



## COLLECTION DEVELOPMENT POLICY

POLICY #230 - Revised & Approved 12/13/23

### I. PURPOSE

This policy guides staff and informs the public of the principles upon which collection development decisions are based. Collection development is the ongoing process of assessing the materials available for purchase or licensing, and deciding on their inclusion or their retention. This policy supports the role of collection development in achieving the Library's mission and strategic objectives. It defines the scope of the collection and provides a plan for the continued development of collection. It outlines the relationship of collection development to the Library's goals and intellectual freedom principles.

### II. SCOPE OF COLLECTION

The collection offers materials in choices of format, treatment, language and level of difficulty. "Materials" has the widest possible meaning and includes but is not limited to print, audiovisual and electronic formats. "Collection" is defined as materials that are selected for the Warrenville Public Library District; those selected materials may be physically owned by the Library or may be accessed online. "Selection" refers to the decision that must be made to add a given item to the Library collection and made accessible either in a physical location or online. Not all materials and information found via the Internet are part of the collection. Only electronic resources accessed over the Internet that are specifically selected using the criteria outlined in this policy are a part of the collection.

### III. INTELLECTUAL FREEDOM

The library supports intellectual freedom and has adopted the following statements as policy: *ALA Library Bill of Rights* (Appendix A), *ALA Freedom to Read Statement* (Appendix B) and the American Film and Video Association *Freedom to View Statement* (Appendix C).

The Warrenville Public Library District endeavors to build a collection representing varying points of view, and to provide equitable access to materials and services for all users and Warrenville community members. Selection will not be inhibited by the possibility that any item in the collection may come into the possession or view of minors. Sole responsibility for monitoring and/or limiting access to certain materials by minors rests with their own parents or guardians.

Choosing library materials for use is an individual matter, and while a user may reject materials for themselves and their children, they cannot exercise censorship to restrict others' freedom and access to library materials. Therefore, the Warrenville Public Library District shall protect the intellectual freedom of the library user, and shall prevent censorship of its library materials, ensuring items are not withdrawn from its library collection merely because individuals or groups object to the material.

### IV. COLLECTION RESPONSIBILITIES

The Board of Trustees of the Warrenville Public Library District delegates the authority and responsibility for selection of Library materials to the Executive Director. The Executive Director

delegates the authority to interpret and apply this policy in daily operation to qualified staff members. Those staff members have the specific responsibility to prepare a detailed collection spending plan for annual administrative review. Securing funds for materials is included in the Library's annual budget process.

The Public Services Department provides continuity in collections through an organized structure for planning, budgeting, selecting, acquiring and managing Library materials.

Staff members contribute to the development of a collection driven by customer needs and expectations by:

- anticipating community needs
- engaging in open, continuous two-way communication with residents and other staff
- welcoming the intellectual adventures of all, regardless of age, gender, language, economic status, culture or other characteristics
- working together to understand and respond to needs and requests in a respectful and equitable manner
- understanding and responding to rapidly changing demographics, as well as societal and technological changes
- recognizing that materials of varying complexity and format are necessary to satisfy diverse needs
- balancing individual and community needs
- seeking continuous improvement through ongoing measurement

The community has a role in shaping Library collections by participating in the collection development process through suggestions and feedback.

## V. COLLECTION DEVELOPMENT CRITERIA

To build a collection of merit, materials are evaluated according to one or more of the following criteria. An item need not meet all of these criteria in order to be acceptable.

### A. General criteria:

- current and potential relevance to community needs and interests
- popularity and demand of an author, title, series or topic
- suitability of physical form for Library use
- suitability of subject and style for intended audience
- relation to the existing collection
- relation to other material on the subject
- attention by critics and reviewers
- recommendations from reputable publishing sales reps
- cost
- requests by Warrenville Public Library District cardholders
- potential support of Community Unit School District 200's curriculum

### B. Content criteria:

- authority
- comprehensiveness
- skill, competence and purpose of author
- reputation and significance of the author
- objectivity
- consideration of the work as a whole
- clarity
- currency

- accuracy
- representation of diverse points of view
- representation of important movements, genres or trends
- vitality and originality
- artistic presentation and/or experimentation
- sustained interest
- relevance and use of the information
- effective characterization
- authenticity of history or social setting

#### C. Format

- Materials are selected in a variety of formats including but not limited to print, audiovisual and electronic media.
- Additional collections are evaluated, selected and maintained to offer non-traditional items of interest, including but not limited to games, puzzles, electronics, tools, etc.
- Careful consideration is given to the introduction of new formats to Warrenville Public Library District collections. Budget and space considerations, community needs and the probable impact on existing resources are all reviewed before items are selected and introduced to collections in a new format.

#### D. Duplicate Copies

The number of copies purchased for individual titles varies with each item. As popularity or need is demonstrated, duplicate copies may be purchased to meet demand.

#### E. Language

Most material selected is in English, but due to increased numbers of Spanish-speaking residents, the Youth and Adult Departments select a limited amount of Spanish-language material to meet community need and demand.

Should other languages emerge in the community with a need for support by library material, then staff will respond accordingly.

#### F. Digital Material

The Library offers digital materials in a variety of formats and platforms, including but not limited to e-books, e-audiobooks, e-magazines, streaming video and music, research databases and other online learning. Digital platform subscriptions are managed through a variety of individual or group purchasing agreements, and availability is subject to change. Depending on the platform, the Library may or may not have input or control over selection, collection, and availability.

#### G. Limited Acquisition

- Textbooks will not be supplied other than those provided by Community Unit School District 200.
- Specialized or scholarly sources will not be supplied for genealogy, foreign language, religious materials, law materials, medical and health materials, local history and other applicable subjects. General guides may be purchased.

#### H. Gifts

Donations of books, periodicals and audiovisual materials that meet selection guidelines and are in good physical condition may be considered for inclusion in the Library's collection. If accepted for addition to the collection, donated items become property of the Library and the Library reserves the right to use or dispose of those materials at its discretion.

I. Local authors

Local authors wishing to have their books added to the library collection may donate them for consideration. Library staff will then evaluate those materials as additions to the general collection based on stated selection criteria. Authors who do not wish to donate their title may submit a purchase request, which will be considered using the same criteria as other materials.

VI. COLLECTION MAINTENANCE

A. De-selection

Collection space is limited and the Warrenville Public Library District is not a library of historical record. To ensure a vital collection of continued relevance and value to the community, library material is evaluated for de-selection on a regular basis.

Items may be withdrawn due to:

- outdated or inaccurate information
- obsolete content or format
- low usage/circulation
- duplicate copies that are no longer needed
- being damaged or in poor physical condition
- space limitations

Items that are withdrawn from the collection may be sold, donated, recycled or discarded at the Library's discretion.

B. Replacement

Replacement of lost, damaged or otherwise withdrawn materials is not automatic. Possible replacement is considered based on several factors including but not limited to current selection procedures, availability, existence of adequate coverage in the collection and the popularity or demand for a specific title or subject.

## **APPENDIX A:**

### **ALA 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.

## **APPENDIX B:**

### **ALA 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:

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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

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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

## **APPENDIX C:**

### **AMERICAN FILM AND VIDEO ASSOCIATION 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 guarantee 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.

Endorsed January 10, 1990, by the ALA Council