with one or more of the following NJ state instructional regulations? Please check the one(s) that you believe that they do not comply with. Provide specific examples.

- ☐ Amistad Commission (2002) P.L.2002, c.75; A1301 1R
- ☐ Asian American and Pacific Islander History (2022) S4021
- ☐ Culturally Responsive Teaching (2020) S2834
- ☐ Diversity and Inclusion (2021) P.L. 2021.032; A4454
- ☐ Equity & Inclusion (2017) NJAC 6A:7
- ☐ Holocaust/Genocide (1994, revised 2018) NJSA 18A:35-28
- ☐ LGBTQ (2019) P.L. 2019, c.006; S1569
- ☐ QSAC
- ☐ Social & Emotional Learning Competencies (adopted by NJ State Board of Education, August 2017)

23. In what ways does the material fail to support the district’s commitment to intellectual freedom as expressed in the American Library Association’s Library Bill of Rights, the National Council of Teachers of English Students’ Right to Read Statement, and the First Amendment of the United States Constitution?

24. How do you believe students would be affected by this material?

25. What is your evidence for that belief? Please provide the text of relevant research and its citation.

26. In place of the challenged material, what high-quality educational resources do you suggest to provide additional information or other viewpoints on this topic? Please provide the title, author, publisher, and copyright date.

27. Please provide the text of a review and the citation from an objective, professional review source for the material you recommended above.

28. What action are you requesting the district consider?

- ☐ Permanently remove the material from the school
- ☐ Do not permit my child to access the material
- ☐ Other, describe:



29. Why do you believe you should be permitted to restrict the reading choices of children other than your own?

Signature:

Date:

**Please return the completed form to the building principal.**