



Media Center Collection Development Plan 2025-2026

Ana Rodriguez

Principal

Riley Seal

Certified Educational Media Specialist

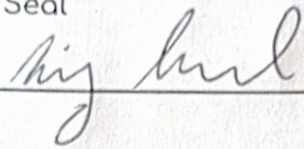
Allapattah Flats K-8

FY25 Collection Development Policy

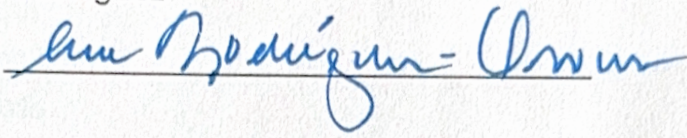
Date Drafted: 20 October 2025

Date Approved by Administration: 27 October 2025

Media Specialist Name: Riley Seal

Media Specialist Signature: 

Principal Name: Ana Rodriguez

Principal Signature: 

Allapattah Flats K-8

FY25 Collection Development Policy

Date Drafted: 20 October 2025

Date Approved by Administration: 27 October 2025

Media Specialist Name: Riley Seal

Media Specialist Signature: _____

Principal Name: Ana Rodriguez

Principal Signature: _____

Table of Contents

Table of Contents	3
Executive Summary	4
District Strategic Plan 2026	4
School Collection Development Plan	6
Collection Analysis (July 2025)	9
Collection Analysis by Category (July 2025)	10
Notes	11
Representation Analysis	12
Summary	12
Results	12
Strategic Focus	13
Budget and Purchasing Plan	14
Annual Budget 2025-2026	14
Purchasing Plan 2025-2026	15
Year-to-Year Collection Change	15
Appendix A	17
Appendix B	25

Executive Summary

District Strategic Plan 2026

St. Lucie County School District is located on the east coast of Florida and includes the municipalities of the Cities of Fort Pierce and Port St. Lucie as well as St. Lucie Village, and Lakewood Park. The district has approximately 40,850 students enrolled in 44 schools.

Vision: St. Lucie Public Schools, in partnership with parents and community, will become premier centers of knowledge that are organized around students and the work provided to them. Our name will be synonymous with the continuous improvement of student achievement and the success of each individual. Our promise is to move from good to great focusing on our core business, the creation of challenging, engaging and satisfying work for each child, every day. This is the St. Lucie Way!

Mission: The mission of the St. Lucie Public Schools is to ensure all students graduate from safe and caring schools, equipped with the knowledge, skills, and desire to succeed.

School Board Policy

- School Board Doc po2520
- School Library Media Centers and Reading Lists

Effective July 1, 2022, each book newly made available to students through a school library media center or included in a recommended or assigned school or grade level reading list must be selected and approved by a Media Specialist who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated or otherwise made available to students.

Procedure

The media specialist will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues,

attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.

Potential new books for the school library media center and reading lists will be evaluated to determine if they would be suitable for student needs and whether they would be appropriate for the intended grade level and age group. In considering possible new acquisitions, the media specialist will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess the level of student interest in the subject(s) presented and the ability of students to comprehend the material. Books that are selected must be free of pornography and material prohibited under F.S. 847.012.

The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of State standards and aligned curriculum, and the academic needs of students and faculty.

Periodically, books will be removed from the collection or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to State standards, out-of-date content, or status following a parent's or community member's objection.

The procedure for developing library media center and reading list collections will be posted on the website for each school in the District.

Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The Principal shall arrange for a convenient time to provide such access.

Each elementary school must publish on its website, in a searchable format, a list of all materials maintained and accessible in the school library media center or a classroom library which can be checked out or used by a student or required as part of a school or grade-level reading list. The format must:

- A. identify the type of material maintained in the library media center by category, such as books, ebooks, periodicals, and videos.

- B. list, at a minimum, the following information:
 - 1. the title and author for books and ebooks;
 - 2. the name or title for periodicals and videos; and,
 - 3. the title for any other material maintained in the media center.
- C. Books and ebooks must be searchable by, at a minimum, author and title. All other materials must be searchable by, at a minimum, title.

School Collection Development Plan

Allapattah Flats K-8 serves 1,298 students enrolled in grades kindergarten through eighth. The student population's ethnicity is made up of 53% Hispanic and 47% Non-Hispanic students.

Additionally, we serve a diverse population made up of 26% White, 32% Black, 1% Native, 2% Asian, 1% Pacific, and 39% Multicultural students.

The administration includes Principal Ana Rodriguez and Assistant Principals Jud Allen and Melissa Nelson. Allapattah Flats K-8 is proud to offer many special programs which provide students with opportunities. These include STEM, Accelerated reader, i-Ready, and FFA.

School Mission Statement

The heart of our mission is academic excellence. In collaboration with families, Allapattah faculty and staff will challenge students to reach their highest potential. Together, we'll embrace diversity, foster growth, and prioritize engagement. We will cultivate a bright community of learners who are well-prepared for the future.

Media Center Mission Statement

The Allapattah Media Center supports academic excellence by providing a welcoming, inclusive space where students are challenged to reach their highest potential. In partnership with families, faculty, and staff, we offer diverse resources and engaging learning experiences that build literacy, critical thinking, and

research skills. By fostering curiosity and embracing diversity, we cultivate lifelong learners who are well-prepared for the future.

Library Program

The Allapattah Media Center operates on a fixed schedule as part of the fine arts rotation, giving all students regular access to library resources and instruction. The program supports schoolwide initiatives such as Accelerated Reader, Xello, and weekly book checkouts to promote reading and career readiness. Lessons follow our scope and sequence, focusing on building reading confidence, developing social skills, and strengthening research and information literacy. Through engaging activities and intentional instruction, the media center supports students' academic and personal growth.

A thorough analysis of the current media center collection at Allapattah Flats K-8 indicates that the average age of the collection is 2009 and the number of books per student is 17. The American Association for School Libraries supports *An Introduction to Collection Development for School Librarians* by Mona Kerby that media centers that include a ratio of 10-12 items available per student is appropriate for a school library collection. At this time, Allapattah Flats K-8 meets the recommended standards for the number of books per student.

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

- Strength: Balanced ratio of fiction (49%) and nonfiction (25%) titles.
- Strength: The library exceeds the AASL recommendation with **17 books per student** (goal 10-12).
- Concern: The **average age (2009)** indicates a need for updating materials to align with modern curriculum and student interests.
- Concern: **Representative titles (28%)** and **Life Skills (29%)** sections need expansion to better reflect student diversity.
- Concern: Limited number of recently published books (only **8% new titles**).
- Concern: Science, Religion, and Literature sections show aging content and should be prioritized for renewal.

School Assessment Analysis

The school assessment analysis provides an overview of the school's assessment data for the previous two school years.

Proficiency Data

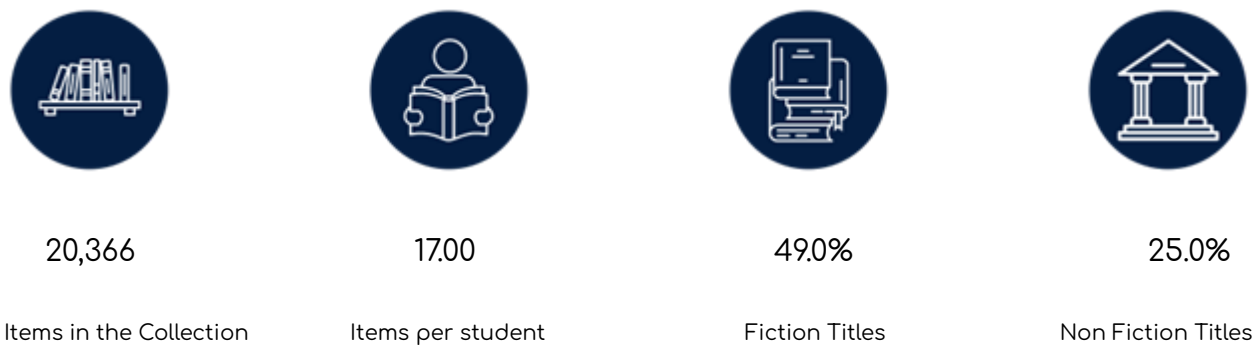
Assesment	23/24	24/25
<i>Star Early Literacy/Reading Proficiency Grade K</i>	No Data	60%
<i>Star Early Literacy/Reading Proficiency Grade 1</i>	No Data	45%
<i>Star Early Literacy/Reading Proficiency Grade 2</i>	No Data	56%
<i>FAST ELA Proficiency Grade 3</i>	64%	62%
<i>FAST ELA Proficiency Grade 4</i>	38%	48%
<i>FAST ELA Proficiency Grade 5</i>	50%	50%
<i>FAST ELA Proficiency Grade 6</i>	50%	55%
<i>FAST ELA Proficiency Grade 7</i>	42%	51%
<i>FAST ELA Proficiency Grade 8</i>	46%	No Data

Civics EOC	73%	78%
NGSSS Sci 5 EOC	No Data	70%
NGSSS Sci 8 EOC	No Data	No Data

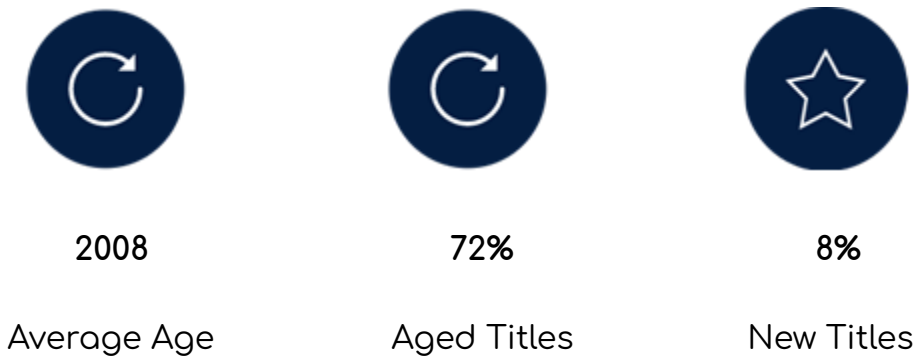
Comparison between 2023-24 and 2024-25 Testing Data
(adapted from
<https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2025.stml>

Collection Analysis

The collection is developed for and influenced by students, their interests, academic needs and alignment to the curriculum. The data below is a snapshot of the collection based on a Titlewise Analysis from July 2025. Purchasing or weeding after that time is not reflected in this data.



Library media resources are curated to include both recently published works and classics that both rightfully impact the average age of the collection.



Library media resources should be representative of the school.	Life Skills library media resources can contribute to character development.
Representative Titles: 28%	Life Skills Titles in Collection: 29%
Representative Titles in Collection Average Age: 2008	Life Skills Titles Average Age: 2009

Library media resources are distributed across the *Lexile reading level ranges* noted below.

BR-199	200-349	350-499	500-674	675-909	910-1299	1300+
198	591	1677	4730	3243	1532	29

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.

Section	# of Titles	Average Age
Computer Science, Information & General Works	134	2011
Philosophy & Psychology	115	2009
Religion	116	2006
Social Sciences	1,244	2008

Language	499	2009
Science	2,497	2009
Technology	1,664	2009
Arts & Recreation	1,941	2009
Literature	350	2005
History & Geography	1,476	2007
Biography	1, 216	2007
Easy	3, 838	2007
General Fiction	5,078	2009
Graphic Novels	369	2017

Notes

- Many nonfiction sections—such as *Religion* (2006), *Literature* (2005), and *History & Geography* (2007)—have **average publication dates over 15 years old**, indicating a need for targeted weeding and updating to ensure information is current and relevant.
- The *General Fiction* section has the **largest number of titles (5,078)**, followed by *Easy* (3,838), suggesting a solid foundation for pleasure reading and literacy support across grade levels.
- Although *Science* (2,497 titles) and *Technology* (1,664 titles) have strong numbers, their **average age of 2009** suggests that these high-demand areas may include outdated information, particularly in fast-changing fields. Updating these sections should be a priority.

Representation Analysis

To deepen focus on strategic collection development, specific sections of the collection were analyzed in detail to determine whether the media

center collection reflects and represents various points of view and experiences. The goal is to provide a balanced collection that can be both a mirror, to reflect a reader's experience, and a window, so readers can experience different viewpoints.

		Enrollment & Demographic Data			
1,298 2025-26 Student Enrollment as of September 15, 2025		Subgroups		Federal Ethnicity	
		9% ELL	14% ESE	53% Hispanic	47% Non-Hispanic
		Federal Race Category			
26% White	32% Black	<1% Native	2% Asian	<1% Pacific	39% Multicultural

Results

Based on the available school data of Allapattah Flats K-8 in comparison to Collection Analysis results, it was found that:

Student Representation	% of students	Total # of titles	Total % of titles	Avg. age of titles
Hispanic	53%	286	1.40%	2010
Black	32%	538	2.64%	2010
Native	<1%	154	0.76%	2004
Asian Regions	2%	58	0.28%	2008
Asian American	2%	54	0.27%	2014
Pacific	1%	22	0.11%	2007

Representation across all cultural groups remains below 3% of the total collection, signaling a need to intentionally acquire more diverse, inclusive, and multilingual titles that mirror the student body (53% Hispanic, 32% Black).

Strategic Focus

This page lists the priorities for selection and weeding 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
2025-2026	Selection Priorities <ul style="list-style-type: none"> Update and expand nonfiction sections with the oldest average age, including Religion (2006), Literature (2005), and History & Geography (2007), to ensure students have access to accurate, relevant, and standards-aligned information. Increase representative and culturally diverse titles, with a focus on aligning the collection more closely to the school's demographic makeup. Build high-interest and high-circulation areas, including Graphic Novels and Early Reader sections, to support engagement and independent reading growth.
2025-2026	Weeding Priorities <ul style="list-style-type: none"> Weed outdated nonfiction titles in Science and Technology (average age 2009) to improve currency and accuracy. Remove damaged or low-circulating Easy and Fiction titles to maintain a clean, appealing browsing experience. Target sections with the highest age and low representation for deeper evaluation and replacement planning.
2026-2027	Selection Priorities <ul style="list-style-type: none"> Continue updating nonfiction sections, focusing on Science and Technology with newer materials published within the last 5-10 years. Expand curriculum-aligned resources to support literacy, STEM, and social studies instruction, including more titles at varied Lexile levels. Add life skills and SEL titles to support character education and social development, especially for lower grades.

2026-2027	Weeding Priorities <ul style="list-style-type: none"> • Continue removing outdated and inaccurate nonfiction titles, particularly those older than 15 years. • Evaluate Fiction and Easy sections for series completion, relevance, and condition. • Remove duplicate or low-use titles to make space for new purchases and maintain collection balance.
-----------	---

Budget and Purchasing Plan

This page outlines the current budget available and specifically lists the priorities for this school year (2025-2026).

Annual Budget 2025-2026

State Funds

<i>Source</i>	<i>Amount</i>
<i>State (P2500)</i>	<i>4,618.85</i>

Internal Accounts

<i>Book Fair Profits</i>	<i>\$6,044.85</i>
<i>Scholastic Buck</i>	<i>\$2,238.98</i>
<i>Library Fines</i>	<i>\$3,264.78</i>
<i>Grants or Donations</i>	<i>\$0.00</i>

Purchasing Plan 2025-2026

Approximate Purchasing Plan

<i>Purpose</i>	<i>Amount</i>
<i>Media Supplies (#)</i>	<i>\$500.00</i>
<i>Library Book (#)</i>	<i>\$5,000.00</i>
<i>Furniture/Equip (#)</i>	<i>\$0.00</i>
<i>Media Subscriptions (#)</i>	<i>\$4,036.91</i>
<i>Total</i>	<i>\$ 9,536.91</i>

Year-to-Year Collection Change

The information below represents the year-to-year change within the library media center collection from the 2024-25 to 2025-26 school year. The 2024-25 data is based on a collection analysis from June 2024, while the 2025-26 is based on a collection analysis from July 2025.

Data Reflection

- The **items per student** shifted only slightly from **17.3 to 17.0**, indicating that the collection size remains proportionate to student population despite the reduction in total items.
 - The **average age of the collection remained at 2008**, suggesting that while many materials were weeded, new acquisitions were not yet sufficient to lower the overall age of the collection. This highlights the need for targeted purchasing to update older sections.
 - Weeding efforts intensified, with **1,181 items weeded in 2025-26** compared to 731 the previous year. However, only **1 item was deleted** and **no transfers** occurred, emphasizing a focus on physically removing outdated or damaged items rather than shifting or deleting digital records.
-

2024-25 Purchased and Weeded Materials

Materials Added from the Collection Vs. Materials Weeded from the Collection

Category	2024-2025	2025-2026
Items in the Collection	20, 797	20,366
Items Per Student	17.3	17.00
Average Age of Collection	2008	2008
Representative Titles in the Collection	25%	5.46

- 2024-2025: Deleted-257 and Weeded-731
- 2025-2026: Deleted- 1 and Weeded-1,181
- 2024-2026: Transfers- 0

Appendix A

School Board Doc po2520

Book: Policy Manual

Section: 2000 Program

Title: SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

Code: po2520

Status: Active

Legal:

F.S. 119.071

F.S. 212.183

F.S. 1001.215

F.S. 1002.22

F.S. 1003.485

F.S. 1006.28

F.S. 1006.28 through 1006.42

F.S. 1006.40

F.S. 1008.22

F.S. 1008.25(5) (a)

F.S. 1008.25 (5) (c)

F.S. 1014.05

F.A.C. 6A-6.03028

F.A.C. 6A-7.0713

34 C.F.R. Part 300

Adopted: March 12, 2024

Last Revised: April 8, 2025

2520 - SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

The School Board adopts courses of study pursuant to State law and Policy 2220. When adopting courses of study, State law also requires the Board to adopt and provide adequate instructional materials to students enrolled in the District.

"Adequate instructional materials" means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hard-backed or soft-backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serves as the basis for instruction for each student in the core courses of mathematics, language arts, social studies, science, reading, and literature.

Furthermore, Federal law requires the Board to provide accessible instructional materials as specified in a student's Individualized Education Program (IEP). Such accessible instructional materials may be of a type or in a format as specified in the definition of adequate instructional materials in this policy.

"Library media center" means any collection of books, ebooks, periodicals, or videos maintained and accessible on the site of a school, including in classrooms.

As required by State law, instructional materials adopted and used in the District shall be consistent with the goals and objectives in the District's adopted course of study and with the course descriptions established by State Board rule. The Board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school or classroom library, or included on a reading list.

Each principal shall provide that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed pursuant to adopted Board policies. Each principal shall communicate to parents the manner in which instructional materials are used to implement the curricular objectives of the school and the procedures for contesting the adoption and use of instructional materials. Principals are also responsible for overseeing compliance with District procedures for selecting school library media center materials at the school to which they are assigned and notifying parents of the process for objecting to the use of specific materials.

The Superintendent shall develop administrative procedures that set forth a process to involve staff in the review and evaluation of instructional materials. The staff involved in this process shall recommend to the Superintendent for submission to the Board for adoption the instructional materials that address the goals and objectives for adopted courses of

study and the course descriptions established by State Board rule. The instructional materials shall be from the State-adopted instructional materials list if there has been a State adoption or from publishers and other resources if there has not been a State adoption. A meeting of a committee for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the Board must be noticed and open to the public in accordance with F.S. 286.011. A committee convened for such purposes must include parents of students who will have access to such materials.

The Superintendent's procedures shall also prescribe the process for the acquisition, management, use, accountability, and reporting requirements of all instructional materials.

Certification by Superintendent

On or before July 1 each year, the Superintendent will certify to the Commissioner of Education the estimated allocation of state funds for instructional materials for the ensuing fiscal year.

By August 1 each year, the Superintendent will certify to the Commissioner of Education that the Board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs, including verification that training was provided, that the materials are being implemented as designed, and that core reading materials and reading intervention materials used in kindergarten through grade 5 meet the requirements of F.S. 1001.215.

Adoption of Instructional Materials

Prior to submitting a recommendation to the Board regarding the recommended instructional materials, those materials will be accessible for review online for at least twenty (20) calendar days prior to the open publicly noticed meeting at which a public hearing will be held so that the Board can receive comment, if any, about the instructional material under consideration for adoption. The Superintendent shall establish reasonable safeguards against the unauthorized use, reproduction, and distribution of the instructional material under consideration.

Following the public hearing, the Board may act upon the Superintendent's recommendation to adopt the instructional materials. The Board will select, approve, and adopt all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.

At an open publicly noticed meeting following the meeting at which the instructional material is adopted, the Board shall consider a recommendation to approve an annual instructional materials plan that identifies any instructional materials to be purchased pursuant to the instructional materials review process described herein.

The Superintendent shall maintain a list of all adopted instructional materials.

Publication on Website of List of Instructional Materials and Process to Limit Student Access

The Board will publish on its website, in a searchable format, a list of all instructional materials, including those used to provide required instruction under Florida law.

Parent Permission

Parents and guardians play a major role in guiding their child's reading and library use. Each family has the right to determine which library resources are acceptable for their children. Students are able to select books at their discretion; however, some levels of books may require parent permission before a student may check them out. Parents will be notified at the beginning of each school year to complete the library access form for each child.

This form will inform the media specialist of the parent/guardian's preferred level of book access for their child. Parents/Guardians may submit titles and authors of books to the media specialist at the school they are enrolled in that their child may not check out of the media center.

School Library Media Centers and Reading Lists

Effective July 1, 2022, each book newly made available to students through a school library media center or included in a recommended or assigned school or grade level reading list must be selected and approved by a Media Specialist who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated or otherwise made available to students.

Procedure

The media specialist will endeavor to stay informed about appropriate new publications, using multiple sources, such as discussions with colleagues, attendance at conferences, and reading a variety of periodicals and book reviews. The media specialist will also receive and consider suggestions or requests brought forward by other faculty, students, and parents.

Potential new books for the school library media center and reading lists will be evaluated to determine if they would be suitable for student needs and whether they would be appropriate for the intended grade level and age group. In considering possible new acquisitions, the media specialist will consult reputable, professionally recognized reviewing periodicals and school community stakeholders. The media specialist will also assess the level of student interest in the subject(s) presented and the ability of students to comprehend the material. Books that are selected must be free of pornography and material prohibited under F.S. 847.012.

The goal of the selection process is for the school's library media center and reading list collections to be based on reader interest, the support of State standards and aligned curriculum, and the academic needs of students and faculty.

Periodically, books will be removed from the collection or discontinued, based on their poor physical condition, low rate of recent circulation, non-alignment to State standards, out-of-date content, or status following a parent's or community member's objection.

The procedure for developing library media center and reading list collections will be posted on the website for each school in the District.

Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The Principal shall arrange for a convenient time to provide such access.

Each elementary school must publish on its website, in a searchable format, a list of all materials maintained and accessible in the school library media center or a classroom library which can be checked out or used by a student or required as part of a school or grade-level reading list. The format must:

- A. identify the type of material maintained in the library media center by category, such as books, ebooks, periodicals, and videos;
- B. list, at a minimum, the following information:
 - 1. the title and author for books and ebooks;
 - 2. the name or title for periodicals and videos; and,
 - 3. the title for any other material maintained in the media center.
- C. Books and ebooks must be searchable by, at a minimum, author and title. All other materials must be searchable by, at a minimum, title.

Purchase of Instructional Materials

Following adoption by the Board, requisitions shall be issued to purchase current instructional materials from the State-adopted instructional materials list so that each student in kindergarten through grade 12 will have a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Any materials purchased shall be free of pornography and material prohibited under F.S. 847.12, suited to student needs and their ability to comprehend the material presented, and appropriate for the grade level and age group for which the materials are used or made available. The Board will purchase all materials as a separate line item on the regular (non-consent) agenda and will provide a reasonable opportunity for public comment.

Requisitions shall also be issued to purchase instructional materials that will be the major tool of instruction for subjects in the State Course Code Directory for which the Board has adopted courses of study, but for which there are no materials on the State-adopted instructional materials list.

The Superintendent shall approve these purchases.

The District shall maintain on its website a current list of instructional materials, by grade level, purchased by the District.

Replacement and Purchase of Instructional Materials by Students/Parents

Students may be held responsible for the cost of replacing any instructional materials lost, destroyed, or unnecessarily damaged. Failure to provide payment for the damage or loss may result in the suspension of the student from participation in extra-curricular activities, the suspension of student parking privileges, and the exclusion of the student from participation in school activities such as prom and graduation ceremonies or the debt may be satisfied by the student performing community service activities at the school site as determined by the school principal.

A student or their parent(s) may purchase a copy of the designated course instructional materials, regardless of format, for the District's purchase price, including shipping.

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in activities where the product becomes the property of the student.

New Worlds Reading Initiative

The New Worlds Reading Initiative, created by the Florida Department of Education, provides high-quality, free books directly to K-prekindergarten through grade 5 students who are not yet reading on grade level, who score below a level 3 on the most recent Statewide,

standardized English Language Arts Assessment (ELA), or who have a substantial reading deficiency identified under F.S. 1008.25, or who have a substantial deficiency in early literacy skills based upon the results of the coordinated screening and progress monitoring under F.S. 1008.25.

The School District must notify parents of eligible students upon enrollment and at the beginning of each school year options for specific book topics or genres in order to maximize student interest in reading. The District must participate in the initiative by partnering with local nonprofit organizations and raising awareness by using marketing materials provided by the program administrator. A student's eligibility for the initiative continues until promotion to grade 6 or until the parent opts out of the initiative.

The District shall also establish a data sharing agreement with the initiative's administrator to allow for a streamlined student verification and enrollment process.

Revised 4/8/25

© Neola 2024

Appendix B

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.