

Torrance Public Library

Youth Services

Collection Development Policy

Not yet reviewed by the Torrance Library Commission

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SECTION 1 INTRODUCTION

1.a. PURPOSE

The purpose of the Torrance Public Library Youth Services Collection Development Policy is to present an official statement that reflects the mission of the Library and to provide guidance for the selection and evaluation of materials that satisfy and meet the educational, informational, recreational, and cultural needs of the community it serves. The Collection Development Policy defines the overall scope of the Youth Services collection; documents the procedures and criteria for the evaluation, selection, and de-selection of materials in the collection; and provides a plan for the continuing development of collection resources. It is intended to guide library staff and to inform the public of the principles upon which collection development decisions are based.

1.b. TORRANCE PUBLIC LIBRARY MISSION STATEMENT

The Torrance Public Library provides outstanding services, exceptional resources, and accessible spaces to support an independent, literate, and informed public.

1.c. PATRONS

The Torrance Public Library Youth Services Department serves youth from infancy through age 18. In addition, the Youth Services Department provides collection materials for caregivers and legal guardians and other adults working with youth; for adults using youth materials for their own needs; and for agencies serving youth such as schools, both public and private, and civic organizations.

For the purposes of collection development, the Torrance Public Library Youth Services Department:

- defines a youth as ages infant – 18
- defines a child as ages 5 – 10, generally grades K – 5
- defines a middle school reader as ages 11 – 13, generally grades 6 – 8
- defines a young adult as ages 14 – 18, generally grades 9 – 12

Primary users of the Library as defined in this policy are the residents and employees of the City of Torrance, and members of the general population from surrounding communities

SECTION 2 CRITERIA FOR EVALUATION AND SELECTION OF MATERIALS

Materials for youth are selected using a variety of criteria, in addition to demand or need. The Torrance Public Library applies specific criteria to the selection of materials; however no single criterion is absolute. To build a collection of merit, materials are evaluated according to one or more of the following criteria.

General criteria:

- attention by critics and reviewers
- availability for purchase
- cost and budget constraints
- importance as a document of the times
- potential user appeal
- present and potential relevance to community needs
- relation to other material on the subject
- relation to the existing collections
- requests by the public
- space limitations
- suitability of physical form for library use
- suitability of subject and style for intended audience
- support of local school curriculum, including the Common Core State Standards

Content criteria:

- artistic presentation and/or experimentation
- authenticity of history or social setting
- authority
- clarity
- comprehensiveness
- consideration of the work as a whole
- currency
- effective characterization
- multiculturalism
- objectivity
- relevance and use of the information
- representation of diverse points of view
- representation of important movements, genres, or trends
- reputation and significance of the author
- skill, competence, and purpose of the author
- sustained interest
- technical quality
- vitality and originality

Responsibility for material selection is delegated to the professional staff who are qualified for this activity by reason of education, training, expertise, and

experience. Suggestions from patrons are welcomed and are given serious consideration within these guidelines:

1. The item meets the *Criteria for Evaluation and Selection of Materials*.
2. The item was published within the last year or otherwise fills a current need in the collection.
3. Two positive reviews from media sources can be found for the item.

Library staff will consider reviews from trade and professional journals, subject bibliographies, publishers' catalogs, reviews from reputable sources, and recommendation lists such as the American Library Association's "Best Books" to assist in making their selections. Professional journals include, but are not limited to: *Booklist*, *The Horn Book*, *Kirkus Juvenile Reviews*, *Publishers Weekly*, and *School Library Journal*.

If a professional review cannot be found for material deemed pertinent to the collection, the material may be examined and evaluated by professional staff for potential selection.

SECTION 3 JUVENILE BOOK COLLECTIONS

3.a. JUVENILE FICTION BOOK COLLECTION

The Juvenile Fiction Book Collection is comprised of materials meeting the recreational, educational, and cultural needs of youth. Materials include, but are not limited to, popular as well as classic selections in such areas as:

- general fiction
- adventure fiction
- fantasy fiction
- historical fiction
- horror fiction
- humorous fiction
- mystery fiction
- realistic fiction
- romantic fiction
- science fiction
- short stories
- sports fiction

This collection strives to encourage recreational reading with a diverse selection of materials and genres, as well as to support curriculum required reading assignments, such as book reports.

Selection criteria for the Juvenile Fiction Book Collection include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2).

3.a.1. PICTURE BOOK COLLECTION

The Picture Book Collection is generally aimed at young children and is designed to help them develop early literacy skills. While these materials may have illustrations on every page, they are written with vocabulary a child can understand but not necessarily read. For this reason, picture books tend to have two functions in the lives of children: they are first read aloud to young children by adults, and children may read them independently once they begin to learn to read. Some picture books are also written with older youth or even adults in mind. The Picture Book Collection offers as wide a variety of topics as possible. Five special collections have been identified within this collection.

- Board Books are durable books made of thick paperboard and are intended for small children or children who have a tendency to be rougher on traditional picture books
- Concept Books are picture books which focus on early literacy concepts such as the alphabet, colors, and numbers
- Folk and Fairy Tales are books that depict a single folk or fairy tale in a picture book format

- Picture Books for Older Readers are picture books with extensive text and/or challenging themes
- Tiny Books are picture books intended for smaller hands

Selection criteria for the Picture Book Collection include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2).

3.a.2. BEGINNING READER BOOK COLLECTION

The Beginning Reader Book Collection serves the needs of youth who are just learning to read. These materials have controlled vocabulary, picture support, large print, and, in some cases, short chapters. These materials encourage many emergent literacy skills, including print motivation, vocabulary, print and phonological awareness, narrative skill, and letter knowledge.

Selection criteria for the Beginning Reader Book Collection include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2).

3.a.3. BEGINNING CHAPTER BOOK COLLECTION

The Beginning Chapter Book Collection is intended to bridge the gap between Beginning Reader books and longer juvenile fiction. The volumes generally have short chapters, some illustrations, large print, and are typically under 100 pages in length. These materials are targeted at intermediate readers and provide a feeling of accomplishment for youth reading their first chapter book.

Selection criteria for the Beginning Chapter Book Collection include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2).

3.a.4. MIDDLE SCHOOL BOOK COLLECTION

The Middle School Book Collection is intended for pre-teen or early teen patrons approximately 11 to 13 years old (grades 6-8).

Books in this collection reflect choices, issues, lifestyles, and topics of interest confronting this age group, along with their educational and recreational needs. Social and cognitive development becomes more sophisticated at this age, distinguishing them from their younger counterparts. The purpose of this collection is to provide literature to this age group from which they can identify and benefit. The Library affirms the right and responsibility of caregivers and legal guardians to determine and monitor their youth's use of library materials and resources. Please see

Controversial Materials and Patron Concerns (Section 9) for further information.

Selection criteria for the Middle School Book Collection include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2) along with:

- age recommendations of professional reviews
- intended audience
- intent
- maturity of content
- topic

The Middle School Book Collection may include materials in all formats collected by the Youth Services Department.

3.a.5. YOUNG ADULT BOOK COLLECTION

The Young Adult Book Collection is selected to meet the needs of patrons approximately 14 to 18 years old (grades 9-12). The choices, issues, lifestyles, and topics of interest confronting this age group, along with their educational and recreational needs, are the unique focus of the collection. Fiction for young adults recognizes the special characteristics of this age group, including the need to identify with others, peer pressure in the area of behavior and conduct, and a search for self-identity, self-worth, and independence from family. A level of social, emotional, or intellectual maturity may be beneficial to appreciate materials in this collection. The Library affirms the right and responsibility of caregivers and legal guardians to determine and monitor their youth's use of library materials and resources. Please see *Controversial Materials and Patron Concerns* (Section 9) for further information.

Selection criteria for the Young Adult Book Collection include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2) along with:

- age recommendations of professional reviews
- intended audience
- intent
- maturity of content
- topic

The Young Adult Collection may include materials in all formats collected by the Youth Services Department.

3.b. JUVENILE NON-FICTION BOOK COLLECTION

The Juvenile Non-Fiction Book Collection provides informational materials on a wide range of topics that stimulate and satisfy the educational, cultural, and recreational needs of youth. Materials on the same topic are selected at a variety of reading levels from Picture Book through Young Adult. This collection strives to support the needs of students to conduct research for school assignments and to encourage young people's exploration of varied topics of personal interest. Within the Juvenile Non-Fiction Book Collection, special collections designed to meet common assignments include, but are not limited to:

- Biographies
- California missions
- Native American tribes
- Science fair projects
- State books

Selection criteria for the Non-Fiction Book Collection include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2).

SECTION 4 SPECIAL COLLECTIONS

4.a. HOMEWORK CENTER COLLECTION

The Torrance Public Library acquires materials specifically for its designated Homework Centers to facilitate the success of individual students and to support the curriculum goals of the Torrance Unified School District, private schools within the City of Torrance, and students being homeschooled.

The Library may acquire selected textbooks when needed to provide broad or introductory coverage in identified subject areas and may acquire textbooks for specific subjects and grade levels for inclusion in Library Homework Centers. However, recognizing the responsibility of local schools to provide required textbooks for their students, the Torrance Public Library does not routinely acquire such textbooks for the Library's general collections.

In addition to textbooks, the Library may acquire additional materials for Homework Centers within the Library, including, but not limited to:

- computer hardware and software
- curricula support for ongoing assignments, reading lists, etc.
- electronic resources
- ephemera, such as paper and pencils
- general study guides
- reference materials, such as encyclopedias, dictionaries, and almanacs
- skill builders, such as flash cards and workbooks

Due to cost, space constraints, and the requirement to meet the needs of all Torrance Public Library users, no attempt will be made to provide each student with a copy of all assigned materials. Please see *Multiple Copies* (Section 6) for further information.

Selection criteria for the Homework Center Collection include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2) along with:

- cost and budget constraints
- long term curricula needs
- space limitations
- teacher and student requests

4.b. INTERNATIONAL LANGUAGE COLLECTION

The Youth Services Department purchases materials in languages other than English to assist adults who wish to read to a young child in their native language, youth who wish to read in their native language, students of other languages, and English language learners. The Department may be aided by professional staff members who possess special language skills.

The International Language Collection includes, but is not limited to:

- bilingual materials
- materials translated from the English language
- original materials in a non-English language

Selection criteria for the International Language Collection include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2).

4.c. PAPERBACK COLLECTION

The Torrance Public Library recognizes that due to cost and budget constraints, as well as space limitations, some materials may be purchased in paperback format only. Paperback materials allow for purchase of multiple copies of popular titles, the purchase of series titles, and greater variety in titles selected.

The Paperback Collection includes, but is not limited to:

- beginning chapter books
- beginning reader books
- graphic formats books
- international language books
- juvenile fiction books
- juvenile non-fiction books
- middle school books
- picture books
- young adult books

As paperbacks are not as durable as hardcover materials, items in the paperback collection will generally be uncataloged. The lack of durability may also result in a higher rate of turnover in the paperback collection than other library collections. Selected high demand titles may be found in the general juvenile collections as well as the paperback collection.

Selection criteria for the Paperback Collection include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2).

4.d. PARENTING COLLECTION

To facilitate the needs of caregivers and legal guardians, the Torrance Public Library maintains a collection of parenting materials. Some of these materials may be of a sensitive or controversial nature.

Topics include, but are not limited to:

- alcoholism
- child development
- death
- divorce

- drug abuse
- education
- illness
- incarceration
- parenting techniques, such as discipline, toilet training, and other topics
- sexual abuse
- sexual orientation and gender identity
- siblings
- social concerns, such as bullying, self-esteem, and other topics

While some materials are of a sensitive or controversial nature and are best shared with an adult, no effort is made to limit the collection's use. Parenting materials at various library locations may be interfiled into the general collection or shelved in a special section.

The Library affirms the right and responsibility of caregivers and legal guardians to determine and monitor their youth's use of library materials and resources. Please see *Controversial Materials and Patron Concerns* (Section 9) for further information.

The Parenting Collection includes, but is not limited to:

- adult non-fiction
- audiovisual materials
- beginning chapter books
- beginning reader books
- flyers and public handouts
- international language materials
- juvenile fiction books
- juvenile non-fiction books
- magazines
- middle school books
- picture books
- young adult books

Selection criteria for the Parenting Collection include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2).

4.e. PROFESSIONAL COLLECTION

Resources to improve the professional development and skills of library staff shall be purchased and added to the Professional Collection. These materials reflect research and trends in library science and education, as well as in child development and behavior, and aid staff members in the development of collections, services, and programming that respond to the needs of library patrons.

The Professional Collection includes, but is not limited to:

- costumes and props
- craft books
- duplicate and out-of-print copies of picture books used specifically in storytime settings
- professional books and journals
- storytime enhancements such as big books, flannel board kits, puppets, toy books, etc. to enhance the presentation of literature to youth
- training DVDs
- youth DVDs

Selection criteria for the Professional Collection include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2).

4.f. REFERENCE COLLECTION

This non-circulating collection primarily exists to help staff fulfill the informational and educational needs of youth. Youth also utilize this collection to conduct research and find answers to their questions.

The Reference Collection includes, but is not limited to:

- general encyclopedias
- high demand materials
- materials that are cost prohibitive to circulate
- specialized sets or formats

Selection criteria for the Reference Collection include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2).

SECTION 5 ADDITIONAL FORMATS

5.a. AUDIOVISUAL COLLECTION

Audiovisual materials are selected to represent a wide range of interests and subjects. The purpose of the Audiovisual Collection is to educate and entertain youth through the introduction of stories, music, songs, and film. The Torrance Public Library collects audiovisual materials to meet the educational, recreational, and cultural needs of the community.

The Audiovisual Collection includes, but is not limited to:

- audiobooks, which may include Books on CD and Playaways; with higher priority given to unabridged materials
- CDs, which may include, but are not limited to, folk songs, holiday music, instructional topics, nursery rhymes and songs, and storytelling, as well as popular music suitable for and targeted at youth
- DVDs and Blu-Ray Discs, which may include, but are not limited to, documentaries, educational and non-educational television programs, and feature films suitable for and targeted at youth
- read-alongs (books with accompanying CDs), which are purchased to increase youth's reading enjoyment and literacy skills
- other new formats in the audiovisual field that may develop

Selection criteria for the Audiovisual Collection include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2).

Material types and formats that are out-dated, difficult to repair, or difficult to replace will not be purchased by the Torrance Public Library.

The Library may have different borrowing policies for varying types of audiovisual materials, and affirms the right and responsibility of caregivers and legal guardians to determine and monitor their youth's use of library materials and resources. Please see *Controversial Materials and Patron Concerns* (Section 9) for further information.

5.b. ELECTRONIC RESOURCES

The Torrance Public Library maintains a website (<http://www.Library.TorranceCA.Gov>) in order to meet the information needs of patrons. Links to other websites for youth and caregivers and legal guardians for the Youth Services sections may be selected by professional Youth Services Librarians, using the *Criteria for Evaluation and Selection of Materials* (see Section 2), as well as ease of use of the website, age appropriate content, and relevance to local curricula support.

Providing connections to global information, services, and networks is not the same as selecting and purchasing material for a library collection; it presents unique challenges, as online content is dynamic and changes frequently. The Torrance Public Library is not responsible for the content of, or the links provided by, external websites; the owners of those websites may change content at anytime without notice. It is therefore left to each user to determine what is appropriate.

Caregivers and legal guardians who are concerned about their youth's use of electronic resources, including access to the Internet, should provide guidance to their own youth. The Torrance Public Library has established an Acceptable Use Policy that clarifies a caregiver's or legal guardian's responsibility to monitor their youth's use of the Library's electronic resources. The Library affirms the right and responsibility of caregivers and legal guardians to determine and monitor their youth's use of library materials and resources. Please see *Controversial Materials and Patron Concerns* (Section 9) for further information.

The Torrance Public Library does not purchase individual software for check-out. However, if software in the form of a CD, DVD, or other format accompanies a work, the material will be purchased on the strength of the title, not its computer accessory. Use of the computer accessory is at the patron's own risk.

Electronic resources also include databases selected and purchased by the Torrance Public Library. Selection criteria for these databases include, but are not limited to, the *Criteria for Evaluation and Selection of Materials* (see Section 2).

5.c. ELECTRONIC BOOK COLLECTION

To provide materials in a variety of formats, the Torrance Public Library maintains a collection of electronic books.

The Electronic Book Collection includes, but is not limited to:

- beginning chapter books
- beginning reader books
- graphic format books
- international language books
- juvenile fiction books
- juvenile non-fiction books
- middle school books
- picture books
- young adult books

Selection criteria for the Electronic Book Collection include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2).

The Library affirms the right and responsibility of caregivers and legal guardians to determine and monitor their youth's use of library materials and resources. Please see *Controversial Materials and Patron Concerns* (Section 9) for further information.

5.d. GRAPHIC FORMATS COLLECTION

The Torrance Public Library purchases materials in graphic formats to meet the needs and interests of youth.

The Graphic Formats Collection includes, but is not limited to:

- cartoon collections
- comic books
- graphic novels
- manga
- text/graphic hybrids

Industry rating standards may be considered in determining placement within the Youth Services collection.

Selection criteria for the Graphic Formats Collection include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2).

The Library affirms the right and responsibility of caregivers and legal guardians to determine and monitor their youth's use of library materials and resources. Please see *Controversial Materials and Patron Concerns* (Section 9) for further information.

5.e. MAGAZINE COLLECTION

The Magazine Collection provides for the educational, informational, recreational, and cultural reading needs of youth and caregivers and legal guardians with a focus on current, popular magazines.

The Magazine Collection includes, but is not limited to:

- children's magazines
- international language magazines
- middle school magazines
- parenting magazines
- young adult magazines

The Magazine Collection supplements the book collection by providing up-to-date information, covering current topics and information not yet available in book format, and presenting a less in-depth treatment of a subject than is usually found in books.

Selection criteria for the Magazine Collection include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2) along with:

- cost and budget constraints
- degree of use
- diverse topics of youth interest
- patron requests
- space limitations

Since magazines are not as durable as hardcover materials, these materials will generally not be cataloged. Due to this lack of durability, this collection will have a higher rate of turnover than other collections.

5.f. OTHER FORMATS

The Library will continually assess new technological developments and changes in existing technologies and formats to evaluate the capabilities and enhancements they may offer library users. When deciding whether to replace or augment existing formats with new developments, selection criteria for Other Formats include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2) along with:

- age appropriateness
- anticipated improvements in information storage and retrieval
- cost and budget constraints
- ease of use
- equipment requirements
- quality of the product
- staff requirements for processing, maintenance, and training
- user demand

5.f.1. TOY COLLECTION

A Toy Collection may reside within any Torrance Public Library location. Educational toys provide youth with a way of learning about the world through play and build a foundation for reading through the development of motor and cognitive skills.

Toys may also be collected as Professional Materials to enhance programs and presentations.

The Toy Collection includes, but is not limited to:

- blocks
- dolls
- puppets
- puzzles
- stuffed animals

5.f.2. GAME COLLECTION

A Game Collection may reside within any Torrance Public Library location. This collection provides youth with a way of building skills, enhancing socialization, and creating positive peer environments.

The Game Collection includes, but is not limited to:

- board games
- card games
- electronic games and devices

5.f.3. STORYTIME KIT COLLECTION

The Storytime Kit Collection is a special collection of thematic kits that include, but are not limited to:

- activity guides
- CDs (see Section 5.a.)
- flannel board story set
- manipulatives (see Section 5.f.1.)
- picture books (see Section 3.a.1.)
- puzzles (see Section 5.f.1.)

The Storytime Kit Collection is created to promote early literacy development. Kits will contain books and non-traditional format materials which provide youth with a method of learning about the world through play, and build a foundation for reading through the development of motor and cognitive skills.

Storytime Kits may also be collected as Professional Materials to enhance programs or allow users to present a themed storytime presentation.

SECTION 6 MULTIPLE COPIES

The purchase of multiple copies of library materials is determined by need and will be made at the discretion of Youth Services Department staff.

Selection criteria for Multiple Copies include, but are not limited to the *Criteria for Evaluation and Selection of Materials* (see Section 2) along with:

- cost and budget constraints
- importance of subject
- popularity
- space limitations

While the Library may purchase limited curriculum support materials in multiple copies, staff cannot guarantee the acquisition of such materials on demand, as the needs of all library patrons will be considered.

SECTION 7 GIFTS AND DONATIONS

All gifts are subject to evaluation by Youth Services Department staff based on the *Criteria for Evaluation and Selection of Materials* (see Section 2). Gifts may or may not be added to the collection. Any material that is not added to the collection will be given to the Friends of the Torrance Library, who support library operations through book sales and other events. In this way, every donation helps the Library.

A monetary gift may be given toward purchase of library materials. This practice is often completed as a memorial, tribute, bequest, or in recognition of an individual. The Torrance Public Library accepts suggestions from the donor, or the family of the person being honored, regarding designated subject areas for purchase. In making the final selection of materials, library staff will consider these suggestions, as well as the needs of the Library, and will make the selection in accordance with the *Criteria for Evaluation and Selection of Materials* (see Section 2).

Acknowledgement of the donation may be provided in the form of a letter from the City Librarian and/or a bookplate inserted in the donated material(s).

SECTION 8 DE-SELECTION PROCESS

8.a. DE-SELECTION

Weeding (or de-selection) is the process by which materials that no longer meet collection development standards are withdrawn from the library's holdings. Weeding also helps Youth Services Department staff evaluate the collection by identifying areas where additional materials are needed and insures the collection will continue to be relevant and dynamic.

Criteria for weeding include, but are not limited to:

- damage or physical condition
- duplicate copies of seldom used titles
- information that is no longer accurate, or is out of date
- insufficient use
- space limitations
- supersession by new materials
- non-adherence to the *Criteria for Evaluation and Selection of Materials* (see Section 2).

The criteria for replacing de-selected materials include, but are not limited to:

- adequacy of coverage in the subject area
- availability of copies in the system
- availability to purchase
- cost and budget constraints
- popular interest
- significance in subject area

8.b. DISPOSAL OF MATERIALS

Weeded materials may be given to the Friends of the Torrance Library who support library operations through book sales and other events.

SECTION 9 CONTROVERSIAL MATERIALS AND PATRON CONCERNS

The Torrance Public Library recognizes that some materials that offend, shock, disturb, or do not interest one reader may be considered meaningful, appropriate, or significant to another reader.

Acknowledging that the selection of controversial materials can result in concerns or complaints from the public, the Library has created specific procedures for the public to articulate its sentiments. If a patron questions the inclusion of an item in the Youth Services Collection, s/he may fill out a *Material Inquiry Form* and submit the form to Youth Services Department personnel. Professional library staff will re-examine the content of the material and re-evaluate the material's function and purpose within the Youth Services Collection using the *Criteria for Evaluation and Selection of Materials* (see Section 2). The Youth Services Department evaluation and decision will be reviewed by Library Administration and subsequently communicated to the patron in a timely manner.

The Torrance Public Library subscribes to the principles embodied in the following statements of the American Library Association (copies of which are appended):

- 1) Library Bill Of Rights
- 2) The Freedom to Read Statement
- 3) Access to Digital Information, Services, and Networks:
 An Interpretation of the Library Bill of Rights
- 4) Diversity in Collection Development:
 An Interpretation of the Library Bill of Rights

Inclusion of a particular title in the Youth Services Collection does not imply any recommendation or endorsement of the ideas, policies, or practices described therein. However, a work will not be excluded from the Torrance Public Library's collection because it presents a controversial aspect of life honestly or because of frankness of expression.

The Library affirms the right and responsibility of caregivers and legal guardians to determine and monitor their youth's use of library materials and resources.

SECTION 10 REVISION OF POLICY

This policy will be reviewed and revised no less than every five years by the Youth Services Librarians and Library Administration. Recommendations for revision will be presented to the Library Commission for input and review.

SECTION 11 SUPPORTING DOCUMENTS

Torrance Public Library Policies and Forms

Acceptable Use Policy

Material Inquiry Form

American Library Association

Library Bill of Rights

The Freedom to Read Statement

Access to Digital Information, Services, and Networks:

An Interpretation of the Library Bill of Rights

Diversity in Collection Development:

An Interpretation of the Library Bill of Rights

TORRANCE PUBLIC LIBRARY ACCEPTABLE USE POLICY

Please see the Torrance Public Library's website for the full text of this document:

www.Library.TorranceCA.Gov

MATERIAL INQUIRY FORM

Library policy requires that inquiries be made on this form for discussion in detail. The appropriate section(s) of the Library's Collection Development Policy will be made available to you. Thank you for taking the time to provide needed information. Please use the back of this form or attach additional pages if more space is needed.

Type of Material:

Book Magazine Music CD DVD/Video Audiobook Other: _____

Author/Artist: _____

Title: _____

Publisher/date: _____

Request initiated by: _____

Address: _____

State/Zip: _____

Phone: _____

Do you represent:

- Yourself
 Organization (Name: _____)
 Other (Specify: _____)

1. How did you learn about the material in question?

2. Did you read, view or listen to the entire material? If no, to what extent?

3. Is it suitable for some age levels? Please specify.

4. Is there anything worthwhile in the material?

5. Are you aware of the opinions of this material by professional critics? Please cite source.

6. What do you feel might be the result of reading, seeing or listening to this material?

7. In its place, what work would you recommend to substitute for it?

8. What action would you like the library to take regarding this material?

Signature of request initiator: _____ Date: _____

Received by staff member: _____ Date: _____

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.

Adopted June 19, 1939, by the ALA Council;
amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980;
inclusion of "age" reaffirmed January 23, 1996.

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:

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 Foundation for Free Expression
The Association of American University Presses, Inc.
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

ACCESS TO DIGITAL INFORMATION, SERVICES, AND NETWORKS:

AN INTERPRETATION OF THE LIBRARY BILL OF RIGHTS

Introduction

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information.¹ Libraries and librarians protect and promote these rights regardless of the format or technology employed to create and disseminate information.

The American Library Association expresses the fundamental principles of librarianship in its Code of Ethics as well as in the Library Bill of Rights and its Interpretations. These principles guide librarians and library governing bodies in addressing issues of intellectual freedom that arise when the library provides access to digital information, services, and networks.

Libraries empower users by offering opportunities both for accessing the broadest range of information created by others and for creating and sharing information. Digital resources enhance the ability of libraries to fulfill this responsibility.

Libraries should regularly review issues arising from digital creation, distribution, retrieval, and archiving of information in the context of constitutional principles and ALA policies so that fundamental and traditional tenets of librarianship are upheld. Although digital information flows across boundaries and barriers despite attempts by individuals, governments, and private entities to channel or control it, many people lack access or capability to use or create digital information effectively.

In making decisions about how to offer access to digital information, services, and networks, each library should consider intellectual freedom principles 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 system and network policies, procedures, or regulations relating to digital information and services should be scrutinized for potential violation of user rights. User policies should be developed according to the policies and guidelines established by the American Library Association, including “Guidelines for the Development and Implementation of Policies, Regulations, and Procedures Affecting Access to Library Materials, Services, and Facilities.”

Users' access 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 ("Free Access to Libraries for Minors"; "Access to Resources and Services in the School Library Media Program"; "Access for Children and Young Adults to Nonprint Materials"; and "Minors and Internet Interactivity").²

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, and use information effectively.

Users have both the right of confidentiality and the right of privacy. The library should uphold these rights by policy, procedure, and practice in accordance with "Privacy: An Interpretation of the Library Bill of Rights," and "Importance of Education to Intellectual Freedom: An Interpretation of the Library Bill of Rights."

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.

Digital information, services, and networks provided directly or indirectly by the library should be equally, 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 (50.3 "Free Access to Information"; 53.1.14 "Economic Barriers to Information Access"; 60.1.1 "Minority Concerns Policy Objectives"; 61.1 "Library Services for the Poor Policy Objectives"). All libraries should develop policies concerning access to digital information that are consistent with ALA's policies and guidelines, including "Economic Barriers to Information Access: An Interpretation of the Library Bill of Rights," "Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities," and "Services to Persons with Disabilities: An Interpretation of the Library Bill of Rights."

Information Resources and Access

Libraries, acting within their mission and objectives, must 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. Libraries and librarians should not deny or limit access to digital information because of its allegedly controversial content or because of a librarian's personal beliefs or fear of confrontation. Furthermore, libraries and librarians should not deny access to digital information solely on the grounds that it is 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. 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.

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 (ALA Policy Manual, 53.1.17, Resolution on the Use of Filtering Software in Libraries). 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 manner. Minors also retain the right to access constitutionally protected information and, at the minimum, have the right to ask the library or librarian to provide access to erroneously blocked information in a timely manner. Libraries and librarians have an obligation to inform users of these rights and to provide the means to exercise these rights.³

Digital resources provide unprecedented opportunities to expand the scope of information available to users. Libraries and librarians should provide access to information presenting all points of view. The provision of access does not imply sponsorship or endorsement. These principles pertain to digital resources as much as they do to the more traditional sources of information in libraries ("Diversity in Collection Development").

1 *Martin v. Struthers*, 319 U.S. 141 (1943); *Lamont v. Postmaster General*, 381 U.S. 301 (1965); Susan Nevelow Mart, *The Right to Receive Information*, 95 *Law Library Journal* 2 (2003).

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 “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).

See Also: “Questions and Answers on Access to Digital Information, Services and Networks: An Interpretation of the Library Bill of Rights.”

Adopted January 24, 1996; amended January 19, 2005; and July 15, 2009, by the ALA Council.

DIVERSITY IN COLLECTION DEVELOPMENT:

AN INTERPRETATION OF THE LIBRARY BILL OF RIGHTS

Collection development should reflect the philosophy inherent in Article II of the American Library Association's Library Bill of Rights: "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."

Library collections must represent the diversity of people and ideas in our society. There are many complex facets to any issue, and many contexts in which issues may be expressed, discussed, or interpreted. Librarians have an obligation to select and support access to content on all subjects that meet, as closely as possible, the needs, interests, and abilities of all persons in the community the library serves.

Librarians have a professional responsibility to be inclusive in collection development and in the provision of interlibrary loan. Access to all content legally obtainable should be assured to the user, and policies should not unjustly exclude content even if it is offensive to the librarian or the user. This includes content that reflect a diversity of issues, whether they be, for example, political, economic, religious, social, ethnic, or sexual. A balanced collection reflects a diversity of content, not an equality of numbers.

Collection development responsibilities include selecting content in different formats produced by independent, small and local producers as well as information resources from major producers and distributors. Content should represent the languages commonly used in the library's service community and should include formats that meet the needs of users with disabilities. Collection development and the selection of content should be done according to professional standards and established selection and review procedures. Failure to select resources merely because they may be potentially controversial is censorship, as is withdrawing resources for the same reason.

Over time, individuals, groups, and entities have sought to limit the diversity of library collections. They cite a variety of reasons that include prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, sexual content and expression, and other potentially controversial topics. Librarians have a professional responsibility to be fair, just, and equitable and to give all library users equal protection in guarding against violation of the library patron's right to read, view, or listen to content protected by the First Amendment, no matter what the viewpoint of the author, creator, or selector. Librarians have an obligation to protect library collections from removal of content based on personal bias or prejudice.

Intellectual freedom, the essence of equitable library services, provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Librarians must not permit their personal beliefs to influence collection development decisions.

Adopted July 14, 1982, by the ALA Council; amended January 10, 1990; July 2, 2008; and July 1, 2014.