Established 1915

BROWARD County Public Schools

2025-2026



Innovative Learning Commons/Media Center Collection Development Plan

Mrs. Te'Anka Pinder

Mr. Alvaro Segovia M.

7:35 Am to 5:00 pm

Table of Contents

Executive Summary 4

District Strategic Plan 2025 4

School Mission Statement 4

School Community 4

Purpose of Collection Development Policy 4

A Collection Development Plan Serves Several Important Purposes: 5

Library Program 5

School Analysis 6

School Enrollment & Demographics Data 6

Federal Race Category 6

Scope of the Collection 6

Collection Development 7

Selection of Materials 7

Responsibility 7

Criteria for Selection of Print and Non-Print Materials 7

Selection Tools 8

Gifts and Donations 8

Collection Maintenance 9

Reconsideration of Materials 9

Opt-Out Form 9

Procedures for Objections to Library Materials and Reading Lists Objection Process 9

Superintendent Review Committee 9

Phase 1: Complete Objection to Library/Instructional Materials Form 9

Phase 2: Notifications 10

Phase 3: Superintendent's Review Committee Review 10

Phase 4: SRC's Recommendation to the School Board 10

Phase 5: Appeal 10

Collection Analysis 12

Collection Analysis by Category 13

Strategic Focus 15

Budget and Purchasing Plan 16

Annual Budget 2025-26 16

Purchasing Plan 2025-26 16
Appendix 18
Library Bill of Rights 19
Library Reading Materials Opt-Out Form 2024/2025 (All Grades) 20
Objection to Library/Specific Materials Form 21

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: **S**tudent Focus, **T**eaching Excellence, **A**ccountability, **R**espect, **S**afety

School Mission Statement

We believe that all students can learn in a safe, standards-driven, technologically advancing, culturally diverse school, so that they are able to successfully meet the demands of an ever-evolving society.

School Community

Oakridge Elementary serves 393 students enrolled in grades PreK – 5. The student population's ethnicity comprises 53.8 % Hispanic and 46.2 % Non-Hispanic students. Additionally, we serve a diverse population made up of 61 % White, 27.6 % Black, 0 % Native, 3.8 % Asian, 0.7 % Pacific, and 6.9 % Multicultural students.

The administration includes Principal Mrs. Teanka Pinder and Assistant Principal Mr. Lee Kornhauser. Oakridge Elementary is proud to offer the many special programs which provide students with opportunities. These include 21St Century, Firewall, Debate, and 5000 Role Models.

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 Oakridge Elementary indicates that the average age of the collection is 2009 and the number of books per student is 13. 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, Oakridge Elementary does not meet the recommended standards for the number of books per student, still, we hope we will meet our goal of 10 B/S soon.

Library Program

Our library program is defined by its association with our Specials classes. Alongside Music and Physical Education, we adhere to a fixed schedule. Our classes visit the Media Center every two weeks, with each rotation lasting for five days, from Monday to Friday. We accommodate 7 to 8 classes daily, ranging from PK to 5th grade. During these sessions, our students engage with books, virtual Libraries as Sora, Pebble-Go, Beanstack and, Gale Elementary.

Additionally, our Media Center is evolving to mirror the practices seen in modern public libraries today. We actively participate in traditional monthly celebrations and holidays. Moreover, during each rotation, we reinforce the standards learned in their homeroom classrooms.

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)
393 **Student Enrollment**	**53.8 %** Hispanic	**46.2 %** Non-Hispanic

Federal Race Category

61 % White	**27.6 %** Black	**0 %** Native	**3.8 %** Asian	**0.7 %** Pacific	**6.9 %** Multicultural

Scope of the Collection

1. Picture Books: These are essential for younger readers and typically include beautifully illustrated stories aimed at children aged 3 to 8.
2. Early Readers: Books designed for children who are just beginning to read independently.
3. Fiction Books: Elementary school libraries typically include a wide range of fiction books suitable for different reading levels and interests.
4. Non-Fiction Books: Educational materials covering topics such as science, history, biography, animals, space, and more.
5. Graphic Novels and Comics: These can be excellent for reluctant readers or those who enjoy visual storytelling
6. Reference Materials: Encyclopedias, dictionaries, atlases, and other reference books tailored to the elementary school level.
7. Biographies: Inspirational stories about famous people from history, sports, science, and the arts.
8. Poetry: Collections of poetry suitable for children, ranging from classic nursery rhymes to contemporary poetry written specifically for young readers.
9. Magazines and Periodicals: Age-appropriate magazines and periodicals covering topics like science, nature, history, and current events.
10. Multicultural and Diversity Books: Books featuring characters and stories from diverse backgrounds, cultures, and experiences.

11. Educational Kits and Games: Hands-on learning materials, educational games, puzzles, and kits that complement the curriculum and encourage interactive learning.
12. Digital Resources: Access to online databases, e-books, audiobooks, and educational websites that support learning both in the library and at home. Our students will be provided with the required devices to access virtual libraries book collections and more.

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, PebbleGo Next and National Geographic Kids, 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 Oakridge Elementary.
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.



6036
Items in the Collection



2009
Average Age of the Collection



13
Items per Student



28%
Fiction titles in the Collection



31 %
Nonfiction titles in the Collection



42 %
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.



29 %
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***.



40%
SEL Titles in Collection



2010
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 .

Section	Average Age	# of Titles	Actual Percentage	Recommended Percentage	Difference Percentage
Computer Science, Information & General Works	2017	72	% 1.2	% 0.7	% 0.5
Philosophy & Psychology	2017	48	% 0.8	% 0.8	% 0.0
Religion	2017	9	% 0.1	% 0.4	% - 0.3
Social Sciences	2008	237	% 3.9	% 5.1	% -1.2
Language	2005	344	% 5.7	% 0.4	% 5.3
Science	2010	488	% 8.1	% 12.9	% -4.8
Technology	2014	218	% 3.6	% 5.2	% - 1.6
Arts & Recreation	2015	176	% 2.9	% 11.4	% -8.5
Literature	2008	55	% 0.9	% 1.0	% -0.1
History & Geography	2013	208	% 3.4	% 5.7	% -2.3
Biography	2006	314	% 5.5	% 3.8	% 1.4
Easy	2008	1243	% 20.6	% 25.7	% - 5.1
General Fiction	2013	1667	% 27.6	% 26.9	% 0.7
Paperback	2007	458	% 7.6	% n/a	% n/a
Professional	1996	367	% 6.1	% n/a	% n/a
Reference	2008	62	% 1.0	% n/a	% n/a
Story Collection	2013	17	% n/a	% n/a	% n/a

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

Strengths

- Renovated Library: Highlighting the recent renovation emphasizes your commitment to providing a modern and pleasant environment for library users.
- Improved Collection: The effort to update and improve the average age of the collection demonstrates a commitment to relevance and quality.
- Hardcover Books: Having a substantial portion of hardcover books can indicate durability and potentially higher quality.

Focus Areas

- Balance of Literary and Informational Texts: Ensuring a balanced collection of fiction and non-fiction books is essential for catering to diverse interests and meeting educational needs.
- Collection Age and Size: Continuing efforts to maintain an appropriate average age of the collection and ensuring an adequate number of books per student is crucial for fulfilling the library's purpose effectively.
- Time Management: Balancing library responsibilities with teaching duties can be challenging. Consider strategies for efficient time management or explore opportunities for additional support.

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 2025-26	• Purchasing Priority 1: Fiction Books • Purchasing Priority 2: Arts & Recreation, Science, History and Geography • Weeding Priority 1: Paperback books (fiction) • Weeding Priority 2: Nonfiction Books (Bibliographies)
Year 2	• Purchasing Priority 1: Fiction Books • Purchasing Priority 2: Arts and Recreation, Fiction Books • Weeding Priority: All sections, Books published no longer that 2010 from now. • Weeding Priority 2: Any books that based on our knowledge, is no longer fit with our Libraries' expectations.
Year 3	• Purchasing Priority 1: Fiction Books • Purchasing Priority 2: Arts and Recreation, Fiction Books • Weeding Priority: All sections, Books published no longer that 2011 from now. • Weeding Priority 2: Any books that based on our knowledge, is no longer fit with our Libraries' expectations. • Our decisions on this matter will be taken pending on Titlewave Collection analyses after this plan first two years of implementation.

Budget and Purchasing Plan

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

Annual Budget 2025-26

Annual Budget	
Source	***Amount***
State Allocation Funds (amount provided in the spring)	$ 0.00
Approximate Annual Budget	
Source	***Amount***
School Library Budget ($9.60 Elementary and Middle per pupil and $12.80 High per pupil)	$3,778.00
Library Media Internal Funds (Lost books, book fairs, and fundraising)	$ 0.00
Grants	$ 0.00
TOTAL	$3,778.00

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

Purchasing Plan

Approximate Purchasing Plan	
Purpose	***Amount***
Library books	$3,778.00
TOTAL	$3,778.00

Reviewed by Principal

Principal's Full Name: Mrs. Te'Anka Pinder

Date: 01/16/2026

Date Shared with SAC: 11/04/2025

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: _____