



Established 1915

**BROWARD**  
County Public Schools

2023-2024

# **Cypress Bay High School**

Media Center  
Collection Development Plan

Principal, Ms. Kassandra Fried  
Media Specialist, Brian Kelly

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# Executive Summary

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## ***District Strategic Plan 2025***

Broward County Public Schools is the sixth-largest school district in the United States and the second largest in Florida. The district serves more than 256,021 students at 334 schools and is one of the largest employers in South Florida with 30,529 team members.

**Vision:** Educating today's students to succeed in tomorrow's world.

**Mission:** Educating all students to reach their highest potential.

**Core Values:** Student Focus, Teaching Excellence, Accountability, Respect, Safety

## ***School Mission Statement***

Cypress Bay High School and our stakeholders are committed to developing individuals who are academically proficient, technologically capable, and socially prepared to be productive, conscientious, and responsible citizens.

## ***School Community***

Cypress Bay High School serves 4838 students enrolled in grades 9-12. The student population's ethnicity is made of 65.65 % Hispanic and 34.35 % Non-Hispanic students. Additionally, we serve a diverse population made up of 84.67 White %, 4.38 Black %, 0.32 Native %, 8.16 Asian %, 0.11 Pacific %, and 2.36 Multicultural % students.

The administration includes Principal Kassandra Fried and Assistant Principal Dwayne Dixon, Cypress Bay High School is proud to offer many special programs which provide students with opportunities. These include AP, Cambridge and many clubs and organizations. Due to the size of the school size (largest public high school in Florida) and the need to use the media center for commons purposes, the collection is built around e-books involving a pilot project with Sora/Overdrive. Physical books are also provided but not at the level of e-books.

## ***Purpose of Collection Development Policy***

Cypress Bay High School follows district policies and state law in obtaining materials. Materials to support the specific curricular needs of the school and encourage pleasure reading are regularly added, maintained and weeded. We select age appropriate, peer reviewed items that represent a variety of viewpoints and diverse perspectives.

A thorough analysis of the current media center collection at Cypress Bay High School indicates that the average age of the collection is 8 years old and the number of books per student is 3.51 The [American Association for School Libraries](#) has established a criteria for highly effective media center that includes a ratio of 10 books available per student in the collection.

At this time, Cypress Bay High School **does not** meet the recommended standards for the number of books per student. However, the enrollment of the school at nearly 5,000 students makes that goal prohibitive in terms of expenditure and the ability for the media center to house that number of titles.

**Library Program**

The Cypress Bay Media Program attempts to engage student by being open, as often, as practicable. It is a challenging issue as “The WAVE” (as the media center is branded here) is used extensively for state, AP and Cambridge testing, and other events directed by administration, leading it to be closed quite often. Therefore, the media staff makes every effort to open when other events are not occurring. Even on testing days, the WAVE is usually open before school and at lunches when testing ends. The WAVE sponsors events throughout the year including: Freshman Orientations in the fall, the Mel Fisher Pop Up Museum in April, teacher trainings throughout the year and specialty projects...as they arise. Within its role of supporting the overall needs of Cypress Bay High School community, the WAVE attempts to be the hub of the school whenever possible.

**School Analysis**

The school analysis provides an overview of the school’s enrollment, demographics and special programs offered.

Name of School Enrollment & Demographics Data					
4658 2023-2024 Student Enrollment				Federal Ethnicity	
				65.65% Hispanic	34.35% Non-Hispanic
Federal Race Category					
3944 84.64% White	204 4.38% Black	15 .32% Native	380 8.16% Asian	5 .01% Pacific	110 2.36% Multicultural

## **Scope of the Collection**

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Cypress Bay High School has its media center collection based on curricular supporting materials in General, Advanced Placement and Cambridge classes. In addition, some leisure reading materials that encourage literacy and lifelong reading are in the collection. These titles are age appropriate and meet the requirements of state legislation. Titles are selected in physical, e-book and audiobook formats that reflect a diversity of ideas and genres. We have made the move away from obsolete formats such as VHS and DVD and support teachers in the use of streaming services such as Discovery Ed and PBS Learning Media for teachers. Our equipment collection is diminishing as we surplus: CRT televisions, VCR's and DVD players. Overdrive/Sora e-books and audiobooks are given special priority. CBHS is the largest high school in the state with between 4650 and 4700 students. The media center branded the WAVE is a true "Learning Commons" space. As such, it is not always available for traditional media center access on a daily basis. Overdrive/Sora allows students to check out materials when the WAVE is closed due to testing or other events using the large space to accommodate students. Research curriculum is enhanced by the school purchase of Gale Databases in specific categories beyond that which the district purchases.

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 the Broward County Schools. The responsibility for coordinating the selection of instructional materials for the School Media Center is delegated to the **professionally trained media specialist** in consultation 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 Cypress Bay High School
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, 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 selection criteria as listed in House Bill 1467 and in 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.

## Collection Analysis

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The information provided in this section gives an overview of the entire library collection. collection analysis is based on a Titlewave Analysis completed.



**17,525**

Items in the Collection



**2012\***

Average Age of the  
Collection



**3.76**

Items per Student



**79%**

Fiction titles in the Collection



**15 %**

Digital Resources



**29%**

Aged Titles

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



**56 %**

Diverse Titles in Collection



**2012**

Diverse Titles Average Age

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



**55%**

SEL Titles in Collection



**2012**

SEL Titles Average Age

## Collection Analysis by Category

The information collected in 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			0.6%	1.0%	-0.4%
Philosophy & Psychology			0.6%	1.3%	-0.7%
Religion			0.1%	0.9%	-0.8%
Social Sciences			5.0%	9.7%	-4.7%
Language			1.5%	0.5%	1.0%
Science			1.2%	4.0%	-2.8%
Technology			1.3%	6.3%	-5.0%
Arts & Recreation			1.3%	10.6%	-9.3%
Literature			1.0%	3.7%	-2.7%
History & Geography			2.3%	6.4%	-4.1%
Biography			1.5%	5.7%	-4.2%
Easy			NA%	NA%	NA%
General Fiction			79.0%	49.9%	29.1%
Paperback			NA%	NA%	NA%
Professional			1.0%	NA%	NA%
Reference			0.1%	NA%	NA%
Story Collection			1.6%	NA%	NA%

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

### **Strengths**

- Sora/Overdrive is bulk of collection, so percentages are skewed in difference categories.
- CBHS, at one point, had VERY FEW print titles. As I add new titles, the collection is will remain “fresh”.
- Limited shelf space insures that I will have a “tight” collection with few dust collectors
- As the largest public high school in Florida, my budget will allow for collection development spending for the foreseeable future.

### **Focus Areas**

- Purchase more rolling bookcases to house the increased physical books I am ordering.
- In my 2<sup>nd</sup> year, I don't know many of the over 250 teachers. I need to continue to build relationships so that I can engage teachers and purchase content that supports their content areas and specialties.
- Having spent that previous 9 years at a Title I middle school, I have to engage students and make selections for achievement oriented high school students who are pursuing rigorous curricula including AP and Cambridge.

## Strategic Focus

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This page lists the priorities for weeding and purchasing for each school year and includes the action, updates, and outcomes. This is subject to change due to funding and time constraints.

School Year	Strategic Focus
<b>Year 1</b> <b>Current Year</b>	Purchasing Priority 1 E-books and books that support AICE and AP curriculum Purchasing Priority 2 E-books and books that support the general ed. curriculum Weeding Priority 1 Out of date fiction books older than 15 years and any old AV Weeding Priority 2, if needed.
<b>Year 2</b>	Purchasing Priority 1 Continue purchasing for all curriculum support and add pleasure reading. Purchasing Priority 2 Books and e-books in Spanish and other represented languages Weeding Priority 1 Identify what has not been used in SORA and DO NOT RENEW. Weeding Priority 2, if needed.

<p><b>Year 3</b></p>	<p>Purchasing Priority 1 Maximize value with focused purchases in E-books and books. Don't but the latest thing just to have it. Purchase with the audience in mind</p> <p>Purchasing Priority 2 Collaborate with other HS media specialist to find out what is "hot" and maximize budget value.</p> <p>Weeding Priority 1 Begin weeding titles in the 14 -12 year old range in anticipation of obsolescence.</p> <p>Weeding Priority 2, if needed.</p>
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## Budget and Purchasing Plan

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

### ***Annual Budget 2023-2024***

Annual Budget	
Source	Amount
State Allocation Funds	\$12,018.26
Approximate Annual Budget	
Source	Amount
School Library Budget (\$9.60 Elementary and Middle per pupil and \$12.80 High per pupil)	\$59,622.40
Library Media Internal Funds (Lost books, book fairs, and fundraising)	\$617.53
Grants	0
<b>TOTAL</b>	72258.19

**Note:** State Allocation Funds (Fund 1000 Function 6200 Activity 7220). Please confirm this amount with your school bookkeeper.

### ***Purchasing Plan 2023-2024***

Approximate Purchasing Plan	
Purpose	Amount
GaleGroup/Cengage Databases	\$11527.39
Scholastic Magazines	\$10,439.55
Overdrive Purchases	\$18,000.00
Junior Library Guild	\$3390.34
Laminating film	\$923.00

Epson Poster Paper	\$1100.00
Ebsco Magazine Orders	\$1630.33
2 TV/Monitors for Library display system	\$1500.00
Mackin Books (pending additional orders)	\$1907.11
Rainbow Books (may be less after further review)	\$4000.34
Follett Books (pending additional orders)	\$1801.40
Albert IO software	\$17,600.00
<b>Total</b>	<b>\$72018.06</b>

Reviewed by Principal **Ms. Kassandra Fried**

**Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

- ☐ **Share this plan with SAC by April 1, 2024**
- ☐ **Post this plan on the school's website by May 31, 2024**



## Appendix

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- **Library Bill of Rights**
- **Guidelines for Challenged Instructional and Library Materials**
- **Library Reading Materials Opt Out Form 2023/2024 (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 Media and Instructional Materials Guide



## Library Media and Instructional Materials Guide

The purpose of this guide is to inform stakeholders of the opt-out and objection process of library media/instructional materials. The House Bill and Policies mentioned are referenced in the right column.

### House Bill HB1069

The bill includes provisions designed to protect children in public schools. The bill includes requirements for age-appropriate and developmentally appropriate instruction for all students in prekindergarten through grade 12.

The bill prohibits district school boards from imposing or enforcing requirements that personnel or students be referenced with pronouns that do not correspond with biological sex as defined in the bill, subject to specified exceptions.

The bill enhances the process for transparency and review of library and classroom materials available to students in public schools and the process for parents to limit student access to materials and make objections to materials. The bill requires the suspension of materials alleged to contain pornography or obscene depictions of sexual conduct, as identified in current law, pending resolution of an objection to the material. A district school board must also discontinue the use of any material the board does not allow a parent to read aloud.

The bill requires that meetings of committees to resolve objections must be noticed and open to the public, and provides an appeals process through a special magistrate.

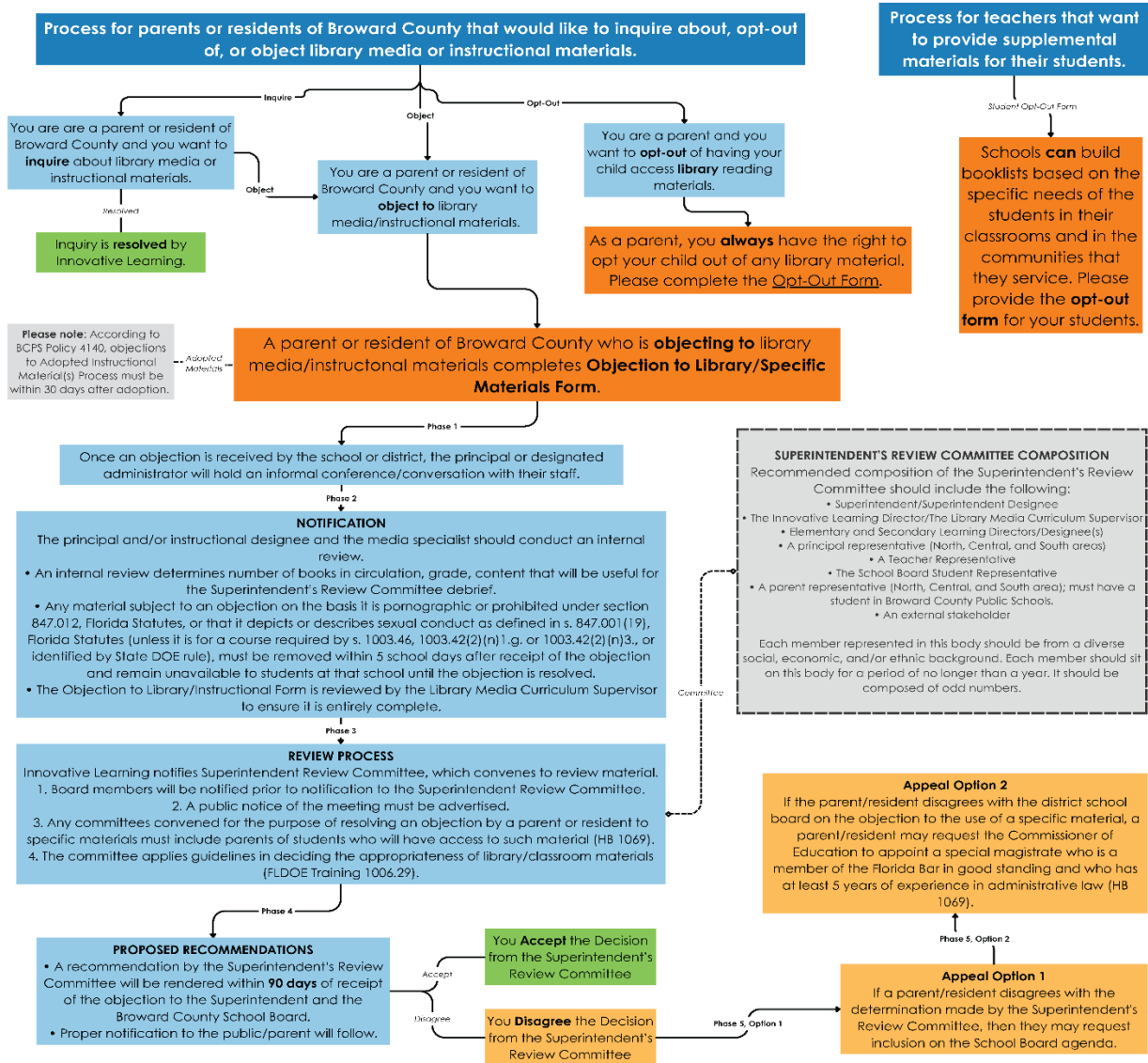
Each district school board must adopt a policy regarding an objection by a parent or a county resident to the use of a specific material, which clearly describes a process to handle all objections and provides for resolution. The process must provide the parent or resident the opportunity to proffer evidence to the district school board (HB 1069).

### BCPS Policy 4120

Policy 4317 was sunsetted on 9/13/2022 and embedded into new Policy 4120, which aligns with state statutes and the current Library Media Innovative Learning Commons spaces. In addition, the revised policy addresses the objection review process. The newly adopted district policy 4120, confirmed on June 13, 2023, states that the Superintendent establish a committee that will serve as the Superintendent's Review Committee (SRC). This body's implementation and function process is outlined on pages 8 and 9, Section three of Policy 4120. There are three prongs to creating the (SRC) body based on committee membership number, parent representation with currently enrolled student(s) in BCPS, and membership that reflects the cultural and economic diversity of Broward County Public Schools.

### BCPS Policy 4140

Policy 4140 supports the goal of the Board to provide students with the appropriate instructional materials, and equipment, necessary to ensure that each student will be able to pursue a course of study to realize full academic potential. The updated Policy 4140 aligns to State statutes and has been revised to address the objection review process that extends beyond the original 30-day protest period after a new adoption.



v.5 10/20/23



The School Board of Broward County, Florida Lori Alhadeff, Chair • Debra Hixon, Vice Chair • Torey Alston • Brenda Fam, Esq. • Daniel P. Foganholi  
 Dr. Jeff Holness • Sarah Leonard • Nora Rupert • Dr. Allen Zeman • Dr. Peter B. Licata, Superintendent of Schools  
 The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or email [eeo@browardschools.com](mailto:eeo@browardschools.com). Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email [eeo@browardschools.com](mailto:eeo@browardschools.com). [browardschools.com](http://browardschools.com)



Library Reading Materials Opt Out Form 2023/2024 (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.

Upon submission of the Opt Out Form, please discuss this decision with your child to ensure they are aware before visiting the library. Upon the Opt Out Form submission, your child’s account will be updated in the library checkout system. It is our goal to make this process easy for parents.

Please contact your building principal if you have questions or need additional information.

\_\_\_\_\_ I **WILL NOT** permit my student to check out library materials.

\_\_\_\_\_  
Student Name (PRINT) Student

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Parent/Guardian Name (PRINT)

\_\_\_\_\_  
Parent/Guardian Signature Date

## Objection to Library/Specific Materials Form



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA  
INNOVATIVE LEARNING DEPARTMENT — LIBRARY MEDIA SERVICES  
**OBJECTIONS TO LIBRARY/SPECIFIC MATERIALS**

### Part I: Directions

In order to assist a parent or resident of Broward County with the submission of an objection, Policy 4120 provides information on the Objection to Library/Specific Materials Form as required by Section 1006.28(2)(a)2., F.S. A parent or resident of Broward County that wishes to object to materials used within the School Board of Broward County, Florida public schools must complete the "Objection to Library/Specific Materials Form" located on the School Board of Broward County homepage and on the media center page of each school. All completed objection forms must be emailed to the Director or Innovative Learning at [objectiontomaterials@browardschools.com](mailto: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.

### Part II: Introduction

This form must be used by a parent or resident of this county, in conjunction with district policies and procedures, to submit an objection to the school board for the following material:

1. Materials used in a classroom in the district, except for instructional materials as defined in s. 1006.29(2), F.S. The process and forms to object to instructional materials can be found on the Innovative Learning website under [Instructional Materials Adoption Information](#).
2. Materials made available to students in a school or classroom library.
3. Materials included on a school or classroom reading list.

### SECTION 1: PARENT OR RESIDENT INFORMATION

Check the box that applies to you. Check all that apply.

☐ Parent/guardian of a student ☐ Resident of this county

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?

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2. Did you examine this material in its entirety? \_\_\_\_ Yes \_\_\_\_ No  
If not, what sections did you examine?

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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?

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6. What is your desired outcome for this material?

☐ Remove or discontinue use of the material  
☐ Limit access to certain grade levels: \_\_\_\_\_  
☐ Limit my child's access.  
☐ Other: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_