Established 1915

BROWARD County Public Schools

**2026-2027**



# Sawgrass Springs Middle

## Innovative Learning Commons/Media Center Collection Development Plan

**Mrs. Melinda Wessinger, Principal**

**Ms. Theresa Pugliese, Media Specialist**

**Hours of Operation: Monday-Friday, 8:45 AM- 3:45 PM**

# Table of Contents


Executive Summary 4

*District Strategic Plan* 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* 8

*Selection of Materials* 8

*Responsibility* 8

*Criteria for Selection of Print and Non-Print Materials* 8

*Selection Tools* 9

*Gifts and Donations* 10

*Collection Maintenance* 10

Reconsideration of Materials 10

*Opt-Out Form* 10

*Procedures for Objections to Library Materials and Reading Lists Objection Process* 10

*Superintendent Review Committee* 10

*Phase 1: Complete Objection to Library/Instructional Materials Form* 11

*Phase 2: Notifications* 11

*Phase 3: Superintendent's Review Committee Review* 11

*Phase 4: SRC's Recommendation to the School Board* 11

*Phase 5: Appeal* 12

Collection Analysis 13

*Collection Analysis by Category* 14

Strategic Focus 16

Budget and Purchasing Plan 17

***Annual Budget 2026*** 17

***Purchasing Plan 2026*** 17

Appendix

***Library Bill of Rights*** 20

***Library Reading Materials Opt-Out Form 2026/2027 (All Grades)*** 21

***Objection to Library/Specific Materials Form*** 22

# Executive Summary

### *District Strategic Plan*

Broward County Public Schools is the sixth-largest school district in the United States and the second largest in Florida. The district serves a large and diverse student population and is supported by a large team of professionals dedicated to delivering high-quality educational opportunities.

**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*

SSMS is a Challenging, Healthy, Engaging, Safe, and Supportive (CHESS) environment that promotes growth and involvement of all stakeholders.

## *School Community*

Sawgrass Springs Middle serves 849 students enrolled in grades 6-8. The student population's ethnicity comprises 39 % Hispanic and 61% Non-Hispanic students. Additionally, we serve a diverse population made up of 58% White, 42% Black, 0.5% Native, 5% Asian, 0.7 % Pacific, and 4% Multicultural students.

The administration includes Principal Mrs. Melinda Wessinger and Assistant Principals Dr. Daniel, Mr. Morgan and Mrs. Laurel. Sawgrass Springs Middle School is proud to offer the many unique programs which provide students with opportunities. These include an Innovative Environmental Science Program, and diverse electives, such as Culinary, Life Skills, E-Sports, Robotics, Eco Adventures, Music, Art, World Languages, Chess, Debate and Physical Education.

## *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 Sawgrass Springs Middle indicates that the average age of the collection is 2011 and the number of books per student is 11.4. 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, Sawgrass Springs Middle does meet the recommended standards for the number of books per student.

## *Library Program*

Our library program operates on a semi-flexible schedule, allowing for dynamic adaptation to the ever-evolving needs of our patrons. Central to our mission is fostering a culture of literacy and lifelong learning, with initiatives such as Reading Across Broward (RAB) serving as cornerstones of our programming. Through RAB and our Book Club we promote the joy of reading and literacy skills.

In the media center, instruction is tailored to meet the diverse needs and interests of our patrons. We offer a range of instructional sessions aimed at enhancing information literacy,

research skills, and digital literacy. From introducing students to the research process to guiding them in navigating digital resources effectively, our instruction is designed to empower individuals with the skills and knowledge necessary to thrive in the digital age. Moreover, we actively collaborate with educators to integrate information literacy instruction into the curriculum, ensuring that students receive comprehensive support in developing critical thinking and information fluency skills. Our media center serves as a vibrant hub for learning, collaboration, and discovery, where individuals can engage with information in meaningful ways to enrich their academic and personal pursuits.

## 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) |
|---|---|---|
| **848**<br>**Student Enrollment** | **38.99%**<br>Hispanic | **61.01%**<br>Non-Hispanic |

### *Federal Race Category*

| | | | | | |
|---|---|---|---|---|---|
| **57.5%**<br>White | **42.2%**<br>Black | **0.5%**<br>Native | **5.3%**<br>Asian | **0.7%**<br>Pacific | **4%**<br>Multicultural |

## Scope of the Collection

The scope of collection for Sawgrass Springs Middle includes a wide range of materials to support the academic and recreational needs of its students and faculty. Here's a breakdown of what is included:

Books: Fiction, non-fiction, and reference books covering various genres, subjects, and reading levels suitable for our middle school students.

Textbooks: Aligned with the school curriculum across different subjects such as math, science, language arts, and social studies.

Magazines and Periodicals: Age-appropriate magazines covering topics of interest to middle school students, including science, sports, current events, and hobbies.

Audiovisual Materials: DVDs, audiobooks, documentaries, and entertainment suitable for middle school students.

Digital Resources: Subscription-based databases, e-books, and digital learning platforms to support research, projects, and independent study.

Educational Kits and Manipulatives: Hands-on learning materials, STEM kits, and educational games to promote interactive learning and exploration.

Technology Equipment: Computers for accessing digital resources, conducting research, and completing school assignments.

Multicultural and Diversity Resources: Books and materials that represent diverse cultures, perspectives, and experiences to promote inclusivity and cultural awareness.

Graphic Novels and Comics: Engaging visual storytelling formats that appeal to reluctant readers and provide alternative reading options.

Professional Development Materials: Resources for teachers and staff to support their professional growth and enhance their instructional practices.

Literacy Support Materials: Reading comprehension aids, literacy games, and resources for struggling readers to improve literacy skills.

Special Collections: Materials tailored to specific programs or initiatives such as English language learners and our Innovative Environmental Science program.

The specific collection at Sawgrass Springs Middle School's media center is curated based on the school's curriculum, student demographics, educational goals, and budget constraints, ensuring that it meets the diverse needs and interests of its learning community.

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

School media centers provide access to library media materials that eliminate educational barriers based on gender, race/ethnicity, national origin, color, religion, disability, age, sexual orientation, gender identity, expression, or other protected group status and that are free of

bias, stereotypes, distortions, and prejudices. This includes the ability to obtain information in a variety of formats -electronic as well as print, without fear of censorship or reprisal.

## *Collection Development*

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

**Selection and Evaluation Criteria (Drawn from BCPS Policy 4120)**

### *Selection of Materials*

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

### *Responsibility*

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

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

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

### *Criteria for Selection of Print and Non-Print Materials*

1. Materials are selected to support the mission of Sawgrass Springs Middle
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. The 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 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/Specific Materials" form, notifications will be sent to the principal where the challenge originates as well as the Instructional Innovation & Digital 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 Instructional Innovation & Digital 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.



**11,759**
Items in the Collection



**2011**
Average Age of the Collection



**11.4**
Items per Student



**35%**
Fiction titles in the Collection



**51 %**
Nonfiction titles in the Collection



**44 %**
Aged Titles

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



**36 %**
Diverse Titles in Collection

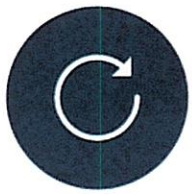


**2010**
Diverse Titles Average Age

Student Wellbeing library media resources can contribute to the ***development of character and wellbeing***.



**39%**
Student Wellbeing Titles in Collection



**2012**
Student Wellbeing 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** | 2015 | 152 | **1.3%** | **0.8%** | **0.5%** |
| **Philosophy & Psychology** | 2016 | 85 | **0.7%** | **0.8%** | **0.1%** |
| **Religion** | 2008 | 71 | **0.6%** | **0.3%** | **0.3%** |
| **Social Sciences** | 2012 | 714 | **6.1%** | **5.5%** | **0.6%** |
| **Language** | 2008 | 227 | **1.9%** | **0.1%** | **1.8%** |
| **Science** | 2008 | 979 | **8.3%** | **5.8%** | **2.5%** |
| **Technology** | 2012 | 734 | **6.2%** | **4.2%** | **2%** |
| **Arts & Recreation** | 2014 | 830 | **7.1%** | **8.9%** | **-1.8%** |
| **Literature** | 2007 | 114 | **1.0%** | **1.1%** | **-0.1%** |
| **History & Geography** | 2007 | 1,539 | **13.1%** | **6.3%** | **6.8%** |
| **Biography** | 2010 | 337 | **2.9%** | **4.2%** | **-1.3%** |
| **Easy** | 2020 | 9 | **0.1%** | **NA** | **NA** |
| **General Fiction** | 2013 | 5,466 | **46.3%** | **62%** | **-15.7%** |
| **Paperback** | NA | NA | **NA** | **NA** | **NA** |
| **Professional** | 2011 | 204 | **1.7%** | **NA** | **NA** |
| **Reference** | 2017 | 36 | **0.3%** | **NA** | **NA** |
| **Story Collection** | 2001 | 18 | **0,2%** | **NA** | **NA** |

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

**Strengths**

- History & Geography: With 1,539 titles (13.1%), this is one of the largest nonfiction sections and exceeds the recommended percentage by 6.8%. However, the average age of 2007 indicates a need to update older materials.
- Science: With 979 titles (8.3%), the collection exceeds the recommended percentage by 2.5%. The average age of 2008 suggests that many titles should be reviewed for currency and accuracy.
- Technology: With 734 titles (6.2%), this section exceeds the recommended percentage by 2%. The average age of 2012 indicates an opportunity to update resources as technology changes.
- Social Sciences: With 714 titles (6.1%), this section exceeds the recommended percentage by 0.6%, providing a solid foundation for curriculum support.

**Focus Areas**

- General Fiction: Although this is the largest collection, with 5,466 titles (46.3%), it is 15.7 percentage points below the recommended 62%. Additional high-interest, diverse, and current fiction titles would help strengthen this section.
- Arts & Recreation: With 830 titles (7.1%), this section is 1.8 percentage points below the recommended 8.9%. Additional materials covering art, music, sports, hobbies, and creative activities would improve the collection.
- Biography: With 337 titles (2.9%), this section falls 1.3 percentage points below the recommended 4.2%. New biographies featuring diverse and contemporary figures would help address this gap.
- Older Nonfiction Sections: Religion, language, literature, science, and history have average ages ranging from 2007 to 2008. These sections should be reviewed for outdated, inaccurate, damaged, and low-circulation materials, with particular attention to factual accuracy in science and history.

## 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***<br>**2026-2027** | **Purchasing Priorities:** Purchase current high-interest nonfiction supporting the school's Innovative Science program; replace aged science, literature, arts and recreation titles published before 2011; review outcomes at midyear and year-end.<br><br>**Weeding Priorities:** Weeding priority is the outdated, damaged, inaccurate, and low-circulation nonfiction materials in literature, religion, language, science, and history to maintain a current, relevant, and engaging collection for students. |
| ***Year 2***<br>**2027–2028** | **Purchasing Priorities:** Continue purchasing current, high-interest materials for the school's Innovative Environmental Science Program and strengthen the nonfiction collection with relevant, up-to-date resources that support the curriculum and student interests.<br>**Weeding Priorities:** Continue weeding outdated, damaged, inaccurate, and low-circulation materials from the 900s section and other nonfiction sections. Weed fiction titles as they are reviewed and returned to the shelves to maintain a current, appealing collection. |
| ***Year 3***<br>**2028–2029** | **Purchasing Priorities:** Continue acquiring current, high-interest nonfiction and fiction materials that support curriculum needs, encourage independent reading, and reflect student interests. Maintain resources for the Innovative Environmental Science Program.<br>**Weeding Priorities:** Review and weed outdated, damaged, inaccurate, and low-circulation materials in the nonfiction, fiction, and graphic novel collections. Maintain the biography and reference collections by evaluating materials for accuracy, relevance, condition, and use. |

# Budget and Purchasing Plan

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

### *Annual Budget 2026*

| Annual Budget | |
|---|---|
| ***Source*** | ***Amount*** |
| School Library Budget ($9.60 Elementary and Middle per pupil and $12.80 High per pupil) | $8,017 |
| Library Media Internal Funds (Lost books, book fairs, and fundraising) | $3,401.90 |
| Grants | 0 |
| **TOTAL** | $11,418.90 |

**Note:** Please confirm this amount with your school bookkeeper.

### *Purchasing Plan 2026*

| Approximate Purchasing Plan | |
|---|---|
| ***Purpose*** | ***Amount*** |
| High-interest nonfiction supporting identified Arts and Literature gaps | $3500 |
| Replacement of aged biography titles | $500 |
| SSYRA 2026 titles | $1300 |
| 3D Printer and supplies for Maker-Space | $500 |
| ChompSaws and supplies for Maker-Space | $1000 |
| Fiction titles | $3500 |
| Replenish office supplies and book repair/prepare supplies | $1000 |
| **TOTAL** | $11,300 |

Reviewed by Principal

**Principal's Full Name** *(Type Name)*: **Mrs. Melinda Wessinger** MW

**Date:** 10-12-26

**Date Shared with SAC: Nov. 7, 2026**

# Appendix

- Library Bill of Rights
- Library Reading Materials Opt-Out Form 2026/2027 (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 2026/2027 (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**
**INSTRUCTIONAL INNOVATION & DIGITAL 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 Instructional Innovation & Digital 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 Instructional Innovation & Digital 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: _____