Established 1915

BROWARD

County Public Schools

2026-2027

Peters Elementary

Innovative Learning Commons/Media Center
Collection Development Plan

Dr. Eric Miller

Daria Settles

7:40am-3:10pm

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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

To provide every student with a world class education within a safe a secure learning environment.

School Community

Peters Elementary serves 489 students enrolled in grades PreK-5th Grade. The student population's ethnicity comprises 20.2% Hispanic and 0% Non-Hispanic students. Additionally, we serve a diverse population made up of 8.4 White %, 66.7 Black %, 0% Native %, 0.2 Asian %, 1.6 Pacific %, and 2.9 Multicultural % students.

The administrative team at Peters Elementary consists of **Dr. Eric Miller, Principal, and Carol King-Roberts, Assistant Principal.**

Peters Elementary is proud to offer a variety of unique academic enrichment programs and extracurricular activities that provide students with opportunities to enhance their academic achievement and develop important life skills. These programs support literacy, leadership, communication, cultural awareness, and social-emotional development while encouraging students to explore their interests, discover their talents, and reach their full potential.

Extracurricular opportunities include **American Sign Language (ASL), Debate, Boys 2 Men, Lady Pandas, National Elementary Honor Society (N.E.H.S.), SAVE Promise Club, Spanish Club, Student Council, and Trilingual Drama Club.**

These programs create specific needs that should be considered when developing the school library/media center collection. For example, the **ASL program and the school's DHH community** create a need for books and resources about Deaf culture, American Sign Language, communication, accessibility, and inclusive representation. The Debate program supports the selection of nonfiction, current events, research, persuasive writing, and speaking resources because students develop skills in research, logic, organization of ideas, language, and audience awareness. Spanish Club and Trilingual Drama Club also support the need for culturally diverse, multilingual, bilingual, and world-language materials. Student Council and N.E.H.S. reinforce the value of resources focused on leadership, citizenship, character development, and service. Therefore, collection-development and purchasing decisions for the Peters Elementary media center should support not only the K-5 curriculum and student reading interests, but also the school's unique programs and diverse student population. Priority should be given to **high-interest fiction and nonfiction, bilingual and multilingual books, DHH/ASL and disability-inclusive resources, research materials, leadership and character-education books, performing-arts resources, and age-appropriate digital resources**. This helps ensure that the library collection supports both classroom instruction and the broader academic, cultural, and extracurricular experiences available to students.

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 Peters Elementary indicates that the average age of the collection is 2010 and the number of books per student is 14.1 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, Peters Elementary does meet the recommended standards for the number of books per student.

Library Program

The Peters Elementary Media Center provides a welcoming, engaging, and inclusive learning environment that supports students in kindergarten through fifth grade. The library program is designed to strengthen literacy, research, technology, digital citizenship, and information literacy skills while encouraging students to develop a lifelong love of reading. Students visit the Media Center for standards-based instruction, literacy activities, book selection and checkout, research, technology integration, and collaborative learning experiences. Instruction is aligned with grade-level **Florida B.E.S.T. ELA Standards** and includes skills such as vocabulary development, reading comprehension, identifying theme and main idea, author's purpose and perspective, comparing and contrasting texts, research skills, evaluating information, and responsible use of digital resources. Lessons are differentiated by grade level and incorporate read-alouds, educational games, technology, discussion, movement, and hands-on activities to keep students actively engaged. The Media Center also supports school and district literacy initiatives, including **Reading Across Broward (RAB)**, by promoting independent reading and providing students with access to a diverse selection of age-appropriate fiction and nonfiction materials. The Media Center operates on a **fixed schedule**, with classes scheduled throughout the instructional day and opportunities for students and staff to access library resources as scheduling permits.

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)
489 **Student Enrollment**	**20.2%** Hispanic	**0%** Non-Hispanic

Federal Race Category

8.4% White	**66.7%** Black	**0%** Native	**0.2%** Asian	**1.6%** Pacific	**2.9%** Multicultural

Scope of the Collection

The Peters Elementary Media Center collection is designed to support the instructional, informational, recreational, and literacy needs of students in kindergarten through fifth grade as well as the professional needs of faculty and staff. The collection includes print fiction and nonfiction books, picture books, chapter books, biographies, reference materials, and electronic books and resources appropriate for elementary learners. Digital titles are available through Sora and Follett Destiny/Destiny Discovery, and students access electronic materials using their school-issued or classroom laptops through Clever. Particular emphasis will be placed on maintaining current, high-interest nonfiction and informational texts that support Florida B.E.S.T. Standards, science, STEM, social studies, research and information literacy, technology, and digital citizenship. The collection will also provide materials that support the diverse needs and interests of Peters Elementary students, including varying reading levels, culturally diverse literature, multilingual resources, and materials supportive of Deaf and Hard of Hearing learners. The Media Center also provides access to district-supported electronic resources. Current BCPS collection-development guidance identifies the Follett Destiny Online Library Catalog, Gale Online Databases and eBooks, PebbleGo Next, National Geographic Kids, Beanstack, and Sora by OverDrive as online resources available to elementary students and educators through Clever or Canvas. These resources extend the physical collection by providing age-appropriate digital books, informational texts, research materials, and reading resources that students can use for classroom instruction, independent reading, and research. Collection-development decisions will also reflect schoolwide literacy initiatives. Reading Across Broward is supported through

Beanstack, which is used to track participation in the district reading program. Materials that support student choice, recreational reading, curriculum objectives, and literacy initiatives will therefore remain important areas of collection development. The collection will not include obsolete formats or equipment that are no longer appropriate for current instructional use, such as VHS tapes, VCRs, cassette tapes, or other outdated media formats. New purchases will emphasize current print and digital formats that can be accessed using technology currently available to students and staff. Materials that are damaged, obsolete, inaccurate, no longer relevant to the curriculum, or incompatible with available technology will be considered for removal according to BCPS collection maintenance and weeding procedures.

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 for elementary only) 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 electronic formats 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

Materials are selected to support the mission of Peters Elementary

1. Materials are selected to enrich and support the curriculum and the educational, emotional, and recreational needs of the users.
2. Materials shall be appropriate for the age, emotional development, ability levels, learning styles, and social development of the students.
3. 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 of 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 challenged under sub-subparagraph b.(I) or b. (II) must be removed within five school days after the objection is received and remain unavailable to the school's students 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.



7,505
Items in the Collection



2010
Average Age of the Collection



14.1
Items per Student



40%
Fiction titles in the Collection



51 %
Nonfiction titles in the Collection



45 %
Aged Titles

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



29 %
Diverse Titles in Collection



2008
Diverse Titles Average Age

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



32%
SEL Titles in Collection



2010
SEL Titles Average Age

Collection Analysis by Category

This section provides a detailed look at the current library collection by classification and genre. The information was gathered from Follett Destiny, the library management system, and Titlewave, the vendor's ordering and analysis tool (Balanced Dewey Comparison Report).

Section	Average Age	# of Titles	Actual Percentage	Recommended Percentage	Difference Percentage
Computer Science, Information & General Works	2014	36	**0.5%**	**0.7%**	**-0.2%**
Philosophy & Psychology	2007	66	**0.9%**	**0.8%**	**0.1%**
Religion	1998	44	**0.6%**	**0.4%**	**0.2%**
Social Sciences	2002	665	**8.9%**	**5.1%**	**3.4%**
Language	2009	114	**1.5%**	**0.4%**	**0.2%**
Science	2012	1,330	**17.7%**	**12.9%**	**4.8%**
Technology	2012	493	**6.6%**	**5.2%**	**1.4%**
Arts & Recreation	2012	374	**5.0%**	**11.4%**	**-6.4%**
Literature	2001	184	**2.5%**	**1.0%**	**1.5%**
History & Geography	2009	481	**6.4%**	**5.7%**	**0.7%**
Biography	2007	596	**7.9%**	**3.8%**	**4.1%**
Easy	2010	1,729	**23.0%**	**25.7%**	**-2.7%**
General Fiction	2013	1.303	**17.4%**	**26.9%**	**-9.5%**
Paperback	1998	31	**0.4%**	**n/a%**	**n/a%**
Professional	2002	4	**0.1%**	**n/a%**	**n/a%**
Reference	2004	50	**0.7%**	**n/a%**	**n/a%**
Story Collection	2014	5	**0.1%**	**n/a%**	**n/a%**

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

Strengths

- **Science** is a strong area with **1,330 titles (17.7%)**, which is **4.8 percentage points above** the recommended 12.9%.
- **Biography** is well represented with **596 titles (7.9%)**, compared with the recommended 3.8%.
- **Technology** has **493 titles (6.6%)**, which is above the recommended 5.2% and provides a solid foundation for supporting technology-related learning.
- **History & Geography** is adequately represented with **481 titles (6.4%)**, slightly above the recommended 5.7%.

Focus Areas

- **General Fiction** should be a major focus for future purchasing. It represents only **17.4%** of the collection compared with the recommended **26.9%**, a **9.5 percentage-point deficit**.
- **Arts & Recreation** is significantly underrepresented at **5.0%**, compared with the recommended **11.4%**, a **6.4 percentage-point deficit**.
- **Easy/Picture Books** should be strengthened because they represent **23.0%** of the collection compared with the recommended **25.7%**. Updating this section would especially support the needs of primary students.
- **Collection age and currency** should remain a priority. Several areas have notably old average publication dates, including **Religion (1998), Paperback (1998), Literature (2001), Social Sciences (2002), Professional (2002), and Reference (2004)**. These areas should be evaluated for **weeding, replacement, accuracy, relevance, and condition** before simply adding more titles.

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 ***2026-2027***	**Purchasing Priority 1: General Fiction** Increase current, high-interest fiction for grades K–5. This is the greatest identified collection gap, with **17.4% actual compared with 26.9% recommended**. **Purchasing Priority 2: Arts & Recreation** Add current books related to art, music, sports, crafts, games, and student hobbies. This section is **5.0% of the collection compared with 11.4% recommended**. **Weeding Priority 1: Social Sciences** Review the section carefully for outdated information, stereotypes, inaccurate terminology, physical condition, and low circulation. The average publication year is **2002**. **Weeding Priority 2: Reference** Review older print reference materials for usefulness and accuracy. The section has an average publication year of **2004**, and outdated information may be better replaced with current print or district-approved digital resources.
Year 2 ***2027-2028***	**Purchasing Priority 1: Easy/Picture Books** Expand the collection with current, engaging picture books, early literacy materials, diverse characters, and books that support read-aloud instruction. The section is **23.0% compared with 25.7% recommended**. **Purchasing Priority 2: Computer Science, Information & General Works** Add current materials related to computer science, coding, digital citizenship, artificial intelligence, research skills, and information literacy. This area currently represents **0.5% compared with 0.7% recommended**. **Weeding Priority 1: Religion and Philosophy & Psychology** Carefully evaluate materials for currency, condition, relevance, accuracy, and appropriate representation. Religion has an average publication year of **1998**, while Philosophy & Psychology averages **2007**.

	Weeding Priority 2: Literature Review older titles for condition, circulation, relevance to the K–5 curriculum, and continued student interest. The section's average publication year is **2001**.
Year 3 ***2028-2029***	**Purchasing Priority 1: Science and Technology Updates** Although these are currently strong sections by quantity, continue replacing outdated titles with current resources in rapidly changing areas such as space, environmental science, health, engineering, robotics, and technology. **Purchasing Priority 2: Biography and History & Geography Updates** Add current biographies representing diverse individuals, cultures, careers, and accomplishments, along with updated geography and history resources. **Weeding Priority 1: Science and Technology** Target inaccurate or obsolete materials first. Both sections have an average publication year of **2012**, making ongoing currency review particularly important for rapidly changing topics. **Weeding Priority 2: Biography and History & Geography** Remove damaged, outdated, low-circulating, or historically inaccurate materials and replace them with current, age-appropriate resources representing the Peters Elementary student population.

Budget and Purchasing Plan

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

Annual Budget Current Year 2026-2027

Annual Budget	
Source	***Amount***
School Library Budget ($9.60 Elementary and Middle per pupil and $12.80 High per pupil)	$4,272
Library Media Internal Funds (Lost books, book fairs, and fundraising)	N/A
Grants	N/A
TOTAL	$4,272

Note: Please confirm this amount with your school bookkeeper.

Purchasing Plan 2026-2027

Approximate Purchasing Plan	
Purpose	***Amount***
General Fiction	$1,500
Arts & Recreation	$1,000
Easy/Picture Books	$900
Computer Science, Multicultural	$872
TOTAL	$4,272

Reviewed by Principal

Principal's Full Name *(Type Name):* **Dr. Eric Miller**

Date: 10-29-26

Date Shared with SAC: 11-17-26

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

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:

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.*)

_____

_____

_____

_____

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_____

_____

_____

_____

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: _____