Established 1915
BROWARD
County Public Schools

**2025-2026**

# Tradewinds Elementary

## Innovative Learning Commons/Media Center Collection Development Plan

**Dr. Priscille Elie**

**Ivet Navarro**

**Hours of Operation: 8:00 am – 3:00 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: S**tudent Focus, **T**eaching Excellence, **A**ccountability, **R**espect, **S**afety

## *School Mission Statement*

Tradewinds Elementary School's mission is to foster a diverse community of learners and educators dedicated to achieving educational excellence for all. Our vision is to cultivate a learning environment where caring individuals and lifelong learners thrive. We prioritize self-worth in a supportive atmosphere, making decisions that benefit students.

Tradewinds Elementary will actively promote activities that build collegiality, utilize innovative technologies to meet diverse needs, and foster understanding of various populations. We are committed to implementing best practices for high-quality learning experiences, promoting students.

## *School Community*

Tradewinds Elementary serves 843 students enrolled in grades PreK through 5th. The student population's ethnicity comprises 50.5 % Hispanic and 49.5 % Non-Hispanic students. Additionally, we serve a diverse population made up of 71.3 % White, 22.4 % Black, 0.1 % Native, 3.7 % Asian, 0.1 % Pacific, and 2.4 % Multicultural students.

The administration includes Principal Dr. Priscille Elie and Assistant Principal Natalie S. Brantley. Tradewinds Elementary is proud to offer the many unique programs which provide students with opportunities to build character, promote academic achievement, and engage students in meaningful activities that support their overall development. They include:

- Awesome Buddies: Fosters friendships and inclusion among students of all abilities. Members participate in fun activities, social events, and community service projects that promote understanding and acceptance. By building meaningful connections

and support, the club helps create a welcoming environment where every student feels valued and included, making lasting friendship along the way.

- Cheer/Dance: Students will learn exciting dance routines, cheers, and chants while building confidence and school spirit. Whether performing at school events or practicing new moves, students will enjoy expressing themselves through dance and cheer.
- Debate: Our Debate Club encourages students to develop critical thinking, public speaking, and teamwork skills through lively discussions and structured debates.
- Environmental Club: Our Environmental Club offers students hands-on experiences both outdoors and indoors as we work together to care for our campus and community.
- K.I.N.D.: Kindness Club is all about spreading positivity and compassion throughout our school and community. Students will participate in activities that promote kindness, respect, and inclusivity such as organizing kindness campaigns, creating appreciation projects, and performing random acts of kindness. By working together, members will learn the importance of empathy and how small actions can make a big difference in creating a caring, supportive environment for everyone.
- Robotics: Students dive into the exciting world of technology and engineering by building and programming their own robots. Through hands-on projects, they'll learn the fundamentals of coding, problem-solving, and teamwork as they tackle various challenges.
- Safety Patrol: The Safety Patrol team plays a key role in keeping our school safe and orderly. These students-leaders help monitor hallways, assist with arrival and dismissal, and ensure that students are following school safety rules. By serving as role models, Safety Patrol members develop responsibility, leadership, and teamwork skills while contributing to a secure and positive school environment.
- Sunset Strings Academy: Sunset Strings Academy is an after-school enrichment program that has fully licensed and staff professional and engaging Music Specialists that teach classes in groups of 10 students. The classes run 45 minutes each.
- Student Council: Our Students Council empowers students to take on leadership roles and make a positive impact withing our school community. Members will represent their peers, plan events, and collaborate on school initiatives that promote school spirit and community involvement. Through teamwork, communication, and decision-making, students will develop valuable leadership skills while working to create a better school environment for all.

## *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 Tradewinds Elementary indicates that the average age of the collection is 2012 and the number of books per student is 10.4. 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, Tradewinds Elementary does meet the recommended standards for the number of books per student.

## *Library Program*

Tradewinds Elementary Media Center focuses on the development of a culture of reading, supports reading for learning and personal enjoyment. It provides access to information, ideas and technology for the entire school community. The Media Center operates on a fixed schedule with new classes every half hour for three consecutive days. The media program is fully integrated into the curriculum, serving the school's educational goals and objectives.

Our program is an active supporter of Reading Across Broward (RAB). Students who reach the Honor Roll Award category receive a trophy at the end of the school year as incentive; Gold, Silver, and Participation Awards receive a gold medal, a silver medal, and a certificate, respectively. The School Library Program offers two annual Book Fairs. Also, we promote and participate in the Sunshine State Young Readers Award Junior (SSYRA Jr.) for grades K-2nd. We read during the school year the books nominated, and students vote individually for their favorite. Votes are submitted to the Florida Association of Media in Education (FAME) by mid-year.

Makerspace is used in the Media Program to empower students to see themselves as inventors, builders, and creators. It counts with puzzles, blocks, Legos, pentominoes, building bridges, and hands on activities for students to experiment with their creativity.

Students have access to technology using laptops and desk computers as a learning and creative tool. They create PowerPoint, Sway presentations, Word documents, and Excel tables. Also, all students systematically learn typing skills.

## 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)** |
|---|---|---|
| **843**<br>**Student Enrollment** | **50.5 %**<br>Hispanic | **49.5 %**<br>Non-Hispanic |

### *Federal Race Category*

| | | | | | |
|---|---|---|---|---|---|
| **71.3 %**<br>White | **22.4 %**<br>Black | **0.1 %**<br>Native | **3.7 %**<br>Asian | **0.1 %**<br>Pacific | **2.4%**<br>Multicultural |

## Scope of the Collection

According to best practices for school libraries in the United States, the print and non-print collection at Tradewinds Elementary Media Center is arranged by the Dewey Decimal Classification System which includes these main four sections: Biography, Everybody, Fiction,

and Non-Fiction. These sections meet the recreational, educational, and instructional needs of the student population with 99% of the collection being library bound hard cover books. Paperback books are not part of the collection unless the books are acquired during the Scholastic Book Fair and are of high interest to the students.

Tradewinds Elementary Media Center has a promethean board for instructional and afterschool activities and students have access to resource materials and electronic information using 10 desktop computers and 28 Lenovo laptops. The Media Center has a wide variety of audiobooks in CD format for teachers to use in the classrooms' centers and makerspaces where students can display their creativity.

The priorities for the 2025-2026 school year are the Science and Arts & Recreation sections. The number of items recommended for the Arts & Recreation section is below 6.8%. The same happens in the Science section, which is below 3.6% of items needed. Both sections have an average age of 2014.

Our school has a population of 438 bilingual students, 52.14 % of the total population, with 24.6 % of those students being Portuguese speakers, and 22 % Spanish speakers. Additionally, we receive constantly students with no knowledge of English. Bilingual books at this moment are limited making this a priority to update the language collection to meet the needs of the non-English speaker students.

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 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 Tradewinds 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.



**10,081**
Items in the Collection



**2012**
Average Age of the Collection



**10.4**
Items per Student



**55 %**
Fiction titles in the Collection



**40 %**
Nonfiction titles in the Collection



**29 %**
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.



**31 %**
Diverse Titles in Collection



**2012**
Diverse Titles Average Age

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



**36 %**
SEL Titles in Collection



**2015**
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** | 2016 | 82 | **0.8 %** | **0.7 %** | **0.1 %** |
| **Philosophy & Psychology** | 2015 | 26 | **0.3 %** | **0.8 %** | **-0.5 %** |
| **Religion** | 2005 | 41 | **0.4 %** | **0.4 %** | **0.0 %** |
| **Social Sciences** | 2004 | 554 | **5.5 %** | **5.1 %** | **0.4 %** |
| **Language** | 2005 | 146 | **1.4 %** | **0.4 %** | **1.0 %** |
| **Science** | 2014 | 938 | **9.3 %** | **12.9 %** | **-3.6 %** |
| **Technology** | 2014 | 390 | **3.9 %** | **5.2 %** | **-1.3 %** |
| **Arts & Recreation** | 2014 | 465 | **4.6 %** | **11.4 %** | **-6.8 %** |
| **Literature** | 2002 | 202 | **2.0 %** | **1.0 %** | **1.0 %** |
| **History & Geography** | 2013 | 638 | **6.3 %** | **5.7 %** | **0.6 %** |
| **Biography** | 2016 | 597 | **5.9 %** | **3.8 %** | **2.1 %** |
| **Easy** | 2012 | 2,639 | **26.2 %** | **25.7 %** | **0.5 %** |
| **General Fiction** | 2015 | 2,866 | **28.4 %** | **26.9 %** | **1.5 %** |
| **Paperback** | 2013 | 3 | **0.1 %** | N/A | N/A |
| **Professional** | 2000 | 465 | **4.6 %** | N/A | N/A |
| **Reference** | - | - | **-** | N/A | N/A |
| **Story Collection** | 2015 | 24 | **0.2 %** | N/A | N/A |

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

**Strengths**

- The continuous weeding of the different sections in our Media Center has successfully maintained the collection in compliance with the standards for public schools' library.
- Biography: this section is above the average age, and it meets the recommended percentage of titles over 2.1%.
- History & Geography: this is a section that is updated very often.

**Focus Areas**

- Science: the age of collection of this section is over the average age goal but is under the recommended percentage of titles by 3.6%.
- Arts & Recreation: the age of collection of this section is also over the average age goal but it is under the recommended percentage of titles by 6.8%.
- Religion, Social Science and Language: These three sections do not meet the average age goal by they meet the recommended percentage o title. This sections need to be updated.

## 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 1 – Increase the number of books in the General Fiction Section.<br>Purchasing Priority 2 – Increase the number of books in the Easy Section.<br><br>Weeding Priority 1 – Weed books older than 2011 from the Easy section. |
| ***Year 2*** | Purchasing Priority 1 – Increase the number of books in the Easy Section.<br>Purchasing Priority 2 - Increase the number of bilingual books in both Portuguese and Spanish language by a 30%.<br><br>Weeding Priority - Weed books older than 2012 from the Fiction sections. |
| ***Year 3*** | Purchasing Priority 1 – Increase the number of books in the Arts & Recreation Non-Fiction section.<br>Purchasing Priority 2 – Increase the number of bilingual books in both Portuguese and Spanish languages by a 30%.<br><br>Weeding Priority 1 - Weed books older than 2013 from the Non-Fiction section. |

# 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) | 0.00 |
| **Approximate Annual Budget** | |
| ***Source*** | ***Amount*** |
| School Library Budget ($9.60 Elementary and Middle per pupil and $12.80 High per pupil) | 8,246.88 |
| Library Media Internal Funds (Lost books, book fairs, and fundraising) | 8,426.88 |
| Grants | 0.00 |
| **TOTAL** | 16,673.76 |

**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*** |
| Books | 6,000.00 |
| Library supplies | 600.00 |
| Makerspaces | 500.00 |
| Technology: document camera | 200.00 |
| Trophies (Reading Across Broward) | 1,200.00 |

| | |
|---|---|
| Poster printer | 6,000.00 |
| **TOTAL** | 14,500.00 |

Reviewed by Principal

**Principal's Full Name** *(Type Name):* Dr. Priscille Elie

**Date:** 12/4/25

**Date Shared with SAC:** 12/4/25

# 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 |

## *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 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: _____