APPROVED AT SAC Nov 6, 2025

Established 1915
BROWARD
County Public Schools

2025-2026

TEQUESTA TRACE
MIDDLE SCHOOL
COUGARS

Tequesta Trace Middle School

Innovative Learning Commons/Media Center
Collection Development Plan

Robert Rivera, Principal

Melyssa Silva, Media Specialist

School Hours: 9:10 am – 3:50 pm

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Executive Summary

District Strategic Plan 2025

Broward County Public Schools is the sixth-largest school district in the United States and the second-largest in Florida. The district serves more than 256,021 students at 231 schools and is one of the largest employers in South Florida, with 30,529 team members.

Vision: Educating today's students to succeed in tomorrow's world.

Mission: Educating all students to reach their highest potential.

Core Values: Student Focus, **T**eaching Excellence, **A**ccountability, **R**espect, **S**afety

School Mission Statement

To ensure every child is college and career ready and becomes a productive member of society. The mission of Tequesta Trace Middle School is to provide educational excellence. We promote lifelong learning opportunities that nurture self-worth and develop competence. Through a community-wide commitment, we will foster a secure, creative environment which sets high expectations and meets the diverse needs of our students. We have created an environment where students are safe and feel that they are truly part of a community.

School Community

Tequesta Trace Middle School serves 1,239 students enrolled in grades 6th – 8th. The student population's ethnicity comprises 65.9% Hispanic and 34.1% Non-Hispanic students. Additionally, we serve a diverse population made up of White 83.1%, Black 6.7%, Native 0.3%, Asian 6.5%, Pacific 0.2%, and Multicultural 3.3% students.

The administration includes Principal Robert Rivera and Assistant Principals Selima Mignott-Watson, Christina Lopez, and Ashley Cadet Henry. Tequesta Trace is proud to offer the many unique programs which provide students with opportunities.

1. Cambridge Program: Our Cambridge program, available in Language Arts, Science and Social Studies classes, offers a rigorous academic curriculum that fosters critical thinking and prepares students for success in higher education and beyond.
2. GEM Math Courses: We provide GEM (Gifted, Engaged, Motivated) math courses tailored to the needs of our gifted students. Whether or not they are enrolled in the Cambridge program, students have the opportunity to excel in advanced math

instruction.

3. Dual Language Program: Our Dual Language program promotes bilingualism and biliteracy, empowering students with language skills essential for success in a globalized world.
4. CTACE Courses: Students have the opportunity to explore practical skills and career pathways through our CTACE courses, including Coding Fundamentals and Web Design.
5. Partnership with Cypress Bay High School: We are excited to announce our partnership with Cypress Bay High School, one of our feeder high schools, offering courses within their prestigious FBI STEM program and the TV Production program. This partnership expands horizons and provides our students with access to advanced STEM education.
6. Sports Programs: Tequesta Trace Middle School boasts a vibrant sports culture with a wide variety of athletic opportunities, including soccer, basketball, track, cross country, flag football and volleyball. Our volleyball teams and cross-country teams have a proud tradition of winning county championships.
7. Clubs and Organizations: Students can explore their interests and passions through our diverse array of clubs and organizations, including FFEA, SGA, NJHS, Art Club and Spanish club, among others.
8. Literacy, Math, and Civics "Camps": Each year, we offer "camps" in literacy, math, and civics to provide additional support and resources for students striving to improve their FAST and EOC scores. These camps are instrumental in promotion academic growth and achievement.

Purpose of Collection Development Policy

A school library collection development plan serves as a roadmap to guide library materials' selection, acquisition, and maintenance. It ensures the collection aligns with Florida statutes, the District's Strategic Plan Goals and Guardrails, the school's curriculum, and student needs by providing a framework for choosing resources that best support student learning across different subjects and interests while also addressing diversity and appropriate content levels.

A Collection Development Plan Serves Several Important Purposes:

Statutory Compliance: A Collection Development Plan establishes the framework for adhering to the mandatory state statute, requiring each district school board to adopt procedures for developing library media center collections and to post these procedures on each school's website.

District Alignment: Aligns with Broward County Public Schools 2022-2027 Strategic Plan Goals and Guardrails.

Supporting curriculum: The plan should directly connect library materials to the school's curriculum, ensuring students access relevant study resources.
Student needs assessment: It considers students' diverse needs, including reading levels, interests, and learning styles, to select materials that cater to a wide range of abilities.
Selection criteria: The plan outlines clear criteria for choosing materials, such as quality, accuracy, relevance, and alignment with school values.
Budget management: It helps allocate library funds effectively by prioritizing purchase needs based on identified gaps in the collection.
Collection maintenance: The plan includes procedures for discarding outdated or damaged materials and replacing them with current resources.
Community engagement: It involves collaboration with students, teachers, administrators, and parents to gather input on collection needs.

A thorough analysis of the current media center collection at Tequesta Trace indicates that the average age of the collection is 2009 and the number of books per student is 13.3. The American Library Association has established a criteria for a highly effective media center that includes a ratio of 10 books available per student in the collection.

Currently, Tequesta Trace does meet the recommended standards for the number of books per student.

Library Program

Our middle school library media program at Tequesta Trace Middle School is methodically crafted to cater to the diverse needs of our students and faculty. The media center operates on a flexible schedule, allowing educators to schedule visits tailored to their curriculum requirements. During these visits, we prioritize understanding their instructional needs, offering a versatile layout that can be customized to accommodate various teaching methodologies, including flexible seating arrangements, station-style setups, or small group configurations.
In collaboration with our Literacy Coach, we spearhead numerous reading initiatives, such as Beanstack reading challeneges, challenge celebrations, NewsELA challenges, Teentober calendar events, Celebrate Literacy Week events, an author and school-wide novel study - all fostering a culture of literacy and engagement within our school community. Our calendar features multiple book fairs throughout the year, including the highly anticipated Family Night event, which invites families to partake in the book fair experience alongside their children. Family Night is enhanced with complementary activities, including an art gallery, Hispanic Heritage month displays, musical showcases by our band, dramatic performances by our drama department and so much more.
Within the media center, we curate Topic Tables, providing teachers curated book selections aligned with their instructional content. Our innovative "book tasting" events

expose students to a diverse range of literary genres, fostering a love for reading and exploration. Additionally, our rotating book displays, reflecting school events or national observances like Black History Month and Women's History Month, enrich the learning environment with relevant and timely literature.

Furthermore, our in-house field trips, such as the Living Voices presentation for 6th and 8th graders, offer immersive educational experiences that complement our curriculum. We have also had the privilege of hosting distinguished guest speakers like local author Christina Diaz Gonzalez, further enriching our students' literary exposure and cultural awareness.

Our middle school media center is responsible for creating our daily morning announcements. Equipped with advanced technology, our in-house studio allows students to lead the production process from start to finish. From scripting to filming and editing, students collaborate under faculty guidance to deliver engaging broadcasts. This hands-on experience fosters leadership and communication skills. The middle school library media program at Tequesta Trace Middle School is committed to nurturing a vibrant culture of learning, exploration, and literacy, empowering our students to thrive in an ever-evolving world.

School Analysis

The school analysis provides an overview of the school's enrollment, demographics, and special programs.

School Enrollment & Demographics Data

Student Enrollment	**Federal Ethnicity (Hispanic)**	**Federal Ethnicity (Non-Hispanic)**
1,239 **Student Enrollment**	**65.9%** Hispanic	**34.1%** Non-Hispanic

Federal Race Category

83.1% White	**6.7%** Black	**0.3%** Native	**6.5%** Asian	**0.2%** Pacific	**34.1%** Multicultural

Scope of the Collection

The Tequesta Trace Middle School library collection is thoroughly organized to cater to the diverse academic and recreational interests of our student body while also embracing innovative learning opportunities.

1. **Sectional Organization:**

a. Non-Fiction and Biography - These sections offer authoritative resources for research and biographical accounts of notable individuals, providing students with valuable insights into history, science, and contemporary issues.
b. Graphic Novels & Popular Series - Engaging visual storytelling and familiar series captivate readers and encourage a love for literature.
c. Popular Spanish Titles & Bilingual Selections - Recognizing the importance of cultural inclusivity and linguistic diversity, our collection including compelling titles, in Spanish and bilingual formats.
d. Fiction & Young Adult Literature - Ranging from contemporary fiction to timeless classics, these sections foster imagination, empathy, and critical thinking among our adolescent readers.
e. Classic Literature - Students have access to enduring literary works that enrich their understanding of literary traditions and themes.
f. Reference Section - This section houses essential reference materials, encyclopedias, dictionaries, and other resources necessary for academic research and inquiry.

2. Dynamic Book Displays: Our ever-changing displays features high-interest events and topics relevant to out school community, sparking curiosity and promoting exploration.

3. Comic Books & High-Interest Magazines: Students have access to a curated selection of comic books and magazines, offering alternative reading options and promoting literacy in various formats.

4. Technology Resources:
a. The library media center provides access to stationary desktops computers and laptops, empowering students to conduct research and access digital resources.
b. Promethean smartboards enhance interactive learning experiences, fostering collaborative exploration and critical thinking skills.

5. Maker Spaces: Our media center features dedicated maker spaces equipped with tools, materials, and resources for hands-on learning and experimentation (includes Lego station, puzzle solving, and other thought-provoking games/activities - we rotate these frequently).

6. Support for Programs & Elective Courses: Our collection includes resources aligned with academic programs such as Dual Language, as well as elective courses such as Forensics, Marine Science, and Robotics, enriching students' learning experiences across diverse disciplines.

Our middle school's media center serves as a dynamic hub for intellectual inquiry, cultural

appreciation, and hands-on exploration.

The district provides online resources to ensure equitable access to information for teaching and learning to improve student performance and achievement. Students and teachers can use Clever or Canvas to access age-appropriate materials that support educational and social-emotional needs through the following online resources: Follett Destiny Online Library Catalog, Gale Online Databases and eBooks, Beanstack, and Sora by Overdrive.

School media centers provide access to library media materials that eliminate educational barriers based on gender, race/ethnicity, national origin, color, religion, disability, age, sexual orientation, gender identity, expression, or other protected group status and that are free of bias, stereotypes, distortions, and prejudices. This includes the ability to obtain information in a variety of formats -electronic as well as print, without fear of censorship or reprisal.

Collection Development

Collection Development is the process of providing quality materials and equipment for the library media center. The goal of collection development is to ensure the collection has information sources in adequate quantity and variety to support student's academic and personal interest needs. The media specialist is charged with leading this process with the input of teachers, students, and parents. Resources are selected according to principles of intellectual freedom and provide all learners with access to information representing diverse points of view.

Selection and Evaluation Criteria (Drawn from BCPS Policy 4120)

Selection of Materials

Funded by the state, district, and school, the media collection will contain a wide range of appropriate materials on varying levels of difficulty in various existing and emerging formats. It will focus on materials that address different learning styles and levels.

Responsibility

The School Board of Broward County is legally responsible for all matters relating to the operation of the Broward County Schools. The professionally trained media specialist is responsible for coordinating the selection of instructional materials for the School Media Center, consulting with the principal, teachers, and students.

***In the event there is not a school library media specialist,** the Principal and/or Administrative Designee will assume the responsibility for identifying and selecting an instructional staff member(s) to engage in the selection process to ensure materials support the needs of the school community.

NOTE: *Clerical personnel should NOT be responsible for library material collection development and/or resource management and selection of materials.*

Criteria for Selection of Print and Non-Print Materials

1. Materials are selected to support the mission of Tequesta Trace Middle School.
2. Materials are selected to enrich and support the curriculum and the educational, emotional, and recreational needs of the users.
3. Materials shall be appropriate for the age, emotional development, ability levels, learning styles, and social development of the students.
4. Materials shall represent differing viewpoints of controversial issues so that users may be motivated to engage in critical analysis of such issues, to explore their own beliefs, attitudes, and behavior, and to make informed choices in their lives.

In keeping with the ***Library Bill of Rights,*** materials will be considered based on the following:

- Needs of the curriculum, learning/teaching styles of students, faculty, and staff
- Possible use of material (including small or large group instruction, in-depth study)
- Level of physical, artistic, and literary quality
- Representation of multiple viewpoints
- Treatment of subject and lack of cultural bias
- Accuracy and currency of information
- Scope of coverage
- Support of inquiry and critical thinking skills
- Relationship of the material to the overall collection
- Cost, packaging, and documentation

Selection Tools

The following professional resources are available to assist the media specialist in the selection process. However, selection is not limited to the use of these tools.

Follett Titlewave: Titlewave is a collection development and curriculum support tool for school libraries, librarians, and educators, featuring professionally curated content from Follett library services and support tools that help you find the most relevant materials.

Mackin: Mackin uses highly acclaimed review sources (AudioFile, Booklist, Horn Book Magazine, Kirkus Reviews, Library Media Connection, Publishers Weekly, and School Library Journal). It places them in one convenient location to make the best selections for school libraries and students.

Periodicals: School Library Journal, Kirkus Reviews, Booklist, Horn Book, Library Media Connection, Journal of Adolescent and Adult Literacy, Young Adult Library Services, Knowledge Quest.

Books: Children's & YA Book Lists: Best Books, Best Books for Young Adult Readers; Books for You: An Annotated Booklist for Senior High Students; Outstanding Books for the College Bound: Choices for a Generation; and Senior High School Library Catalog.

Note: Common Sense Media, Amazon, Goodreads, The Manga Critic and Reviews from paid reviewing sources **may be used** in conjunction with professional reviewing sources.

Gifts and Donations

Any gifted or donated items must meet the same selection criteria as all other materials—the criteria listed in Florida Statute 1006.28 and Broward County School Board Policy 4120.

Collection Maintenance

Removing materials from a library collection that are no longer educationally appropriate is as an equally important process as selecting new items of high quality. The library media specialist and/or instructional staff should have an ongoing process to evaluate the library media collection and to keep the collection relevant to the changing needs of the curriculum, personal interests, and needs of students. Evaluation of items under consideration for removal from the Library Media Center should be based on criteria related to the educational value of the resources. The removal (weeding) of library materials from the collection is the responsibility of a skilled professional library media specialist. Weeded items should not be disposed of or discarded at the school site. Weeded items should be boxed and identified as DISCARDED or WITHDRAWN and scheduled for pick up by Procurement and Warehousing Services by completing the enclosed Warehouse Assistance Request Form.

Reconsideration of Materials

Inquiries regarding the appropriateness of particular library and supplemental instructional materials are a normal part of the process of providing a wide variety of resources for student use.

Opt-Out Form

Parents may submit their request to limit their student's access to materials in the school or classroom library by submitting a completed Opt-Out Form to the school principal.

Procedures for Objections to Library Materials and Reading Lists

Superintendent Review Committee

1. The School Board shall form a Superintendent Review Committee (SRC) to review objections to library materials. The SRC must have a minimum of five members but may have as many additional members as the Superintendent or his/her designee appoints based on need.
2. Any committees convened for the purpose of resolving an objection by a parent or resident to specific materials must include parents of students who will have access to such material.
3. The membership of the review committee should reflect the broad racial, ethnic, socioeconomic, and cultural diversity of Broward County Public Schools as well as individual(s) with noted or reasonable subject matter expertise.

Phase 1: Complete Objection to Library/Instructional Materials Form

a. A parent or resident of Broward County who wishes to object to materials used within the School Board of Broward County Public Schools must complete the "Objection to Library/Instructional Materials Form," located on the school's Library Media website. The objection shall include the following information:
b. Parent or resident of Broward County must specify the text within the material he/she believes is out of compliance with the requirements of Section 1006.28(2)(a)2.a. or b., Florida Statutes, and the nature of the alleged noncompliance.

Phase 2: Notifications

a. Upon receipt of the completed "Objection to Library/Instructional Materials" form, notifications will be sent to the principal where the challenge originates as well as the Innovative Learning Department staff, school board members, and superintendent.
b. Any item subject to an objection on the basis of sub sub-subparagraph b. (I) or sub-sub-subparagraph b.(II) must be removed within 5 school days of receipt Page 9 of 10 of the objection and remain unavailable to students of that school until the objection is resolved.

Phase 3: Superintendent's Review Committee Review

a. The Innovative Learning Department Director shall convene the SRC to review the material.
b. SRC will utilize an approved review rubric aligned to School Board policies and state statutes approved by the Superintendent.

Phase 4: SRC's Recommendation to the Superintendent

a. A decision will be rendered within ninety (90) days after receipt of the objection.
b. Committee will submit their recommendation to the School Board of Broward County, the Superintendent, and the parent or resident of Broward County.
    i. allows the challenged material to maintain its current status;
    ii. leave the challenged material in the classroom or school media center, but allow students to use alternate materials approved by school personnel who require the use of the disputed items;
    iii. limit the educational use of the challenged material;
    iv. transfer the challenged material to a higher-level school (e. g. elementary to a middle school); and/or
    v. remove the challenged material from the school environment.

Phase 5: Appeal

a. If a parent or resident of Broward County disagrees with the determination made by the SRC, he/she may request inclusion on the School Board agenda.
b. If they disagree with the School Board's decision on the objection to the use of a specific material, a parent or resident of Broward County may request from the Commissioner of Education appointment of a special magistrate who is a member of the Florida Bar in good standing and who has at least 5 years' experience in administrative law to render a recommended decision.

Collection Analysis

The information provided in this section gives an overview of the entire library collection. Collection analysis is based on a Titlewave Analysis completed.



16,662
Items in the Collection



2009
Average Age of the Collection



13.3
Items per Student



33%
Fiction titles in the Collection



46 %
Nonfiction titles in the Collection



49 %
Aged Titles

Diverse library media resources. The resources provide "mirrors, windows, and sliding glass doors" for students and teachers to see themselves in books and also learn about the lives of others through literature.



36 %
Diverse Titles in Collection



2010
Diverse Titles Average Age

Social-Emotional Learning (SEL) library media resources can contribute to the ***development of character and social-emotional skills***.



33%
SEL Titles in Collection



2013
SEL Titles Average Age

Collection Analysis by Category

This section provides a detailed look at the current library collection by classification and genre. The information was gathered from Follett Destiny, the library management system, and Titlewave, the vendor's ordering and analysis tool (Balanced Dewey Comparison Report).

Section	Average Age	# of Titles	Actual Percentage	Recommended Percentage	Difference Percentage
Computer Science, Information & General Works	2012	157	**0.9%**	**0.8%**	**0.1%**
Philosophy & Psychology	2010	166	**1.0%**	**0.8%**	**0.2%**
Religion	1999	123	**0.7%**	**0.3%**	**0.4%**
Social Sciences	2007	1,509	**9.1%**	**5.5%**	**3.6%**
Language	2010	390	**2.3%**	**0.1%**	**2.2%**
Science	2009	1,363	**8.2%**	**5.8%**	**2.4%**
Technology	2009	1,008	**6.0%**	**4.2%**	**1.8%**
Arts & Recreation	2007	812	**4.9%**	**8.9%**	**-4.0%**
Literature	1995	416	**2.5%**	**1.1%**	**1.4%**
History & Geography	2006	1,800	**10.8%**	**6.3%**	**4.5%**
Biography	2005	1,317	**7.9%**	**4.2%**	**3.7%**
Easy	2019	8	**0.1%**	**n/a**	**n/a**
General Fiction	2013	5,468	**32.8%**	**62.0%**	**-29.2%**
Paperback	-	-	**n/a**	**n/a**	**n/a**
Professional	2003	222	**1.3%**	**n/a**	**n/a**
Reference	2001	223	**1.3%**	**n/a**	**n/a**
Story Collection	2014	25	**0.2%**	**n/a**	**n/a**

The analysis of the collection also revealed the following areas of **strengths** and **concerns**:

Strengths

---The average age of collection is currently 2009, I feel like I have worked hard over the last 2-3 years on getting that closer to where that needs to be. I will be actively weeding this year and have placed an order using the budget which will help increase the age of collection as I weed.

---The items per student is 13.3 - I feel confident with that number, knowing I have some wiggle room when I weed.

---My aged titles percentage is 49% - and I am below the CCC requirement of 50% - I will continue to weed annually which will lower that number.

---Having 33% SEL titles in our collection is a strength because it allows our students to explore titles that resonate with their needs and helps to develop character and social-emotional skills.

Focus Areas

---I need to do a thorough weeding since I have purchased books this year, which will help me curate a list of books in weeded areas for next year or my next budget purchase.

---I was hoping to even out the fiction and non-fiction sections, but due to a heavy weeding in the fiction section - my percentage of fiction titles has gone down from 37% to 33%. I need to continue to purchase fiction titles because our students enjoy fiction (though graphic novels is the top genre preferred currently).

---A good weeding of the biography and professional sections need to happens weeded the reference section recently which was a large purge.

---The non-fiction areas that I need to purchase for is arts and recreation – which when I placed my recent order, I made sure to include books for that, the religion section needs weeding since it's date is 1999 and in my recent order I made sure to purchase books in that section, and finally the Literature section needs weeding since the average age is 1995 which is the oldest section – I want to be careful to keep the classics as long as they are intact and in good condition.

Strategic Focus

This page lists the priorities for weeding and purchasing for each school year and includes the actions, updates, and outcomes. This is subject to change due to funding and time constraints.

School Year	Strategic Focus
Year 1 2025-2026	**Purchasing Priority:** --An area that is in high demand and needs some updating is our Arts and Recreation section (700s) – I have recently purchased books in that section, especially books that fit the needs of some of the programs offered at our school. --Another area that needs purchasing is the fiction section – this is a beloved section which I feel I am always purchasing for. I recently made an order with many fiction titles. **Weeding Priority:** --Our biography section needs weeding - I have not had a chance to do a thorough weeding. That is my focus this year. There are damaged and uncirculated books, as well as aged books there. --The Religion section and Literature section – while I want to keep classics that are in good condition, the age of collection is 1995 and 1999.
Year 2	**Purchasing Priority:** --Next year, my purchasing priority will be fiction (I want to purchase more series and focus on completing series) and graphic novels (especially manga) - they have been more popular this year than other years. --For non-fiction, I want my focus to be technology. We have weeded that area in the past and need new books to replenish - technology rapidly changes, and we need to keep up with the times. **Weeding Priority:** --The Geography and History section could use weeding as the average age of the collection if 2006 and we have more than is recommended – we have room to weed.

	--Continue to weed the Biography section. We have a lot of books that are outdated and the weeding of that section will take more than one year as we weed and then replenish as needed.
Year 3	**Purchasing Priority:** --Continue to purchase titles and books in sections that are in high demand, especially in our fiction section. --Graphic novels and high-interest areas of non-fiction are categories that need regular updating. **Weeding Priority:** --Continue to weed areas that are aged areas - go through the non-fiction areas especially --Weed out books that are outdated, damaged, and uncirculated.

Budget and Purchasing Plan

This page outlines the current budget available and specifically lists the priorities for this school year.

Annual Budget

Annual Budget	
Source	***Amount***
State Allocation Funds (amount provided in the spring)	TBD
Approximate Annual Budget	
Source	***Amount***
School Library Budget ($9.60 Elementary and Middle per pupil and $12.80 High per pupil)	$11, 481.00
Library Media Internal Funds (Lost books, book fairs, and fundraising)	$5, 121.00
Grants	n/a
TOTAL	$16, 602.00

Note: State Allocation Funds (Fund 1000 Function 6200 Activity 7220). Please confirm this amount with your school bookkeeper.

Purchasing Plan 2025-2026

Approximate Purchasing Plan	
Purpose	***Amount***
Junior Library Guild – monthly books throughout the year	$3,045.06
Follett book purchase – to purchase books for the school	$7,882. 69
EBSCO – magazine subscriptions that enrich courses at our school and high interest topics	$533.34

TOTAL	**$11,461.09**

Reviewed by Principal

Principal's Full Name *(Type Name)*: **Robert Rivera** Robert Rivera

Date: October 10, 2025

Date Shared with SAC: (will present on November 6, 2025)

SAC Approved the Collection Development Plan on November 6, 2025

Appendix

- **Library Bill of Rights**
- **Library Reading Materials Opt-Out Form 2025/2026 (All Grades)**
- **Objection to Library/Specific Materials Form**

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the Library Bill of Rights are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights.

Library Reading Materials Opt-Out Form 2025/2026 (All Grades)

THE SCHOOL BOARD OF BROWARD COUNTY,
FLORIDA LIBRARY MEDIA SERVICES

LIBRARY READING MATERIALS OPT OUT FORM

As a parent, you always have the right to opt your child out of any library material. Please complete the Opt Out Form.

Once submitted:

- Your child's library account will be updated in our Destiny Library Management System.
- We strongly encourage you to speak with your child about this decision to ensure they are aware before visiting the library.

Our goal is to make this process simple and respectful of your preferences. If you have any questions or need additional information, please contact your school's principal.

_____ I **WILL** permit my student to check out library materials.

_____ I **WILL NOT** permit my student to check out library materials.

Student Name (PRINT) Student	Signature, Date
Parent/Guardian Name (PRINT)	Parent/Guardian Signature, Date

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
INNOVATIVE LEARNING DEPARTMENT — LIBRARY MEDIA SERVICES

OBJECTIONS TO LIBRARY/SPECIFIC MATERIALS

Part I:

In order to assist a parent or resident of Broward County with the submission of an objection, Policy 4120 provides information on the Objection to Library/Specific Materials Form as required by Section 1006.28(2)(a)2., F.S. A parent or resident of Broward County that wishes to object to materials used within the School Board of Broward County, Florida public schools must complete the "Objection to Library/Specific Materials Form" located on the School Board of Broward County homepage and on the media center page of each school. All completed objection forms must be emailed to the Director or Innovative Learning at objectiontomaterials@browardschools.com. Parents or residents of this county may share their concerns regarding any library/specific materials with the principal at the school site where the material is located prior to filing an objection. The committee will only consider book objections if they are submitted with at least 90 days remaining in the school year. Objections submitted outside this timeframe will not be reviewed until the following school year.

Part II:

Introduction

This form must be used by a parent or resident of this county, in conjunction with district policies and procedures, to submit an objection to the school board for the following material:

1. Materials used in a classroom in the district, except for instructional materials as defined in s. 1006.29(2), F.S. The process and forms to object to instructional materials can be found on the Innovative Learning website under Instructional Materials Adoption Information.

2. Materials made available to students in a school or classroom library.

3. Materials included on a school or classroom reading list.

Section 1: Parent or Resident Information

1. I am a parent or guardian of a district or homeschool student who has access to school district materials described in Part II of this form. ☐ Yes ☐ No (If yes, skip question 2)
2. ☐ I am a resident of this county and
   ☐ I have not submitted an objection to any other materials described in Part II of this form during this calendar month. (Both boxes under question 2 must be checked to submit an objection as a resident.)

First Name _____ Last Name _____

Address _____

City _____ State _____ Zip Code _____

County _____ Email _____

Phone Number _____

Section 2: Information Regarding Material

Type of material: ☐ Book ☐Non-print material ☐ Other (identify): _____

Title of the material: _____

Author(s): _____ Publisher or Producer: _____

Copyright Date: _____ Grade Level used: _____

Where is the material found: ☐ Media Center ☐ Classroom Library ☐ Reading List ☐ Other: _____

School(s) where material is found: _____

ISBN, if available: _____

Section 3: Basis for the Objection

Identify the basis for your objection:

☐The material is pornographic.

☐The material is prohibited under Section 847.012, F.S.

☐The material depicts or describes sexual conduct as defined in Section 847.001(19), F.S.

☐The material is not suited to student needs and their ability to comprehend the material.

☐The material is inappropriate for the grade level and age group for which it is used.

Section 4: Objection Specific Information

1. What brought this material to your attention?

   _____

   _____

   _____

2. Did you examine this material in its entirety? ☐ Yes ☐ No

   If not, what sections did you examine?

   _____

_____

_____

3. Identify the portion of the material objected to and why. (*You must be specific and provide page numbers, sections, or timestamps, as appropriate. You may attach additional information that does not fit within this form.*)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

4. Is there any age or grade you would recommend this material? ☐ Yes ☐ No

   If yes, please specify: _____

5. Is there any value in this material?

_____

_____

_____

6. What is your desired outcome for this material?

   ☐ Remove or discontinue use of material.

   ☐ Limit access to certain grade levels: _____

   ☐ Limit my child's access.

   ☐ Other: _____

Signature: _____ Date: _____