

Scituate Town Library Collection Development Policy

I. Introduction

A. The Library's Function

The function of the Scituate Town Library is to make readily available library materials selected in response to the diverse reading and educational needs of all community members; to offer youth an active library program designed to stress the value of reading and knowledge; and to deliver information which meets community needs. While nonresident use is allowed, the primary focus of the collections is to meet the needs of the people of Scituate. It is recognized that those needs are not static, and the Library continually evaluates its collections to ensure that they are responding to the people they serve. This collection development policy is intended to support the Library's mission statement.

Mission: The Scituate Town Library is committed to being a safe and welcoming environment that provides and promotes open and free access to learning opportunities, cultural experiences, and informational resources.

Vision: The Scituate Town Library will be a gathering place to learn, create and connect with others in Scituate and beyond. The Library will support and encourage inquiry, curiosity, discourse, and lifelong learning through use of its space, collections, and programs for patrons of all ages.

B. Purpose of the Policy

This collection development policy outlines general priorities for building and maintaining appropriate collections which implement library objectives. The primary goal of the collection development policy is to provide the best possible collection with the resources available. Collection development involves the selection, acquiring, cataloging, and withdrawing of the Library's collections in all formats. We attempt to reflect the broad range of human experiences, knowledge, and opinion and strive to maintain items of current and longstanding interest, provide accurate information, support educational interests, and encourage the enjoyment of reading and learning within the community.

Furthermore, this policy is intended to: (1) guide selectors in choosing material for the collection; (2) guide library administration and supervisory staff in expending available funds; (3) inform the public about principles upon which selections are made; and, (4) provide guidance in the management of library materials. The ability of the library system to develop collections is, of course, related to the availability of budget funds, staff, and space.

This policy will be reviewed every 5 (five) years or as needed.

C. Philosophical Foundations

Fundamental to this Collection Development Policy is the Library Bill of Rights and the Freedom to Read Statement, along with Diverse Collections: An Interpretation of the Library Bill of Rights statement positions adopted by the American Library Association. (See Appendix A). The Scituate Town Library strives to reflect the needs of our community and our national landscape as closely as possible. Library collections have the ability to promote understanding and education among diverse groups, and the Library will work to curate a collection representing a wide array of people, cultures, ideas, and experiences. The process of curating, maintaining, and providing a diverse and equitable collection is an ongoing process which will be considered during all aspects of collection development.

D. Responsibilities

Responsibility for materials selection, as with all library activities, rests with the Library Director, who operates within the policy framework determined by the Library Board of Trustees. The Library Director oversees the day-to-day material selection by professionals in various departments based on their training and experience, as well as on the guidelines set forth here.

E. Types of Materials

This policy applies to all types and formats of items deemed appropriate to aid the Library in its mission. These may include a variety of print and non-print media. These decisions depend on many factors, including cost, storage, availability and applicability to users.

F. Library Cooperation

No library has the resources available to meet the needs of all users all of the time. The Library promotes and facilitates resource sharing through interlibrary loan and reciprocal borrowing arrangements as a means to provide our users with access to a wider selection of materials than our collections alone can provide. The Library works cooperatively with other local libraries, library systems state-wide and the State Library to provide the broadest access to materials for its patrons while minimizing duplication.

To that end, the Scituate Town Library is a member of the Old Colony Library Network (OCLN) and the Massachusetts Library System (MLS). The Library partners with the Commonwealth Catalog and Worldcat for interlibrary loan requests. See Appendix B for the Library's Interlibrary Loan Request document.

II. Selection Principles

A. General Selection Criteria

When making decisions, selectors will consider the following criteria (in no particular order):

1. current or potential relevance or interest
2. requests from the public: <https://www.scituatema.gov/town-library/research/webforms/purchase-suggestions>
3. author's significance or reputation
4. importance as an historical record, materials of local significance
5. relevance and relation to existing collections; scarcity or abundance of other material
6. cultural significance and critical acclaim
7. cost in relation to the individual title and to the overall collection
8. physical quality of format for intended use
9. availability elsewhere through interlibrary loan or other cooperative arrangements
10. diversity of viewpoint
11. literary merit and/or professional reviews
12. content by and about a wide array of people and cultures to authentically reflect a variety of ideas, information, stories, and experiences
13. materials in foreign languages as demands warrants

In general, first priority for items selected will be those with the highest potential of meeting the needs of the largest number of people. Duplication of material will be determined by patron demand, importance of item, and budget.

The purchase of controversial items by the Library does not constitute endorsement of the views expressed. No title is excluded on the basis of moral, racial, religious, or political prejudice.

B. Specific Considerations for Minors

1. Children's Materials

Materials for children are selected using the general criteria outlined above. The goal is to provide recreational and informational materials to broaden the children's areas of knowledge, imagination, and interest.

The scope of children's collections will cover birth through grade school. Materials selection will consider a wide range of genres, interests and reading abilities. Nonfiction subject areas should be covered with as great a depth and breadth as title availability allows. The materials are readily available for all who need them.

The Library recognizes that in its selection for children and young adults, the decision about suitable material cannot be based on age alone. While some books are too mature for some children, they may be ideal for other children of the same age. Only parents or legal guardians can decide what information children can utilize at a specific stage of development.

2. Young Adult Materials

Selected materials are intended to assist the teenaged individual in achieving a successful transition from childhood to adulthood by providing the resources that will encourage intellectual, emotional and social development. Extra effort is made to provide this age group with materials that deal with their concerns in open, honest ways, and which meet their recreational, academic, and cultural reading needs. Emphasizing contemporary trends in young adult fiction, the collection should also include current information which appeals to the diverse interests of this age group, while considering the varying reading and developmental levels. To fulfill these needs, the collection will inevitably include materials on controversial and sensitive topics. Because of the wide range of maturity and reading levels among individual teens, the suitability of any particular item must be determined on an individual basis by the parent or guardian of the teen. Since the resources of the adult collections are readily available and offer a more complete reference capability, the young adult is encouraged to utilize the holdings of the entire library.

Young adult collections will focus on sixth through twelfth grade levels, but they will not be exclusive to that age range. The Young Adult Collection may contain adult titles and resources.

C. Specific Criteria for Selection of Special Formats

Formats

A well-rounded collection of materials which serves a broad spectrum of users must provide the widest possible selection of print and non-print formats. The Library collects formats that are viable and discontinues ordering or phases out formats no longer available or in demand. Other emerging formats will be acquired and made accessible, as they are judged suitable, meaningful, and relevant to the community based on the stated selection criteria. We strive to be “format neutral”, defining physical and digital collections and content as materials to which we facilitate access for and with our community.

1. Multimedia

The Library purchases various forms of multimedia including, but not limited to, audiobooks, DVDs, Playaways, and video games based on its general selection criteria, reviews, and patron demand.

2. Databases and Electronic Collections

Electronic collections play an important role in the Library’s portfolio. These materials include databases, e-books, e-audiobooks, and downloadable and streaming media where the content is not selected or maintained at the local level, but with the vendor. Therefore, it is not possible for the Library to control when and what titles are added or removed from these collections.

The Library bases its decisions to provide access to these collections on a variety of factors, including ease of use, uniqueness of content, technology requirements, vendor reputation and customer service, availability for remote access, licensing agreements, and cost. In addition to standard criteria used in selecting other formats, the Library must consider special selection criteria for electronic materials .

The Library favors electronic sources which are device and platform neutral, and which support the traditional legal principles of first sale and fair use.

3. Professional, Technical and Textbook Materials

The Library does not attempt to be an academic, special, or school library. Highly technical, professional, or textbook materials are not excluded per se. These types of items are selected and kept if there is a general public demand for them, or if they coincidentally provide coverage in a needed subject area. The Library services students as individual members of the community and by cooperating with community schools, but in no way does it presume to replace the school library.

4. Self-published Materials

In limited circumstances, the Library reserves the right to purchase self-published or vanity press titles if they are of local interest, written by local authors, or written by non-local authors whose works have been reviewed in an authoritative review source. Authoritative review sources may include library review journals and/or small and independent press review publications. Self-published titles are held to the same evaluation criteria as any other work or item the Library considers for purchase.

5. Americans with Disabilities

The Library provides or facilitates the selection of materials in special formats that meet the needs of the vision-impaired, the hearing impaired, and others whose disabilities impede their ability to make use of other library resources.

6. Local Government Documents

The Library collects Scituate government documents. The Town Archives however is the official repository for Scituate government documents. The Library selects those Massachusetts and United States government documents which are most in demand by Scituate library patrons, or those which have a finite review period. Once demand is diminished or the public review period is over, the Library will make these documents available to the Town Archives. In certain instances the Library is required to retain and make available government documents of local or regional significance.

7. Library of Things Collection

In addition to traditional library materials, the Library also purchases objects to lend. These objects are selected based on community need and interest in order to promote a sharing economy where patrons can utilize the Library's shared collection of needed but not often used household items.

III.COLLECTION MAINTENANCE

A. General

Collection maintenance and evaluation is a continuous activity to keep the collection current and relevant. Materials are withdrawn regularly to ensure that all available materials meet the general principles of collection development. Materials may be removed from the collection after evaluation because of unnecessary duplication, poor condition, obsolete content, or disuse. Space limitations may also be considered in the decision-making process. Removal of items is necessary to make room for new acquisitions and to maintain the integrity of the resources overall.

These guidelines are set forth as an aid to understanding the thought process involved in collection management and to establish a framework for library staff involved in these activities. The removal or replacement of an item will depend on the many factors outlined in this policy; not all items will meet all criteria. Staff members engaged in collection management must exercise judgment over all individual items and follow these guidelines only to identify certain possibilities for discarding. Whenever there is any doubt about an item, it should be referred to a supervisor.

The same care, thought, and judgment must be exercised in managing library materials as in the selection of them. The following guidelines were adapted from Jeanette Larsen's revised edition of ***CREW: A Weeding Manual for Modern Libraries*** (Austin, TX: Texas State Library & Archives Commission, 2012). Withdrawal of an item may be based on one or several of these considerations, but may also take into account the selection guidelines above.

B. Evaluation Guidelines

1. Removal of superfluous or duplicate volumes. Consider removing (in no particular order):
 - a. duplicate titles
 - b. inexpensive reprints
 - c. older editions
 - d. highly specialized items when the Library holds more extensive or more up-to-date material on the same subject
 - e. superfluous books on subjects of little interest to the local community

- f. series that are no longer popular or that were published to meet a popular demand that no longer exists

2. Evaluation based on poor condition. Consider removing:

- a. when information is dated
- b. when material is poorly written
- c. when information is incorrect
- d. when improved editions exist
- e. when material contains biased, racist, or sexist terminology

3. Evaluation based on age. Consider the following subject areas for removal based on CREW's age guidelines:

- a. medicine, inventions and business
- c. travel books
- d. economics and science books
- e. encyclopedias - keep current
- f. almanacs, yearbooks and manuals – keep current
- g. dictionaries when superseded
- h. biographical sources when superseded
- i. directories – keep current
- j. social science and topical material
- k. fiction best-sellers of ephemeral value

C. Process

Books and materials removed from the collection will be 1) donated to the Friends of the Scituate Town Library or 2) recycled/discarded/transferred to a book reseller working in conjunction with the Library.

D. Gifts

The Library gratefully accepts donations of funds to support specific collection areas or titles. Please see our Gift Request form for more information about this. In accepting a donation of funds to support materials, the Library reserves the right to determine the housing and location of the material, as well as to utilize the same deselection criteria used for the collection as a whole.

In general, the Library cannot accept gifts of materials, but the Friends of the Library welcome donations of materials for their Bookstore. All books donated to the Friends and sold in their Bookstore go to support library programs and services. The exception to this guideline is in the case of Scituate authors who wish to provide a copy of their work.

IV. Request for reconsideration of library materials

Any person who has concern about material in the library's collection may fill out the Patron Request for Reconsideration of Library Materials form (See Appendix C) and return it to the Library Director, who will respond in a timely manner after consulting with the Trustees as appropriate. A request for reconsideration for library materials may only be submitted by residents of the Town of Scituate. A request for reconsideration of library materials made by non-residents will not be considered.

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Appendix A

Library Bill of Rights

Interpretations of the Library Bill of Rights

Diverse Collections: An Interpretation of the Library Bill of Rights

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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 .

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations>)

Interpretations of the Library Bill of Rights

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.

Following are those documents designated by the Intellectual Freedom Committee as Interpretations of the *Library Bill of Rights* and background statements detailing the philosophy and history of each. For convenience and easy reference, the documents are presented in alphabetical order. These documents are policies of the American Library Association, having been adopted by the ALA Council. (</advocacy/intfreedom/librarybill>) (</aboutala/governance/council>)

Access to Digital Resources and Services :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/digital>)

Digital resources and services allow libraries to significantly expand the scope of information available to users. Like all resources and services provided by the library, provision of access to digital resources and services should follow the principles outlined in the *Library Bill of Rights* to ensure equitable access regardless of content or platform. Amended 2019

Access to Library Resources and Services for Minors :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/minors>)

Library policies and procedures that effectively deny minors equal and equitable access to all library resources available to other users violate the *Library Bill of Rights*. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users. Amended 2019

Access to Library Resources and Services Regardless of Sex, Gender Identity, Gender Expression, or Sexual Orientation :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accesslgbt>)

The American Library Association stringently and unequivocally maintains that libraries and librarians have an obligation to resist efforts that systematically exclude materials dealing with any subject matter, including sex, gender identity, or sexual orientation. Amended 2020

Access to Resources and Services in the School Library :

(<http://ala.org/advocacy/intfreedom/librarybill/interpretations/challenged-resources>)

The school library plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the

educational level and program of the school necessarily shapes there sources and services of a school library, the principles of the Library Bill of Rights apply equally to all libraries, including school libraries. Amended 2014

Challenged Resources :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/challenged-resources>)

ALA declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined written policy for collection development that includes a procedure for review of challenged resources. Amended 2019

Diverse Collections :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/diversecollections>)

Collection development should reflect the philosophy inherent in Article I of the *Library Bill of Rights*: “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 their creation.”

A diverse collection should contain content by and about a wide array of people and cultures to authentically reflect a variety of ideas, information, stories, and experiences. Amended 2019

Economic Barriers to Information Access :

(<http://ala.org/advocacy/intfreedom/librarybill/interpretations/economicbarriers>)

All resources provided directly or indirectly by the library, regardless of format or method of delivery, should be readily and equitably accessible to all library users. Imposing any financial barrier may disadvantage users, and libraries of all types—public, school, and academic—should consider eliminating barriers that limit access to library resources and other services. Amended 2019

Education and Information Literacy :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/education>)

Libraries and library workers foster education and lifelong learning by promoting free expression and facilitating the exchange of ideas among users. Libraries use resources, programming, and services to strengthen access to information and thus build a foundation of intellectual freedom. In their roles as educators, library workers create an environment that nurtures intellectual freedom in all library resources and services. Amended 2019

Equity, Diversity, Inclusion :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/EDI>)

Libraries are essential to democracy and self-government, to personal development and social progress, and to every individual's inalienable right to life, liberty, and the pursuit of happiness. To that end, libraries and library workers should embrace equity, diversity, and inclusion in everything that they do. Adopted 2017

Evaluating Library Collections :

(<http://ala.org/advocacy/intfreedom/librarybill/interpretations/evaluatinglibrary>)

Libraries continually develop their collections by adding and removing resources to maintain collections of current interest and usefulness to their communities. Libraries should adopt collection development and maintenance policies that include criteria for evaluating materials. Amended 2019

Expurgation of Library Materials :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/expurgationlibrary>)

Expurgating library materials is a violation of the Library Bill of Rights. Expurgation as defined by this interpretation includes any deletion, excision, alteration, editing, or obliteration of any part(s) of books or other library resources by the library, its agent, or its parent institution (if any). Amended 2014

Internet Filtering :

(<http://ala.org/advocacy/intfreedom/librarybill/interpretations/internet-filtering>)

The negative effects of content filters on Internet access in public libraries and schools are demonstrable and documented. Consequently, consistent with previous resolutions, the American Library Association cannot recommend filtering. However the ALA recognizes that local libraries and schools are governed by local decision makers and local considerations and often must rely on federal or state funding for computers and internet access. Because adults and, to a lesser degree minors, have First Amendment rights, libraries and schools that choose to use content filters should implement policies and procedures that mitigate the negative effects of filtering to the greatest extent possible. The process should encourage and allow users to ask for filtered websites and content to be unblocked, with minimal delay and due respect for user privacy. Adopted 2015

Intellectual Freedom Principles for Academic Libraries :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/intellectual>)

A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community. The purpose of this statement is to outline how and where intellectual freedom principles fit into an academic library setting, thereby raising

consciousness of the intellectual freedom context within which academic librarians work.
Amended 2014

Labeling Systems :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretation/labeling-systems>)

Prejudicial labeling systems assume that the libraries have the institutional wisdom to determine what is appropriate or inappropriate for its users to access. They presuppose that individuals must be directed in making up their minds about the ideas they examine. The American Library Association opposes the use of prejudicial labeling systems and affirms the rights of individuals to form their own opinions about resources they choose to read, view, listen to, or otherwise access. Adopted 2015

Library-Initiated Programs and Displays as a Resource :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/programsdisplays>)

Library-initiated programs and displays utilize library worker expertise for community interests, collections, services, facilities, and providing access to information and information resources. They introduce users and potential users to library resources and the library's role as a facilitator of information access. Concerns, questions, or complaints about library-initiated programs and displays are handled according to the same written policy and procedures that govern reconsiderations of other library resources. These policies should apply equally to all people, including, but not limited to, library users, staff, and members of the governing body.
Amended 2019

Meeting Rooms :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/meetingrooms>)

Many libraries provide meeting rooms and other spaces designated for use by the public for meetings and other events as a service to their communities. Article VI of the Library Bill of Rights states, "Libraries which make ...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." Amended 2019

Minors and Online Activity :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/minorsonlineactivity>)

The online environment offers opportunities for accessing, creating, and sharing information. The rights of minors to retrieve, create, and interact with information posted on the Internet in schools and libraries are extensions of their First Amendment rights. Amended 2019

Politics in American Libraries :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/politics>)

The Library Bill of Rights specifically states that "all people" and "all points of view" should be included in library materials and information. There are no limiting qualifers for viewpoint, origin, or politics. Adopted 2017

Prisoners' Right to Read :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/prisonersrightoread>)

ALA asserts a compelling public interest in the preservation of intellectual freedom for individuals of any age held in jails, prisons, detention facilities, juvenile facilities, immigration facilities, prison work camps, and segregated units within any facility, whether public or private. Amended 2019

Privacy :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/privacy>)

All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. The American Library Association affirms that rights of privacy are necessary for intellectual freedom and are fundamental to the ethical practice of librarianship. Amended 2019

Rating Systems :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/rating-systems>)

Rating systems are tools or labels devised by individuals or organizations to advise people regarding suitability or content of materials. Rating systems appearing in library catalogs or discovery systems present distinct challenges to intellectual freedom principles. The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read or view. Amended 2019

Religion in American Libraries :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/religion>)

The First Amendment guarantees the right of individuals to believe and practice their religion or practice no religion at all and prohibits government from establishing or endorsing a religion or religions. Thus the freedom of, for and from religion, are similarly guaranteed. Adopted 2016

Restricted Access to Library Materials :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/restrictedaccess>)

Libraries are a traditional forum for the open exchange of information. Attempts to restrict access to library materials violate the basic tenets of the Library Bill of Rights. Amended 2014

Services to People with Disabilities :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/servicespeopledisabilities>)

Libraries should be fully inclusive of all members of their community and strive to break down barriers to access. The library can play a transformational role in helping facilitate more complete participation in society by providing fully accessible resources and services. Amended 2018

Universal Right to Free Expression :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/universalright>)

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedoms of speech, press, religion, assembly, and association, and the corollary right to receive information. Amended 2014

User-Generated Content in Library Discovery Systems :

(<http://www.ala.org/advocacy/user-generated-content-librarydiscoverysystems>)

Libraries offer a variety of discovery systems to provide access to the resources in their collections. Such systems can include online public access catalogs (OPAC), library discovery products, institutional repositories, and archival systems. With the widespread use of library technology that incorporates social media components, intelligent objects, and knowledge-sharing tools comes the ability of libraries to provide greater opportunities for patron engagement in those discovery systems through user-generated content. These features may include the ability of users to contribute commentary such as reviews, simple point-and-click rating systems (e.g. one star to five stars), or to engage in extensive discussions or other social interactions. This kind of content could transform authoritative files, alter information architecture, and change the flow of information within the library discovery system. Amended 2019

User-Initiated Exhibits, Displays, and Bulletin Boards :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/exhibitsdisplaysbulletinboards>)

Libraries may offer spaces for exhibits, displays, and bulletin boards in physical or digital formats as a benefit to their communities. The use of these spaces should conform to the American Library Association's *Library Bill of Rights*. Amended 2019

Visual and Performing Arts in Libraries :

(<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/arts>)

Visual images and performances in the library should not be restricted based on content. Librarians and library staff should be proactive in seeking out a wide variety of representational and abstract artwork and performance art, with limitations or parameters set only with respect to space, installation, fiscal, and technical constraints. Adopted 2018)

Diverse Collections: An Interpretation of the Library Bill of Rights

Collection development should reflect the philosophy inherent in Article I of the *Library Bill of Rights*: “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.” A diverse collection should contain content by and about a wide array of people and cultures to authentically reflect a variety of ideas, information, stories, and experiences.

Library workers have an obligation to select, maintain, and support access to content on subjects by diverse authors and creators that meets—as closely as possible—the needs, interests, and abilities of all the people the library serves. This means acquiring materials to address popular demand and direct community input, as well as addressing collection gaps and unexpressed information needs. Library workers have a professional and ethical responsibility to be proactively inclusive in collection development and in the provision of interlibrary loan where offered.

A well-balanced collection does not require a one-to-one equivalence for each viewpoint but should strive for equity in content and ideas that takes both structural inequalities and the availability of timely, accurate materials into account. A diverse collection should contain a variety of works chosen pursuant to the library’s selection policy and subject to periodic review.

Collection development, as well as cataloging and classification, should be done according to professional standards and established procedures. Developing a diverse collection requires:

- selecting content in multiple formats;
- considering resources from self-published, independent, small, and local producers;
- seeking content created by and representative of marginalized and underrepresented groups;
- evaluating how diverse collection resources are cataloged, labeled, and displayed;
- including content in all of the languages used in the community that the library serves, when possible; and
- providing resources in formats that meet the needs of users with disabilities.¹

Best practices in collection development assert that materials should not be excluded from a collection solely because the content or its creator may be considered offensive or controversial. Refusing to select resources due to potential controversy is considered censorship, as is withdrawing resources for that reason. Libraries have a responsibility to defend against challenges that limit a collection’s diversity of content. Challenges commonly cite content viewed as inappropriate, offensive, or controversial, which may

include but is not limited to prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, scientific research, sexual content, and representation of diverse sexual orientations, expressions, and gender identities.

Intellectual freedom, the essence of equitable library services, provides for free access to varying expressions of ideas through which a question, cause, or movement may be explored. Library workers have a professional and ethical responsibility to be fair and just in defending the library user's right to read, view, or listen to content protected by the First Amendment, regardless of the creator's viewpoint or personal history. Library workers must not permit their personal biases, opinions, or preferences to unduly influence collection development decisions.²

¹ "Services to People with Disabilities: An Interpretation of the *Library Bill of Rights* (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/servicespeopledisabilities>)," adopted January 28, 2009, by the ALA Council under the title "Services to Persons with Disabilities"; amended June 26, 2018.

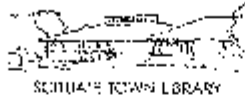
² *ALA Code of Ethics*, Article VII, adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; and January 22, 2008.

Adopted July 14, 1982, by the ALA Council; amended January 10, 1990; July 2, 2008; July 1, 2014 *under previous name* "Diversity in Collection Development"; and June 24, 2019.

Appendix B

Interlibrary Loan Request

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MATERIALS REQUEST FORM

Scituate Town Library

781-545-8727

www.ScituateTownLibrary.org

Title or Subject: _____

Author or Creator: _____

Publisher /Date of Publication: _____

Item Format: _____

Any other information that may help us find the item,
such as ISBN, OCLC, where the item was mentioned:

Patron Name: _____

Patron Phone: _____

email: _____

Today's date: _____

Library Card #: _____

A librarian will contact you if additional information is required in
order to process your request.



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Appendix C

Patron request Reconsideration of Material

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Patron Request for Reconsideration of Library Material

The Scituate Town Library exists to provide quality library services to the residents of the Town of Scituate. Library patrons have the right to question library policies and materials and to expect a courteous and reasonable response. The staff of the Scituate Town Library takes seriously all patron concerns involving our materials.

The Library recognizes that some materials are controversial and that any given item may offend some patrons. Selection of materials will not be made on the basis of anticipated approval or disapproval but solely on the basic principles set forth in the Collection Development Policy.

Responsibility for reading and the use of the Library by children rests with their parents or legal guardians. At no time will library staff act in loco parentis. Selection of library material will not be inhibited by the possibility that they may come into the possession of children.

Each patron who expresses a complaint shall be treated with respect and assured by the staff member who takes the complaint that the matter will be addressed in a timely manner.

The Library Director will evaluate the item in accordance with the Library's Collection Development Policy, discuss the material with the pertinent Librarian, and respond in writing to the patron. If the concerns are still not resolved, the matter will be presented to the Board of Library Trustees for final review. The complaint form will be kept for 2 years.

Please fill out form on the reverse side.

Contact Information:

Name: _____ Date: _____

Address: _____ Phone: _____

Organization: _____ Email: _____

1. Library material is: (please circle)

Book Magazine Book on CD DVD Electronic resource Game
Digital resource eBook Movie Other

Author/Producer:

Title : _____

2. Did you read/listen to/view all of the material?
If not, which section/part?
3. To what in the work do you object? (Please be specific. Cite pages or parts.)
3. What brought this title to your attention?
4. What age group do you think this material is suitable for?
5. Are there additional comments you would like to make?
6. Are there resource(s) you can suggest to provide additional information and/or other viewpoints on this topic?

Signature: _____

Date: _____

Only signed forms will be considered. The Library Director will acknowledge receipt of the form within two weeks.