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## **Dedham Public Library** **Collection Development Policy**

**Voted and approved by the Board of Library Trustees: June 10, 2021**  
**Effective date: June 10, 2021**

The purpose of the Collection Development Policy is to guide our librarians and inform Dedham citizens about the principles upon which our selections are made. Libraries in Massachusetts are required by law to adopt a written policy for the selection of library materials (M.G.L. Ch. 78, Sec. 33). The Library Board of Trustees will review and affirm our policy on a regular basis.

### **Responsibility for Collection Development**

The Dedham Library Board of Trustees delegates to the Library Director the authority and responsibility for selection and management of all print, non-print and electronic materials. The Library Director may in turn delegate responsibility to appointed staff members but will be the final arbiter if challenges arise, having shared any questions or concerns with the board.

### **Criteria for Selection and Process**

The Dedham Public Library provides materials and services to fulfill the community's need for personal enrichment, the power of information, and the joy of reading. The objective of the materials selection process is to collect those books and materials that will inform, entertain, and contribute to the enrichment of mind and spirit.

Material selection is based on awareness of community interests and concerns, national and international issues and events, publishing trends, new insights, societal trends, and the professional judgment of selectors regarding the material's value to the Library's collection. It is the Library's intention that the collection addresses the needs and interests of its communities and, as much as possible, reflects the diversity of the entire Dedham community. It is our expectation that we will be proactively inclusive in the resources we collect and share. Respected reviewing media and basic lists of standard works are consulted as an aid in selection.

Material is not excluded because of the race, nationality, religion, gender, sexual orientation, or political and social views of the author. Inclusion of materials does not imply agreement with or endorsement of content. In fact, it is in the community's best interest to provide a variety of ideas so that patrons can both validate and challenge their assumptions about controversial and timely topics.

All acquisitions, whether purchased or donated, will meet one or more of the following criteria:

- Patron interest and demand
- Authority and Accuracy

- Contribution to enhance existing collection
- Accessible formats
- Historical significance of author or subject
- Timeliness of material
- Local emphasis, especially Dedham authors
- Diversity of viewpoint and/or experience
- Budgetary considerations
- Literary merit
- Cultural influence
- Recommendation from exemplary sources
- Responsiveness to town-wide themes and school curricula
- Representation of languages spoken by Dedham residents

### **Collection Maintenance**

The library withdraws materials from its collection not only to maintain its usefulness, but to make the most effective use of available space. The same criteria will be used in weeding materials from the collection as are used in their acquisition. Items falling into any of the following categories of materials will be considered for deselection: worn, damaged, or mutilated items, duplicate copies of seldom used titles, materials which contain outdated, insensitive or inaccurate information, superseded editions of specific titles, and materials no longer of interest or demand.

### **Challenged Materials**

The Library endorses the American Library Association's Freedom to Read (Attachment 1) and Freedom to View (Attachment 2) statements, The Library Bill of Rights (attachment 3), and the statements on Labeling Library Materials (Attachment 4), Access to Digital Resources and Services (Attachment 5), Access to Library Resources and Services for Minors (Attachment 6).

While anyone is free to select or reject materials for themselves or their own minor children, the freedom of others to read or inquire will not be restricted. The Library does not stand in loco parentis (in the place of parents). Parents and guardians, not the Library or staff, have the responsibility to guide and direct the reading, listening and viewing choices of their own minor children.

Although materials are carefully selected based on the criteria outlined above, there can arise differences of opinion regarding selected materials. Patrons wishing to voice an objection to an item in the library's collection may submit a detailed written complaint to the Library Director, who will consult with the Board of Library Trustees and respond to the concern.

### **Schools**

The Dedham Public Library makes every effort to work closely with our local schools. The library's collection is designed to complement rather than furnish material for school curriculum. The Dedham Public Library provides informational resources and educational tools, in print, non-print, and digital formats, to support formal learning for students.

### **Minuteman Library Network**

The Dedham Public Library is a member of the Minuteman Library Network and shares resources accordingly, however, it should not always be necessary to depend on other member libraries to fill requests for materials that are within our scope of purchase. The Minuteman Library Network also has its own collection development policy regarding digital content (Attachment 7).

## **Gifts**

The library welcomes gifts of books and other materials with the understanding that it will evaluate them in accordance with the same criteria applied to the selection of materials. It is the prerogative of the library to accept or reject any gift. The Director may accept materials that are not added to the collection with the understanding that these materials may be sold, donated, or otherwise disposed of by the library.

When the library receives a cash gift for the purchase of memorial or commemorative books or materials the selection will be made by the Library Director or a designated staff member, in consultation with the donor, if requested. All such acquisitions shall be in accordance with the standard materials selection policy and the library's procedures. The name of the donor or the person or institution being recognized will be entered on a bookplate.

The Dedham Public Library will not appraise gift books for tax purposes. The Library will, upon request, provide to the donor a written receipt indicating only the number of items and a general description of the material.

## **Materials Other than Books**

Dedham's library is pleased to be able to offer audio recordings of books, movies, and other non-print material. In addition, the library lends out games, cooking equipment, musical instruments, craft making non-consumable materials, puzzles and other items to encourage patrons to experiment with a wide variety of materials. Many times these materials complement our non-fiction collections. We will continue to monitor the interest in these materials, and the efficacy of lending them out, to determine which non-print materials we will offer. This collection, in addition to books, will be curated to serve patron interests while making efficient use of our limited space.

This policy supersedes all prior collection development policies.

## [Attachment 1](#)

### The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free

society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

A Joint Statement by:

American Library Association  
Association of American Publishers

Subsequently endorsed by:

American Booksellers for Free Expression  
The Association of American University Presses  
The Children's Book Council  
Freedom to Read Foundation  
National Association of College Stores  
National Coalition Against Censorship  
National Council of Teachers of English  
The Thomas Jefferson Center for the Protection of Free Expression

## [Attachment 2](#)

### Freedom to View Statement

The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantees of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

## [Attachment 3](#)

### 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.

#### Attachment 4

#### Labeling Systems: An Interpretation of the Library Bill of Rights

The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read, view, listen to, or otherwise access. Libraries do not advocate the ideas found in their collections or in resources accessible through the library. The presence of books and other resources in a library does not indicate endorsement of their contents by the library. Likewise, providing access to digital information does not indicate endorsement or approval of that information by the library. Labeling systems present distinct challenges to these intellectual freedom principles.

Labels may be a library-sanctioned means of organizing resources or providing guidance to users. They may be as simple as a colored dot or strip of tape indicating reference books or fiction or as elaborate as the Dewey Decimal or Library of Congress call number systems.

Labels as viewpoint-neutral directional aids are intended to facilitate access by making it easier for users to locate resources. Users may choose to consult or ignore the directional aids at their own discretion. Viewpoint-neutral directional labels are a convenience designed to save time. These are different in intent from attempts to prejudice, discourage, or encourage users to access particular library resources or to restrict access to library resources. Labeling as an attempt to prejudice attitudes is a censor's tool. The American Library Association opposes labeling as a means of predisposing people's attitudes toward library resources.

Prejudicial labels are designed to restrict access, based on a value judgment that the content, language, or themes of the resource, or the background or views of the creator(s) of the resource, render it inappropriate or offensive for all or certain groups of users. The prejudicial label is used to warn, discourage, or prohibit users or certain groups of users from accessing the resource. Such labels sometimes are used to place materials in restricted locations where access depends on staff intervention.

Directional aids can also have the effect of prejudicial labels when their implementation becomes proscriptive rather than descriptive. When directional aids are used to forbid access or to suggest moral or doctrinal endorsement, the effect is the same as prejudicial labeling. Even well-intentioned labels may have this effect.



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 on June 30, 2015, by ALA Council.

### [Attachment 5](#)

#### Access to Digital Resources and Services: An Interpretation of the Library Bill of Rights

The fundamental mission of libraries is to provide access to information, regardless of content or format, to everyone. Digital resources and services, or resources and services made primarily available online or on digital devices, are integral to libraries' mission in the twenty-first century. Libraries are important points of access to many digital resources and services, including, but not limited to, computers, the Internet, and digital resources and tools. In order to provide access to digital resources and services while upholding the Library Bill of Rights, libraries must consider intellectual freedom principles and issues of equity to ensure that access to information is enhanced, not restricted, by digital technology.

Libraries should regularly review issues arising from digital creation, distribution, retrieval, and archiving of information. Any review of these issues should consider users' First Amendment rights, rights to privacy, and the core values of librarianship as expressed in the Library Bill of Rights and the Code of Ethics of the American Library Association. Many people lack access or the capability to use or create digital resources effectively. There is a need for places where people can access, use, or create information without impediment. It is the responsibility of libraries to provide access to digital resources and services and to mitigate all barriers, whether they are economic, educational, or political. The provision of access does not imply sponsorship or endorsement by the library. Libraries should resist all attempts by individuals, governments, and private entities to censor or limit access to digital resources or services.

In making decisions about how to offer access to digital resources, services, tools, physical equipment, and networks, each library should consider intellectual freedom principles and issues of equity in the context of its mission, goals, objectives, cooperative agreements, and the needs of the entire community it serves.

#### The Rights of Users

All library policies, procedures, or regulations relating to digital resources and services should be scrutinized for potential violations of user rights. User policies should be developed according to the policies and guidelines established by the American Library Association.<sup>1</sup>

Users' access to digital resources and services should not be restricted or denied for expressing, receiving, creating, or participating in constitutionally protected speech. If access is restricted or denied for behavioral or other reasons, users should be provided due process, including, but not limited to, formal notice and a means of appeal.

Information retrieved, utilized, or created digitally is constitutionally protected unless determined otherwise by a court of competent jurisdiction. These rights extend to minors as well as adults.<sup>2</sup> Libraries should use technology to enhance, not deny, digital access. Users have the right to be free of unreasonable limitations or conditions set by libraries, librarians, system administrators, vendors, network service providers, or others. Contracts, agreements, and licenses entered into by libraries on behalf of their users should not violate this

right. Libraries should provide library users the training and assistance necessary to find, evaluate, use, and create information effectively.

All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use.<sup>3</sup> The library should uphold these rights by policy, procedure, and practice in accordance with Article VII of the Library Bill of Rights. The library should regularly maintain its systems and networks in order to protect users' rights to privacy and confidentiality. As libraries increasingly provide access to digital resources through third-party vendors, libraries have a responsibility to hold vendors accountable for protecting patrons' privacy.

#### Equity of Access

The digital environment provides expanding opportunities for everyone to participate in the information society, but individuals may face serious barriers to access. These barriers, often referred to as the digital divide, may include a lack of infrastructure for Internet connectivity, lack of tools (hardware or software), and lack of skills, knowledge, or means necessary to access digital resources.<sup>4</sup> Libraries should be cognizant of the digital divide and work to minimize it as they provide access to digital resources for their communities.

Digital resources, services, training, and networks provided directly or indirectly by the library should be readily and equitably accessible to all library users. American Library Association policies oppose the charging of user fees for the provision of information services by libraries that receive support from public funds.<sup>5</sup> Libraries should develop policies concerning access to digital resources. These policies should be consistent with ALA's policies and guidelines. When new digital resources are provided to library users, libraries have an obligation to provide equitable training opportunities to library users and workers in using those new resources. Training should also address privacy and security issues that accompany the use of digital resources and services.

#### Information Resources and Access

Libraries, acting within their mission and objectives, should support access to information on all subjects that serve the needs or interests of each user, regardless of the user's age or the content of the material. In order to preserve the cultural record and to prevent the loss of information, libraries may need to expand their selection or collection-development policies to ensure preservation, in appropriate formats, of information obtained digitally. Libraries have an obligation to provide access to government information available in digital format.

Providing connections to global information, services, and networks is not the same as selecting and purchasing materials for a library collection. Some information accessed digitally may not meet a library's selection or collection-development policy. It is, therefore, left to each user to determine what is appropriate. Libraries and library workers should not deny or limit access to digital resources because of their allegedly controversial content or because of a library worker's personal beliefs or fear of confrontation. Furthermore, libraries and library workers should not deny access to digital resources solely on the grounds that they are perceived to lack value. Parents and legal guardians who are concerned about their children's use of digital resources should provide guidance to their own children.

Publicly funded libraries have a legal obligation to provide access to constitutionally protected information. Federal, state, county, municipal, local, or library governing bodies sometimes require the use of Internet filters or other technological measures that block access to constitutionally protected information, contrary to the Library Bill of Rights.<sup>6</sup> If a library uses a technological measure that blocks access to information, it should be set at the least restrictive level in order to minimize the blocking of constitutionally protected speech.

Adults retain the right to access all constitutionally protected information and to ask for the technological measure to be disabled in a timely and confidential manner. Minors also retain the right to access

constitutionally protected information and, at a minimum, have the right to ask the library or librarian to provide access to erroneously blocked information in a timely and confidential manner. In order to ensure user privacy and confidentiality, records of these requests should not contain personally identifiable information. Libraries and librarians have an obligation to inform users of these rights and to provide the means to exercise these rights.<sup>7</sup>

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.

1 "Guidelines for Library Policies," approved June 28, 1994 by the ALA Intellectual Freedom Committee; revised January 19, 2005; March 29, 2014 under previous name "Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities"; June 24, 2019.

2 *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969); *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, (1982); *American Amusement Machine Association v. Teri Kendrick*, 244 F.3d 954 (7th Cir. 2001); cert.denied, 534 U.S. 994 (2001).

3 "Privacy: An Interpretation of the Library Bill of Rights," adopted June 19, 2002, by the ALA Council; amended on July 1, 2014; June 24, 2019.

4 Martin Hilbert, "The End Justifies the Definition: The Manifold Outlooks on the Digital Divide and Their Practical Usefulness for Policy-Making," *Telecommunications Policy* 35, no. 8 (2011): 715-736. <https://doi.org/10.1016/j.telpol.2011.06.012>

5 "Economic Barriers to Information Access: An Interpretation of the Library Bill of Rights," adopted June 30, 1993, by the ALA Council and amended June 25, 2019.

6 "Internet Filtering: An Interpretation of the Library Bill of Rights," adopted June 30, 2015, by the ALA Council.

7 "If some libraries do not have the capacity to unblock specific Web sites or to disable the filter or if it is shown that an adult user's election to view constitutionally protected Internet material is burdened in some other substantial way, that would be the subject for an as-applied challenge, not the facial challenge made in this case." *United States, et al. v. American Library Association*, 539 U.S. 194 (2003) (Justice Kennedy, concurring).

Adopted January 24, 1996 by the ALA Council; amended January 19, 2005; July 15, 2009 under previous name "Access to Digital Information, Services, and Networks"; and June 25, 2019.

References to cited policies have been updated on November 6, 2018.

## [Attachment 6](#)

### Access to Library Resources and Services for Minors: An Interpretation of the Library Bill of Rights

The American Library Association supports equal and equitable access to all library resources and services by users of all ages. Library policies and procedures that effectively deny minors equal and equitable access to all library resources and services available to other users is in violation of the American Library Association's

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.

Article V of the Library Bill of Rights states, “A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.” The right to use a library includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, apparent maturity, educational level, literacy skills, emancipatory or other legal status of users violates Article V. This includes minors who do not have a parent or guardian available to sign a library card application or permission slip. Unaccompanied youth experiencing homelessness should be able to obtain a library card regardless of library policies related to chronological age.

School and public libraries are charged with the mission of providing services and resources to meet the diverse interests and informational needs of the communities they serve. Services, materials, and facilities that fulfill the needs and interests of library users at different stages in their personal development are a necessary part of providing library services and should be determined on an individual basis. Equitable access to all library resources and services should not be abridged based on chronological age, apparent maturity, educational level, literacy skills, legal status, or through restrictive scheduling and use policies.

Libraries should not limit the selection and development of library resources simply because minors will have access to them. A library’s failure to acquire materials on the grounds that minors may be able to access those materials diminishes the credibility of the library in the community and restricts access for all library users.

Children and young adults unquestionably possess First Amendment rights, including the right to receive information through the library in print, sound, images, data, social media, online applications, games, technologies, programming, and other formats.<sup>1</sup> Constitutionally protected speech cannot be suppressed solely to protect children or young adults from ideas or images a legislative body believes to be unsuitable for them.<sup>2</sup> Libraries and their library governing bodies should not resort to age restrictions in an effort to avoid actual or anticipated objections, because only a court of law can determine whether or not content is constitutionally protected.

Article VII of the Library Bill of Rights states, “All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use.” This includes students and minors, who have a right to be free from any unreasonable intrusion into or surveillance of their lawful library use.<sup>3</sup>

The mission, goals, and objectives of libraries cannot authorize libraries and their governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents and guardians. As “Libraries: An American Value” states, “We affirm the responsibility and the right of all parents and guardians to guide their own children’s use of the library and its resources and services.”<sup>4</sup> Libraries and their governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Libraries and their governing bodies shall ensure that only parents and guardians have the right and the responsibility to determine their children’s—and only their children’s—access to library resources. Parents and guardians who do not want their children to have access to specific library services, materials, or facilities should so advise their own children. Libraries and library governing bodies should not use rating systems to inhibit a minor’s access to materials.<sup>5</sup>

Libraries and their governing bodies have a legal and professional obligation to ensure that all members of the communities they serve have free and equitable access to a diverse range of library resources and services that is inclusive, regardless of content, approach, or format. This principle of library service applies equally to

all users, minors as well as adults. Lack of access to information can be harmful to minors. Libraries and their governing bodies must uphold this principle in order to provide adequate and effective service to minors.

1 *Brown v. Entertainment Merchant's Association, et al.* 564 U.S. 08-1448 (2011).

2 *Erznoznik v. City of Jacksonville*, 422 U.S. 205 (1975): "Speech that is neither obscene as to youths nor subject to some other legitimate proscription cannot be suppressed solely to protect the young from ideas or images that a legislative body thinks unsuitable for them. In most circumstances, the values protected by the First Amendment are no less applicable when government seeks to control the flow of information to minors." See also *Tinker v. Des Moines School Dist.*, 393 U.S.503 (1969); *West Virginia Bd. of Ed. v. Barnette*, 319 U.S. 624 (1943); *AAMA v. Kendrick*, 244 F.3d 572 (7th Cir. 2001).

3 "Privacy: An Interpretation of the Library Bill of Rights," adopted June 19, 2002, by the ALA Council; amended July 1, 2014; and June 24, 2019.

4 "Libraries: An American Value," adopted on February 3, 1999, by ALA Council.

5 "Rating Systems: An Interpretation of the Library Bill of Rights," adopted on June 30, 2015, by ALA Council; amended June 25, 2019.

Adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991; June 30, 2004; July 2, 2008 under previous name "Free Access to Libraries for Minors"; July 1, 2014; and June 25, 2019.

#### Attachment 7

#### Digital Content Collection Development Policy

The Minuteman Library Network purchases and provides access to digital content in the form of ebooks, e-audiobooks, databases and other online resources for direct access by patrons of member libraries. Decisions regarding these collections are governed by this policy and additional specific instructions of the Board of Directors, and are managed and implemented by the Digital Content Working Group. This Collection Development Policy for Digital Content is based on and reflects Minuteman's mission, vision and goals. Members of the Digital Content Working Group are chosen from a representative cross-section of member libraries and are appointed based on qualification by reason of education and training.

Digital content shall be selected and retained on the basis of its value for the interest, education, information, and recreation of the people of the communities served by Minuteman member libraries. We recognize the challenges of purchasing for both public and academic libraries while fulfilling the needs of a diverse population. The Digital Content Working Group (DCWG) shall consider library user suggestions of titles and subjects to be included in Minuteman's network collection, and purchase materials based on this policy. Individual member libraries are responsible for policy and decisions regarding additions to their own digital collections, even where these collections may become shared with the larger Minuteman Digital Collections.

The following criteria are taken into consideration in selecting materials for the collection:

- Interest and demand - staff and patron requests, usage data, waiting lists
- Suitability of subject, style, and reading level for intended audience
- Reviews - in review journals, popular media
- Best sellers and award winners
- Budget considerations
- Authoritativeness of author, issuing body, and/or publisher

- Accuracy and comprehensiveness
- Currency, where important to the topic
- Diversity of viewpoint
- Format - availability and popularity
- Suitability of the format to the content presented
- Ease of use of the material and its format
- Hardware, software, licensing, networking and storage requirements
- Long term availability and perpetual access rights

#### RETENTION OF DIGITAL COLLECTION MATERIALS

The DCWG will periodically review digital collections using the selection criteria stated above. Content may be removed from the collection at any time at the sole discretion of the DCWG. Expired content may display in the catalog but may not be available or selected to repurchase. Additionally, items in the collection may become unavailable by the publisher or provider at any time. The DCWG does not control certain deselection processes made by the publishers or content carriers.

#### RECONSIDERATION OF DIGITAL COLLECTION MATERIALS

##### Review Criteria:

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.

The DCWG will evaluate whether the material still has significant value to the intended audience according to Minuteman's selection criteria, and whether it has any material deficiency or error that significantly impairs its value to that audience. If the review fails that test the material may be removed from the collection if the Board of Directors concurs.

##### Requests for Reconsideration:

Patrons with concerns about the content of materials in Minuteman's Digital Collection are invited to document specific concerns using the online [Request for Reconsideration of Digital Content form](#). Anonymous submissions will not be considered.

These form submissions will be collected by Minuteman's Executive Director and relayed to the Digital Content Working Group for review.

It is the responsibility of the Executive Director to communicate the results of the review to the patron submitting the request.

Motion By: Susan Flannery, Cambridge

Seconded By: Marcia Rich, Acton

Date Approved at Membership: 04/25/2012

Date Amended at Membership: 03/17/2021

(Peter Struzziero, Belmont / Clayton Cheever, Norwood)

