Established 1915
BROWARD
County Public Schools

2025–2026

Miramar High School

Innovative Learning Commons/Media Center Collection Development Plan

Principal – Winfred J. Porter, Jr.

Media Specialist – Jimmy H. Maruri

Hours of Operation – 7:00 am – 2:40 pm (flexible after school)

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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

Miramar High School will provide a strong foundation for students to reach their ultimate potential through comprehensive curricula, rigorous standards, and comprehensive assessments. The educational standards at Miramar High School, home to the International Baccalaureate and Aviation Magnet Programs, will foster cultural awareness and understanding, enabling graduates to become compassionate and independent thinkers in an increasingly global society.

School Community

Miramar High School serves 1765 students enrolled in grades 9 through 12. The student population's ethnicity comprises 18.2% Hispanic and 81.8% Non-Hispanic students. Additionally, we serve a diverse population comprising 15.9% White, 80.5% Black, 0.1% Native American, 1.2% Asian, 0.2% Pacific Islander, and 2.0% Multicultural students.

The administration is led by Principal Winfred J. Porter, Jr., and Assistant Principals Ryan March, Mr. John Murray, Ms. Shanett L. Dean, and Ms. Deobrah A. Sicard. Miramar High School is proud to offer a variety of unique programs that provide students with numerous opportunities. These include the IB & Cambridge Programs, Aviation Magnet Program, Dual Enrollment, Career and Technical Education, and Academic Electives. The needs of these programs influence our library collection and will always be taken into consideration when making selections and purchases. A wide variety of clubs help students explore passions and build new skills beyond the classroom.

Purpose of Collection Development Policy

A school library collection development plan serves as a roadmap for selecting, acquiring, and maintaining library materials. 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 selecting resources that best support student learning across various 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 complying with mandatory state statutes that require 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 have access to 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 selecting materials, including 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, relevant resources.
Community engagement involves collaboration with students, teachers, administrators, and parents to gather input on collection needs.

A thorough analysis of the current media center collection at Miramar High School indicates that the average age of the collection is 2005, and the number of books per student is 5.2. The American Library Association has established a criterion for a highly effective media center that includes a ratio of 10 books available per student in the collection.

Currently, Miramar High School does or does not meet the recommended standards for the number of books per student.

Library Program

The Miramar High School Innovative Learning Commons/Media Center operates as a dynamic hub for student learning and collaboration. The program is designed around a flexible schedule, allowing teachers and students to access the space as needed for research, technology integration, and literacy activities rather than adhering to rigid time

blocks. This flexibility supports individualized learning and fosters a culture of inquiry across all grade levels.

The media center typically follows the school's operational hours, opening before the first bell and remaining available throughout the school day, ensuring students can utilize resources during class periods, lunch, and designated study times. Exact hours align with the school schedule, generally from 7:00 a.m. to 2:40 p.m., accommodating both instructional and independent use.

Special initiatives are a key component of the program. The library actively supports Reading Across Broward (RAB), encouraging students to engage in independent reading and track their progress through district-wide literacy goals. Additional programs often include digital citizenship, research skills workshops, and themed literacy events that promote lifelong learning.

Instruction in the media center emphasizes information literacy, research strategies, and the integration of technology. Students receive guidance on evaluating sources, using digital tools effectively, and applying critical thinking to academic tasks. Collaborative lessons with classroom teachers often focus on project-based learning, citation practices, and ethical use of information, ensuring students are prepared for college and career readiness.

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)**
1803 **Student Enrollment**	**18.2%** Hispanic	**82.8%** Non-Hispanic

Federal Race Category

15.9% White	**80.5%** Black	**0.1%** Native	**1.2%** Asian	**0.2%** Pacific	**2.0%** Multicultural

Scope of the Collection

Inclusion Criteria

The Miramar HS 2025-2026 Library Collection will include the following formats:

Typical Collection Scope:

1. Fiction and Non-Fiction Books: A wide range of genres and subjects to cater to diverse student interests and academic needs.
2. Reference Materials: Dictionaries and other reference books.
3. Periodicals and Magazines: Current and past issues of various journals.
4. Digital Resources: E-books, online databases, and digital archives.
5. Multimedia Resources: Educational videos.
6. Research Materials: Books and articles on research methods, citation guides, and academic journals.
7. Curriculum Support Materials: Textbooks, workbooks, and supplementary materials aligned with the school's curriculum.
8. Special Collections: Materials related to local history, cultural studies, and special interest topics.
9. Technology and Equipment: Computers, printers, Promethean boards, and other student-use technology.
10. Programs and Events: Workshops, book clubs, and other educational programs.

Exclusion Criteria

The Miramar HS 2025-2026 Library Collection will not include:

1. **Proprietary Formats:**
    - Files that require proprietary software not specified in this policy for access (e.g., specific database management tools).
2. **Outdated or Unsupported Formats:**
    - Any formats that are no longer supported by current software or hardware.
3. **Sensitive Information:**
    - Materials that contain personal, confidential, or proprietary information that cannot be publicly shared.

4. **Unverified Materials:**

    - Items that have not been vetted for accuracy or reliability and lack credible authoritativeness.

Access Requirements

To view or access the materials within the Miramar HS 2025 Library Collection, the following hardware and software will be necessary:

- **Hardware:**

- A computer or device capable of running modern operating systems (Windows, macOS, Linux).
- Recommended minimum specifications: at least 8GB of RAM and 256GB of storage for optimal performance.

- **Software:**
  - Web browser: Updated versions of Chrome, Firefox, Safari, or Edge.
  - Specific applications required for accessing e-books, articles, and multimedia content as specified in the inclusion criteria.

This section will be reviewed regularly and updated to ensure alignment with technological advancements and best practices in information access.

The district provides online resources to ensure equitable access to information for teaching and learning, thereby improving 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 obtaining information in various formats, electronic and 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 that the collection has information sources in adequate quantity and variety to support students' academic and personal interests. The media specialist is responsible for leading this process and incorporating input from teachers, students, and parents. Resources are selected in accordance with the principles of intellectual freedom, ensuring that all learners have access to information that reflects diverse perspectives.

Selection and Evaluation Criteria (Drawn from BCPS Policy 4120)

Selection of Materials

Funded by the state, district, and school, the media collection will encompass a diverse range of materials at various levels of difficulty, in multiple 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 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 Miramar High 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 the 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 (Audio File, 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 choices 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 an equally important process as selecting new, high-quality items. The library media specialist and/or instructional staff should have an ongoing process to evaluate the library media collection and keep it relevant to the changing needs of the curriculum, personal interests, and students' needs. 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 labeled as either "DISCARDED" or "WITHDRAWN," and scheduled for pickup by Procurement and Warehousing Services by completing the enclosed Warehouse Assistance Request Form.

Reconsideration of Materials

Inquiries regarding the appropriateness of 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 a request to limit their students' access to materials in the school or classroom library by completing an Opt-Out Form and submitting it 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 committee 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 individuals 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 based on 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 objections and remain unavailable to students at 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 made within ninety (90) days after receipt of the objection.
b. The Committee will submit its recommendations to the School Board of Broward County, the Superintendent, and the parents or residents of Broward County.
    i. allows the challenged material to maintain its 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 specific material, a parent or resident of Broward County may request from the Commissioner of Education the 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 completed Titlewave Analysis.



10,461
Items in the Collection



2005
Average Age of the Collection



5.2
Items per Student



55%
Fiction titles in the Collection



37%
Nonfiction titles in the Collection



64%
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 learn about the lives of others through literature.



41%
Diverse Titles in Collection



2006
Diverse Titles Average Age

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



39%
SEL Titles in Collection



2008
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	2010	44	**0.4 %**	**1.0 %**	**-0.6 %**
Philosophy & Psychology	2007	87	**0.9%**	**1.3%**	**-0.4%**
Religion	2003	36	**0.39%**	**0.9%**	**.51%**
Social Sciences	2006	1163	**12.61%**	**9.7%**	**2.91%**
Language	2006	322	**3.49%**	**0.5%**	**2.99%**
Science	2006	240	**2.60%**	**4.0%**	**-1.40%**
Technology	2007	429	**4.65%**	**6.3%**	**-1.65%**
Arts & Recreation	2006	379	**4.11%**	**10.6%**	**-6.49%**
Literature	1990	702	**7.62%**	**3.7%**	**3.92%**
History & Geography	2002	467	**5.07%**	**6.4%**	**-1.33%**
Biography	2001	4	**0.00004%**	**5.7%**	**-5.699%**
Easy	-	-	**%**	**n/a**	**n/a**
General Fiction	2008	5757	**62.47%**	**49.9%**	**12.57%**
Paperback	1998	114	**1.23%**	**%**	**%**
Professional	2014	16	**0.0017%**	**%**	**%**
Reference	1997	335	**3.63%**	**%**	**%**
Story Collection	2003	44	**0.00477%**	**%**	**%**

The analysis of the collection also revealed the following areas of **strength** and **concern**:

Strengths

- a very diverse book collection.
- supports the school's curriculum, providing relevant resources for various subjects.
- depth of materials available for key subjects, enriching the educational experience.
- ensures a broad range of genres and topics catering to students' interests and backgrounds.

Focus Areas

- lacks resources for certain subjects or topics, which might impede learning.
- outdated or irrelevant materials that need to be replaced or updated.
- A lack of diverse voices and perspectives can limit students' understanding of different cultures and experiences.
- an overemphasis on certain genres at the expense of others, leading to an imbalanced collection.

Strategic Focus

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

School Year	Strategic Focus
Year 1 ***2025***	**Year 1: Assessment and Initial Improvements** **Actions:** 1. **Weeding:** o Review and remove outdated or damaged books. o Focus on sections with the least circulation. o Consult with teachers to identify materials no longer aligned with the curriculum. 2. **Purchasing:** o Acquire updated editions of essential textbooks and reference materials. o Purchase books to fill gaps in popular categories identified through circulation data. o Increase the collection's diversity by adding books from underrepresented authors and perspectives. **Update:** • Conduct a survey to gather student and teacher feedback on the collection. **Outcomes:** • More relevant and up-to-date collection. • Increased student engagement with the library. • Enhanced alignment with the current curriculum.

Year 2	**Year 2: Expansion and Technology Integration**
	Actions:
	1. **Weeding:**
	  - Continuing weeding based on updated circulation data and feedback.
	  - Remove books that have not been circulated in the past three years unless they are of significant historical or educational value.
	2. **Purchasing:**
	  - Expand the digital collection by adding e-books, audiobooks, and online databases.
	  - Purchase materials to support new or expanding programs and courses.
	  - Add more books in genres that have shown increased interest from students.
	Updates:
	• Implement a user-friendly digital catalog accessible in the library.
	• Provide training for students and teachers on accessing and using digital resources.
	Outcomes:
	• Increased access to digital resources.
	• Support for new academic programs.
	• Enhanced engagement through diverse and modern materials.

Year 3	**Year 3: Evaluation and Continuous Improvement**
	Actions:
	1. **Weeding:**
	  - Conduct a comprehensive review of the collection's condition and relevance.
	  - Remove books that are outdated, underutilized, or in poor condition.
	2. **Purchasing:**
	  - Focus on filling any remaining gaps identified in previous years.
	  - Purchase high-demand and trending titles to keep the collection fresh and engaging.
	  - Continue to add diverse and inclusive materials to reflect the student body.

	Updates: • Evaluate the effectiveness of the weeding and purchasing strategies through feedback and circulation data. • Update the library's strategic plan based on evaluation findings. **Outcomes:** • A well-balanced and dynamic collection. • High student and teacher satisfaction with library resources. • A sustainable and effective collection management strategy.

Budget and Purchasing Plan

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

Annual Budget 2025-2026

Annual Budget	
Source	***Amount***
State Allocation Funds (amount provided in the spring)	$23,078.40
Approximate Annual Budget	
Source	***Amount***
School Library Budget ($9.60 Elementary and Middle per pupil and $12.80 High per pupil)	$22,284.80
Library Media Internal Funds (Lost books, book fairs, and fundraising)	$4,148.26
Grants	0
TOTAL	$18,930.74

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***
IPADS -10	$4,686.07
CHARGING STATIONS	$171.15
PROMETHEAN/WALL MURAL	$6,965
BOOK PURCHASE	$7,108.52

TOTAL	$18,930.74

Reviewed by Principal

Principal's Full Name: **Winfred J. Porter, Jr.**

WINFRED J. PORTER JR.

_____

Date: 01/22/2026

Date Shared with SAC: 01/22/2026

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 by 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 that 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 libraries' use of 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 the 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

Objection to Library/Specific Materials Form

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 for objecting to instructional materials can be found on the Innovative Learning website under "Instructional Materials Adoption Information."

2. Materials are 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 the students' 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 the material.

   ☐ Limit access to certain grade levels: _____

   ☐ Limit my child's access.

   ☐ Other: _____

Signature: _____ Date: _____