



LEGACY HIGH SCHOOL

Library Media Center Collection Development Plan 2026-27

Todd Smith
Principal

Renea G. Homer
Certified Library Media Specialist

Signature Page

Legacy High School
FY27 Collection Development Policy

Date Drafted:

Date Approved by Administration:

Media Specialist Name:

Renee Himes

Media Specialist Signature:

Renee Himes

Principal Name:

TODD D. SMITH

Principal's Signature:

Todd D. Smith

Table of Contents

Executive Summary	1
• District Strategic Plan 2026	1
• School Collection Development Plan	2
School Analysis	4
• Collection Analysis (July 2026)	5
• Collection Analysis by Category (July 2026)	6-8
Representation Analysis	9
• Summary	9
• Results	9
Strategic Focus	10
Budget and Purchasing Plan	11
• Annual Budget 2026-2027	11
• Purchasing Plan 2026-2027	11
Year-to-Year Collection Change	12
Appendix A	13
Appendix B	18

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 49,500 students enrolled in 41 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 Statement

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 p02520

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 centers and reading list collections will be posted on the website for each school in the district.

Upon written request, an individual will be provided with 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:
 - a. the title and author for books and eBooks.
 - b. the name or title for periodicals and videos; and,
 - c. 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

Legacy High School serves over 1562 students enrolled in grades 9th – 12th. The student population's ethnicity is made of 34.3 % Hispanic and 65.7 % Non-Hispanic students. Additionally, we serve a diverse population of 27.3 % White, 32.0 % Black, 0.26 % Indian, 1.5 % Asian, and 4.35 % Multiracial.

Our administration includes Principal: Todd Smith, Assistant Principals: Jean Emerson, Lindsay Harris, and Andrea Popwell.

Legacy High School offers special programs which provide students with opportunities. Our special programs include AICE, Allied Health/Certified Nurse Assisting, Bio Medical Science, Dental Assisting, Exercise Science, Global Logistics, and Hospitality & Tourism.

School Mission Statement

At Legacy High School, we are dedicated to creating a highly structured and nurturing educational environment that recognizes the diverse talents and aspirations of our students. Legacy will empower each student resulting in the pursuit of excellence in academics, arts, athletics, career readiness, community engagement, and scholarship. Together, we will prepare our students to lead productive lives and make meaningful contributions to society.

School Vision Statement

At Legacy High School, we are devoted to promoting an educational community where students will thrive in a dynamic and inclusive environment that fosters the development and acquisition of skills necessary to productively interact in all settings. Our commitment is to cultivate well-rounded individuals that will be inspired to grow, succeed in their chosen paths, and explore their purpose.

Media Center Mission Statement

The library media center mission is to help every student reach their full potential by fostering a 21st-century learning environment that encourages a love of reading and supports the responsible and effective use of information technology.

Library Program

A thorough analysis of the current media center collection at Legacy High School indicates that the average age of the collection is 2020 and the number of books per student is 4:1. The [American Association for School Libraries](#) supports the “Introduction to Collection Development for School Librarians” by Mona Kerby that media centers should include a ratio of 10-12 items available per student is appropriate for a school library collection. Currently, Legacy High School does not meet the recommended standards for the number of books per student.

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

Strengths

- There are 497 titles (6.7% of the collection) with an average publication year of 2020, providing students with access to current and relevant African Americans perspectives and experiences.
- The multiracial students have 508 titles (4.0% of the collection), the largest represented demographic category, supporting diverse identities and perspectives.
- Asian students have 224 titles (4.6% of the collection) with an average publication year of 2021, offering current and diverse cultural perspectives.
- There are 69 titles (1.0% of the collection) with an average publication year of 2021, exceeding the percentage of Indian students enrolled (0.26%).

Concerns:

- Hispanic students represent 34.31% of the school's enrollment; however, Hispanic titles account for only 161 titles, or 2.2% of the collection, indicating the most significant gap between student demographics and collection representation.

- White students title average has a publication year of 2017, making it the oldest demographic collection and needs to be updated.
- Our collection contains diverse resources, but some student representation categories do not reflect the racial and ethnic makeup of the school's current enrollment.

School Assessment Analysis

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

<i>Proficiency Data</i>		
<u>Assessment</u>	<u>2024-25</u>	<u>2025-26</u>
<i>ELA Grade 10 PM3</i>	<i>Not Applicable</i>	<i>63% Level 3 or above</i>
<i>B.E.S.T. Algebra 1 EOC</i> <i>B.E.S.T Geometry EOC</i>	<i>Not Applicable</i> <i>Not Applicable</i>	<i>34% Level 3 or above</i> <i>57% Level 3 or above</i>
<i>Biology EOC</i> <i>U.S. History EOC</i>	<i>Not Applicable</i> <i>Not Applicable</i>	<i>82% Level 3 or above</i> <i>77% Level 3 or above</i>

Comparison between 2024-25 and 2025-26 Testing Data

(adapted from <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2024.shtml>)

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 Title wise Analysis from July 2024. Purchasing or weeding after the time is not reflected in this data.



6,545

Items in
Collection



4.1

Items per
student



55%

Fiction title in the
Collection



45%

Non-fiction title in
the Collection

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



2020

Average
Age of the
Collection



7%

Aged
Titles



50%

Newer than
5 Years

Library media resources should be
representative of the school.



54%

Representative
Titles
Collection



2020

Representative
Titles in Average
Age

Life Skills library media resources can
contribute to character development.



57%

Life Skills
Titles in
Collection



2020

Life Skills
Titles
Average

0	2	16	486	1406	901	34
BR-199 Lexile Items	200-349 Lexile Items	350-499 Lexile Items	500-674 Lexile Items	675-909 Lexile Items	910-1299 Lexile Items	1300+ Lexile Items



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

Collection Analysis by Category

<u>Section</u>	<u># of Titles</u>	<u>Average Age</u>
Adventure	74	2019
Agriculture	27	2022
Animals	38	2022
Arts	17	2019
Architecture	4	2022
Biography	716	2020
Building & Construction	12	2020
Business & Finance	65	2022
Career and College	297	2021
Classics	24	2009
Computer Science, Knowledge, & Systems	78	2019
Cooking & Food	89	2021
Criminal Justice	28	2022
Cultural Studies	60	2022
Curiosities	27	2020
Customs. Etiquette & Folklore	45	2021
DIY	120	2021
Drama	25	2012
Drawing	181	2019
Dystopian	45	2019
Earth Science	83	2020
Economics	113	2022
Education	32	2022
Engineering	149	2021
Fantasy	786	2020

Folklore	6	2020
Fun Facts	2	2020
Games	11	2020
Government & Civics	59	2021
Graphic Novels	93	2017
Health and Wellness	288	2022
Historical Fiction	202	2019
History	242	2020
Home and Family Management	101	2021
Horror	130	2020
Humor	4	2021
Language	4	2022
Law	24	2021
Life Science	97	2020
Literature	206	201
Management & Public Relations	25	2022
Manufacturing	3	2019
Military	53	2021
Mystery	189	2020
Mythology	15	2023
Music	48	2021
Painting	11	2022
Printing	11	2022
Political Science	85	2021
Paranormal	21	2022
Philosophy/Psychology	83	2021
Photography & Computer Art	6	2021

Poetry	44	2017
Quick Reads	17	2018
Realistic Fiction	789	2020
Religion	12	2020
Romance	415	2021
Science Fiction	283	2018
Social Issues	154	2020
Social Science	105	2022
Space	54	2020
Sports	211	2021
Sports Fiction	14	2020
STEM	239	2021
Supernatural	77	2020
Technology	10	2023
The Arts	83	2020
Thriller	144	2021
Transportation	27	2023
US History	95	2021
World History	112	2020

Representation Analysis

Enrollment & Demographic Data

2025-26 Student Enrollment as of September 14 th , 2026 1,562		Subgroups		Federal Ethnicity	
		205 ELL	223 ESE	536 Hispanic	1,026 Non- Hispanic
Federal Race Category					
426 White	501 Black	536 Hispanic	27 Asian	4 Indian	68 Multiracial

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.

Results

Based on the available school data of [Legacy High School](#) in comparison to Collection Analysis results, it was found that:

<u>Student Representation</u>	<u>% of Students</u>	<u>Total # of Titles</u>	<u>Total % of Titles</u>	<u>Avg. Age of Titles</u>
Hispanic	34.31%	161	2.2%	2021
Black	32.07%	497	6.7%	2020
Indian	.26%	69	1.0%	2021
Asian	1.2%	224	4.6%	2021
Multiracial	4.35%	508	4.0%	2019
White	27.27%	261	3.9%	2017

Strategic Focus

<u>School Year</u>	<u>Strategic Focus</u>	
2026-2027	<u>Selection Priorities</u> • Fiction • Non-Fiction	<u>Access Needs:</u> Use data to guide purchasing decisions and ensure equitable access to more diverse materials. <u>Gather Input:</u> Survey students and staff to determine high interest topics and areas of need. <u>Promote New Library Books:</u> Showcase new titles through engaging book displays and monthly themes.
	<u>Weeding Priorities</u> • Biography Section • Non-Fiction Section	<u>Evaluate Materials:</u> Access each item for physical condition, circulation history, and relevance to current curriculum and student interest. <u>Remove Outdated Material:</u> Ensure that newly added library books reflect current information, diverse perspectives and support for academic and reading needs.
2026-2027	<u>Selection Priorities</u> • Fiction • Non-Fiction • Professional Library	<u>Expand Diverse Representation:</u> Prioritize the selection of books that reflect the school's demographic changes to ensure a variety of cultures represented. <u>Vendors:</u> Work with vendors to acquire high quality, relevant and age-appropriate materials material.
	<u>Weeding Priorities</u> • Fiction Section • Non-Fiction	<u>Replace Key Titles:</u> Ensure the replaced library books support current curriculum goals, student interests, and a diverse representation. <u>Repurpose or Donate:</u> Donate or discard books in accordance with district guidelines and policies, maintain accurate records of all removals.

Budget and Purchasing

Annual Budget Plan

State Funds	
<u>Source</u>	<u>Amount</u>
State (P2500)	<i>0.00</i>
Internal Accounts	
<i>Source</i>	<i>Amount</i>
Book Fair Profits	\$0
Scholastic	\$0
Library Fines	\$1,000
Grants or Donations	0
Student Volunteer Recognition	0
TOTAL	<i>\$1000</i>

Purchasing Plan 2026-2027

Approximate Purchasing Plan	
<u>Purpose</u>	<u>Amount</u>
Media Supplies (Account #)	\$ 500
Library Book (Account # 85040)	\$ 1,500
Furniture-Fix/Equip (Account #)	\$0.00
Media Subscriptions- (Periodicals, newspapers) (Account #)	\$0.00
TOTAL	<i>\$2,000</i>

Year-to-Year Collection Change

Data Reflection

- **2026-27 Purchased and Weeded Materials**

Materials Added to the Collection

<u>Category</u>	<u>2025-26</u>	<u>2026-27</u>
 Items in the Collection	6,353	6,545
 Items per Student	5.3	4.1
 Average Age of Collection	2020	2020
 Representative Titles in the Collection	51%	54%

Appendix A

School Board Doc p02520

Book **Policy Manual**

Section **2000 Program**

Title **SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS**

Code **p02520**

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 **January 13, 2026**

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 notified 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 can 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 centers and reading list collections will be posted on the website for each school in the district.

Upon written request, an individual will be provided with 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

Revised 1/13/26

© Neola 2025

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 people and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.
- VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all libraries' use of data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the Library Bill of Rights are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning the application of these principles to specific library practices.