Established 1915
BROWARD
County Public Schools

2026-2027

Park Trails Elementary

Innovative Learning Commons/Media Center
Collection Development Plan

Andrew Gerlach

Mary E. Elsemiller

7:30 am – 3:00 pm

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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

The Mission of Park Trails Elementary is to create and sustain a positive learning community, in a safe and nurturing environment, where students are provided with a well-rounded education that fosters life-long learning. Our school theme this year is …"Together we lead, Together we succeed".

School Community

Park Trails Elementary serves 1055 students enrolled in grades PreK through Fifth Grade. The student population's ethnicity comprises 23.89 % Hispanic and 69.29 % Non-Hispanic students. Additionally, we serve a diverse population made up of 51.09 White %,9.67 Black %, 0 Native %, 8.53 Asian or Pacific %, and 6.82 % Multicultural students.

The administration includes Principal Andrew Gerlach and Assistant Principal Christina McNair and Peter Pollicastro. Park Trails Elementary is proud to offer the many unique programs which provide students with opportunities. These include an onsite Autism program, an intensive PK program, a specialized PK program and two VPK classes. Park Trails Elementary has initiated a STEAM track program which currently includes a kindergarten class, first grade, second grade, and third grade. Our specials teachers also incorporate the STEAM strategies, skills, and activities to enrich all students across the curriculum. Our extracurricular activities include the ELOP program club. This year Park Trails will be incorporating the WIN block into the schedule. These programs influence the library collection and are considered when making selections and purchases.

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 Park Trails Elementary indicates that the average age of the collection is 2009 and the number of books per student is 10.1. 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, Park Trails Elementary does meet the recommended standards for the number of books per student.

Library Program

Park Trails Elementary Library Media center strives to ensure equitable access to information through a variety of standard-based instruction through materials in diverse formats to meet all academic, information, and recreational needs. The Library Media Center is dedicated to designing and maintaining a collection that supports, complements, and expands the instructional program of the school.

The patrons of Park Trails Elementary School Library Media Center include grades VPK, Pre-K, Kindergarten through Fifth-grade in addition to our Autism cluster students, faculty, staff and parents to create our community of users. Park Trails Elementary staff consists of One full-time Certified Medias Specialist. Our Library Media center is operating on a fixed schedule. Our school library program supports all District initiatives such as Reading Across Broward/BEANSTACK and Florida State Mandates to demonstrate cultural competency and diversity inclusion through instructional strategies. Through the morning announcements the media center promotes all school initiatives. Our schoolwide focus is on Science and students performing in the lower quartile. We also cover Social Studies with a "Today in History" events, Black History, Women's History etc. The Specials schedule (which the Library Media Program is a part of) operates on a three-day rotation. The first day of Library Media students are introduced to a library/research skills and the opportunity to check-out books. Day two students are introduced to Technology skills and Day three students are challenged with a MakerSpace building/engineering focus. Design/Engineering and Media incorporate a review of Science standards for fifth grade on day three of the rotation. Throughout the three-day rotation Principals' directives are also included.

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)**
1055 **Student Enrollment**	**23.89 %** Hispanic	**76.11 %** Non-Hispanic

Federal Race Category

51.09% White	**9.67%** Black	**0%** Native	**8.53%** Asian or Pacific Islander	**23.89%** Hispanic	**6.82%** Multicultural

Scope of the Collection

The collection of the Park Trails Elementary supports both the diverse scholarly endeavors and personal interests of our students, teachers, and parents. It is designed to encourage independent inquiry both in and outside of the classroom, inspire a love of reading, and cultivate a habit of intellectual engagement with each other, novels, and makerspace materials and activities that encourage creative thinking and expression.

Curriculum: The library purchases and provides access to resources that align with K-5 curriculum of the Broward County School board, which covers all major subjects, topics, and areas of interest. The school Librarians work closely with faculty in their respective grade levels to ensure the resources in the library collection support the information, media, and research skills students need to learn throughout their time at Park Trails Elementary. Teachers and students are encouraged to take an active part in the development of the library collection to ensure that it supports the curriculum and personal interests.

Joyful Reading: The collection supports the inquisitive interests and pleasure reading practices of the Park Trails Elementary community, and reflects the racial, ethnic and cultural diversity of our school. While widespread interest and usage are a powerful influence on the library's collection, the library provides materials to support everyone's journey. Materials for students are intended to broaden their vision, support recreational reading, encourage, and facilitate reading skills, and expand upon their educational interests.

Professional Development: Park Trails Elementary is a learning community, and the library supports the pedagogical and development needs of the institution and the professional community.

With those collection areas and priorities in mind, the Library Media Center collects the following types of materials:

Books (print, eBooks, and audiobooks)
Periodicals (print and digital)

Reference materials (print and digital)
Subscription databases
Technical equipment

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 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 Park Trails Elementary.
2. Materials are selected to enrich and support the curriculum and the educational, emotional, and recreational needs of the users.
3. Materials shall be appropriate for the age, emotional development, ability levels, learning styles, and social development of the students.
4. Materials shall represent differing viewpoints of controversial issues so that users may be motivated to engage in critical analysis of such issues, to explore their own beliefs, attitudes, and behavior, and to make informed choices in their lives.

In keeping with the ***Library Bill of Rights,*** materials will be considered based on the following:

- Needs of the curriculum, learning/teaching styles of students, faculty, and staff
- Possible use of material (including small or large group instruction, in-depth study)
- Level of physical, artistic, and literary quality
- Representation of multiple viewpoints
- Treatment of subject and lack of cultural bias
- Accuracy and currency of information
- Scope of coverage
- Support of inquiry and critical thinking skills
- Relationship of the material to the overall collection
- Cost, packaging, and documentation

Selection Tools

The following professional resources are available to assist the media specialist in the selection process. However, selection is not limited to the use of these tools.

Follett Titlewave: Titlewave is a collection development and curriculum support tool for school libraries, librarians, and educators, featuring professionally curated content from Follett library services and support tools that help you find the most relevant materials.

Mackin: Mackin uses highly acclaimed review sources (AudioFile, Booklist, Horn Book Magazine, Kirkus Reviews, Library Media Connection, Publishers Weekly, and School Library

Journal). It places them in one convenient location to make the best selections for school libraries and students.

Periodicals: School Library Journal, Kirkus Reviews, Booklist, Horn Book, Library Media Connection, Journal of Adolescent and Adult Literacy, Young Adult Library Services, Knowledge Quest.

Books: Children's & YA Book Lists: Best Books, Best Books for Young Adult Readers; Books for You: An Annotated Booklist for Senior High Students; Outstanding Books for the College Bound: Choices for a Generation; and Senior High School Library Catalog.

Note: Common Sense Media, Amazon, Goodreads, The Manga Critic and Reviews from paid reviewing sources **may be used** in conjunction with professional reviewing sources.

Gifts and Donations

Any gifted or donated items must meet the same selection criteria as all other materials—the criteria listed in Florida Statute 1006.28 and Broward County School Board Policy 4120.

Collection Maintenance

Removing materials from a library collection that are no longer educationally appropriate is as an equally important process as selecting new items of high quality. The library media specialist and/or instructional staff should have an ongoing process to evaluate the library media collection and to keep the collection relevant to the changing needs of the curriculum, personal interests, and needs of students. Evaluation of items under consideration for removal from the Library Media Center should be based on criteria related to the educational value of the resources. The removal (weeding) of library materials from the collection is the responsibility of a skilled professional library media specialist. Weeded items should not be disposed of or discarded at the school site. Weeded items should be boxed and identified as DISCARDED or WITHDRAWN and scheduled for pick up by Procurement and Warehousing Services by completing the enclosed Warehouse Assistance Request Form.

Reconsideration of Materials

Inquiries regarding the appropriateness of particular library and supplemental instructional materials are a normal part of the process of providing a wide variety of resources for student use.

Opt-Out Form

Parents may submit their request to limit their student's access to materials in the school or classroom library by submitting a completed Opt-Out Form to the school principal.

Procedures for Objections to Library Materials and Reading Lists

Superintendent Review Committee

1. The School Board shall form a Superintendent Review Committee (SRC) to review objections to library materials. The SRC must have a minimum of five members but may have as many additional members as the Superintendent or his/her designee appoints based on need.
2. 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.



10,535
Items in the Collection



2009
Average Age of the Collection



10.1
Items per Student



62%
Fiction titles in the Collection



30 %
Nonfiction titles in the Collection



48 %
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.



34 %
Diverse Titles in Collection



2009
Diverse Titles Average Age

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



43%
SEL Titles in Collection



2008
SEL Titles Average Age

Collection Analysis by Category

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

Section	Average Age	# of Titles	Actual Percentage	Recommended Percentage	Difference Percentage
Computer Science, Information & General Works	2019	84	**0.8%**	**0.7%**	**0.1%**
Philosophy & Psychology	2019	35	**0.3%**	**0.8%**	**-0.5%**
Religion	2019	50	**0.5%**	**0.4%**	**0.1%**
Social Sciences	2017	421	**4.0%**	**5.1%**	**-1.1%**
Language	2016	19	**0.2%**	**0.4%**	**-0.2%**
Science	2019	698	**6.6%**	**12.9%**	**-6.3%**
Technology	2010	702	**6.7%**	**5.2%**	**1.5%**
Arts & Recreation	2017	476	**4.5%**	**11.4%**	**-6.9%**
Literature	2003	176	**1.7%**	**1.0%**	**0.7%**
History & Geography	2015	459	**4.4%**	**5.7%**	**-1.3%**
Biography	2012	743	**7.1%**	**3.8%**	**3.3%**
Easy	2003	3555	**33.7%**	**25.7%**	**8.0%**
General Fiction	2008	2954	**28.0%**	**26.9%**	**1.1%**
Paperback	2005	3	**0.1%**	**N/A**	**N/A**
Professional	2005	92	**0.9%**	**N/A**	**N/A**
Reference	2022	10	**0.1%**	**N/A**	**N/A**
Story Collection	2019	4	**0.1%**	**N/A**	**N/A**

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

Strengths

- SEL titles but need to work on copyright dates.
- Diversity titles but need to work on copyright dates.
- K-3 larger collection followed by 3-6
- Met Improvement Goal of overall percentage of collection from 53% to 48% copyright date

Focus Areas

- 48% of my collection is aged beyond the acceptable copyright date
- Need to weed A/V items Outdated
- Need to continue to weed fiction section
- Need to weed Biography and Technology section and update current 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 - 700's Sports books with a heavy emphasis on soccer. With an addition of "Science of Reading" and "Florida Best ELA" book titles or corresponding book titles and/or subjects that support the school's curriculum goals. Addition of "Leader In Me" book titles for specific grade levels. Purchasing Priority 2 Biographies with a focus on inventors to support teacher's curriculum projects. Weeding Priority 1 Uncategorized on my report Weeding Priority 2, if needed. Fiction of uncirculated or outdated titles.
Year 2	Purchasing Priority 1 - 500's animal titles and Science focus titles that support the school's Science goals. With an addition of "Science of Reading" titles and/or subjects that support the school's curriculum goals. Purchasing Priority 2 Biographies continuation from Year 1 Weeding Priority 1 Fiction and Easy titles of uncirculated titles. Weeding Priority 2, if needed.

Year 3	Purchasing Priority 1 000s, 200s, 800s With an addition of "Science of Reading" and "Florida's Best ELA" book titles or corresponding book titles and/or subjects that support the school's curriculum goals. Purchasing Priority 2 Reference materials Weeding Priority 1 Aged titles from 2010 Uncirculated Easy and Fiction books.

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)	10,128.00
Library Media Internal Funds (Lost books, book fairs, and fundraising)	0
Grants	0
TOTAL	10,128.00

Note: Please confirm this amount with your school bookkeeper.

Purchasing Plan 2026-2027

Approximate Purchasing Plan	
Purpose	***Amount***
Books-Updated Collection Copyright	$ 5,217.91
Supplies/Demco	$ 429.90
Reading Promotion-Brag Tags	$ 395.69
MakerSpace -	$ 275.44
TOTAL	$ 6,318.94

Reviewed by Principal

Principal's Full Name *(Type Name):* **Andrew Gerlach**

Date: __October 12, 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 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.*)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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: _____