Established 1915
BROWARD
County Public Schools

2026-2027

Lauderhill 6-12 STEM-MED

Innovative Learning Commons/Media Center Collection Development Plan

Doctor Ryan Reardon

Stephanie A. Suraci

9:00-4:30

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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

Lauderhill 6-12 STEM-MED recognizes that students have a need to grow every day and intend to prepare a diverse student population for success in college, and to be thoughtful, contributing members of society.

School Community

Lauderhill 6-12 serves 584 students enrolled in grades 6-12. The student population's ethnicity comprises 6.9 % Hispanic and 5.22% Non-Hispanic students. Additionally, we serve a diverse population made up of <White> White %, 92.47 Black %, .3 Native %, .3 Asian %, .3 Pacific %, and 1.53 Multicultural % students.

The administration includes Principal Dr. Ryan Reardon and Assistant Principals Mrs. Keisha Maxwell, Mrs. Shannon Burch, Ms. Ayanna B. Whitworth-Barner, and Mr. Markis Facyson Lauderhill 6-12 is proud to offer the many unique programs which provide students with opportunities. These include Robotics and Engineering, Ecology, Conservation, and Management Program, CTACE Pathways, and Cambridge (AICE) program.

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 Lauderhill 6-12 indicates that the average age of the collection is 2012 and the number of books per student 7.0. 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, Lauderhill 6-12 does not meet the recommended standards for the number of books per student.

Library Program

The Lauderhill 6-12 Library provides open access to students and staff. The guidelines of the American Library Association have been utilized when developing our library policy. Teachers may request to visit the library by emailing the media specialist. The media specialist will schedule all class visit requests as quickly as possible. Most teachers can be

scheduled to within a week of their request. From August – September, it may be a two week Waiting before the class can be scheduled. The beginning of the school year can be quite busy

due to basic library usage and research skills instruction. During class visits, the media specialists will review library procedures, research skills, borrow books, and technology instructions, etc. Teachers may request to have books set aside for student research. The media specialist and teacher will collaborate before each visit to determine what resources are needed. Teachers are expected to provide active supervision in the media center.

Please do not plan to have a substitute teacher bring your classes to the media center.

If students need to utilize the library individually, the teacher must call the Media Specialist to verify that there is proper supervision for the student.

While using the library, students are expected to follow both BCPS code of conduct policies.

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)**
584 **Student Enrollment**	**6.29** Hispanic	**5.22** Non-Hispanic

Federal Race Category

5.22% White	**92.47%** Black	**.3%** Native	**.3%** Asian	**.3%** Pacific	**1.53%** Multicultural

Scope of the Collection

Materials selected for the Lauderhill 6-12 Library are chosen by students, staff, and community needs and interests in mind. A variety of materials will be provided to facilitate student and staff interests and educational endeavors. Student and staff learning and Enrichment materials will be made available, and the collection will be kept current.
The BCPS media specialist will oversee the daily operations of the Lauderhill 6-12 Library. A collaborative effort is used in determining materials purchased for the school and library. While our shareholders are encouraged to take part in the recommendation process, the final selection of materials purchased with BCPS funds is determined by the BCPS media specialist. The selection process considers at least two critical reviews from professional resources (i.e. School Library Journal, Booklist, Kirkus, or Hornbook). The materials selected will reflect the community's needs and interests. Materials selected will reflect the community needs and interests. Materials will be purchased to provide curriculum support and enhancement. Materials will contain several selections from various Book Award lists. Collection development will also include age-appropriate novels that will help us community one of life-long learners. The materials collected will focus on a wide range of scope and sequence that will support our various curriculums.
The collection assessment will be ongoing. The BCPS media specialist will determine what materials need to be weeded and what materials need to be added to the collection. Circulation reports will be run to assist in this process. Once materials are weeded, it is the responsibility of the Media Specialist to properly eliminate them from the collection. Materials that are for staff use (reference materials and class sets of novels) will be assessed on a regular basis also. These materials (when deemed necessary) will be weeded according to BCPS protocol.
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, 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 Lauderhill 6-12
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 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 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 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 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 made within ninety (90) days after receipt of the objection.
b. Committee will submit their 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 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.



4,525
Items in the Collection



2012
Average Age of the Collection



7.0
Items per Student



58%
Fiction titles in the Collection



41% %
Nonfiction titles in the Collection



40 %
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.



49 %
Diverse Titles in Collection



2013
Diverse Titles Average Age

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



55%
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	2020	81	**1.8%**	**1.0%.8**	**%**
Philosophy & Psychology	2016	38	**.8%**	**.9%**	**-.1%**
Religion	-------	-------	**%**	**.3%**	**-.3%**
Social Sciences	2016	258	**5.7%**	**7.5%**	**-1.8%**
Language	--------	1	**.1%**	**.2%**	**-.1%**
Science	2009	145	**3.2%**	**4.6%**	**-1.4%**
Technology	2018	215	**4.8%**	**4.8%**	**0%**
Arts & Recreation	2018	205	**4.5%**	**9.4%**	**-4.9%**
Literature	2000	82	**1.8%**	**1.4%**	**.4%**
History & Geography	2010	152	**3.4%**	**5.9%**	**-2.5%**
Biography	200	565	**12.5%**	**5.2%**	**7.3%**
Easy	-------	-------	**%**	**%**	**%**
General Fiction	2014	2,628	**58.1%**	**59.1%**	**-1.0%**
Paperback	2003	4	**.1%**	**n/a**	**n/a**
Professional	2014	84	**1.9%**	**n/a**	**n/a**
Reference	2003	48	**1.1%**	**n/a**	**n/a**
Story Collection	2012	19	**.4%**	**n/a**	**n/a**

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

Strengths

Even a well-stocked, well-cataloged collection goes unused if patrons do not know how to navigate it. With metadata remediation underway and circulation as a key goal, a parallel focus on the patron search experience is essential. This includes enabling reading program searches so students can filter by reading level or quiz availability, promoting Destiny Discover as a discovery tool, and building and sharing curated Resource Lists organized by topic, grade level, or curriculum unit. These lists can be made public locally or across the district, giving teachers and students guided entry points into the collection rather than relying solely on open-ended searching.

Focus Areas

- Circulation Activation and Reader Engagement: Circulation is the heartbeat of a school library program, and keeping it, active means configuring loan policies, enabling patron notifications, and using reports such as Top Titles and Top Patrons statistics to understand and encourage reading engagement across the school community.
- Metadata Remediation and Catalog Quality: A high-quality catalog depends on accurate, complete MARC records maintained through tools such as the Easy Editor and MARC Editor, including converting legacy records to the RDA standard, merging duplicates, and enriching subject headings so patrons can successfully find what they are looking for.
- Multilingual and Digital Resource Development: Building an inclusive collection means actively adding multilingual titles and digital resources — such as eBooks and curated web resources — and making them accessible to the appropriate patron groups, with reading-level data and subject headings attached so all students can discover and use them.
- Collection Discoverability and Patron-Facing Access: Discoverability depends on well-structured records, meaningful subject headings, and patron-facing tools such as Resource Lists and the Destiny Discover interface, which together turn the catalog from a passive inventory into an active learning tool for students and teachers.
- Even a well-stocked, well-cataloged collection goes unused if patrons do not know how to navigate it. With metadata remediation underway and circulation as a key goal, a parallel focus on the patron search experience is essential. This includes enabling reading program searches so students can filter by reading level or quiz availability, promoting Destiny Discover as a discovery tool, and building and sharing curated Resource Lists organized by topic, grade level, or curriculum unit. These lists can be made public locally or across the district, giving teachers and students guided entry points into the collection rather than relying solely on open-ended searching.

Strategic Focus

<table>
<tr><th>School Year</th><th>Strategic Focus</th></tr>
<tr><td></td><td>
<h2>Strategic Focus</h2>
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.
Ensuring their catalog records include proper material type indicators and linked digital resources (using the Resources tab in the catalog record) will make them findable alongside print holdings.
</td></tr>
<tr><td>Year 1
2026-2027</td><td>
4. Collection Discoverability and Patron-Facing Access
<table>
<tr><th>School Year</th><th>Strategic Focus</th></tr>
<tr><td>Year 1
2026-2027</td><td>Purchasing Priority: Manga, Graphic Novels
Purchasing Priority 2: Science books, STEM/STEAM book
Weeding Priority 1: Books older than in 2005
Weeding Priority 2, if needed.: Books older than 2011</td></tr>
</table>
</td></tr>
</table>

Year 2 ***2027-2028***	Purchasing Priority 1: Makerspace Materials Purchasing Priority 2: 3D printer Weeding Priority 1: Continue Weeding process. Books older than 2012 Weeding Priority 2, if needed.
Year 3 ***2028-2029***	Purchasing Priority 1: Continue evaluating/updating fiction and nonfiction selections. Purchasing Priority 2: Makerspace materials Weeding Priority 1: Continue Weeding process. Books older than 2013 Weeding Priority 2, if needed.

Budget and Purchasing Plan

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

Annual Budget 2026-2027

Annual Budget	
Source	***Amount***
School Library Budget ($9.60 Elementary and Middle per pupil and $12.80 High per pupil)	$7,475.20
Library Media Internal Funds (Lost books, book fairs, and fundraising)	N/A
Grants	N/A
TOTAL	$7,475.20

Note: Please confirm this amount with your school bookkeeper.

Purchasing Plan 2026-2027

Approximate Purchasing Plan	
Purpose	***Amount***
Books (Fiction/Non-Fiction) to add to collection	$4261.77
Beanbag chairs, scanners, extension outlets, for Zen zone/Morning announcement Room.	$1,158.30
Makerspace materials	2,055.13
TOTAL	$7,475.20

Reviewed by Principal

Principal's Full Name *(Type Name):* ____**Dr. Ryan Reardon**___

Date: 10/5/2026

Date Shared with SAC: _____

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 people 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 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 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

Objection to Library/Specific Materials Form

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
INSTRUCTIONAL INNOVATION & DIGITAL LEARNING DEPARTMENT — LIBRARY MEDIA SERVICES

OBJECTIONS TO LIBRARY/SPECIFIC MATERIALS

Part I:

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 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 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: _____