



Little Chute Public Library

Gerard H. Van Hoof Memorial

Collection Development Policy

Purpose of Policy

The purpose of the Little Chute Public Library is to provide all individuals in the community with carefully selected books and other materials to aid the individual in the pursuit of education, information, pleasure, and the creative use of leisure time. And, because of the volume of publishing, as well as the limitations of budget and space, the library must have a selection policy with which to meet the community interests and needs.

This policy is used to select, maintain, and weed materials and also to serve to acquaint the general public with the principles of collection development. The ultimate responsibility for collection, as with all library activities, rests with the Library Director, who operates within the framework of policies determined by the Library Board.

Collection Development Philosophy

The library recognizes its responsibility to have available a representative selection of materials on subjects of interest to its users. The library provides materials representing various points of view, within the limitations of space, budget, and availability, to enable people to make their own decisions. The Little Chute Public Library supports the American Library Association's [Library Bill of Rights](#), [Freedom to Read](#), and [Freedom to View](#) statements which affirm that free and convenient access to ideas, information, and the creative experience, is of vital importance to every citizen today (see appendices). These collections are available to all and no attempt will be made to censor the use of library materials by an individual or group, regardless of age, race, sex, creed, occupation, education level, or economic status. Responsibility for the selection of reading materials by minors rests with their parents and legal guardians. Selection of adult material will not be limited by the possibility that materials may come into the possession of minors. New formats shall be considered for the collection when, by industry report, national survey results, and evidence from local requests, a significant portion of the community population has the necessary technology to make use of the format. Similar considerations will influence the decision to delete a format from the Library's collections.

Selection of Library Material: Criteria for Evaluation

The main points considered in the selection of materials are:

1. Creative, literary, educational, and technical merit of each item
2. Current and anticipated needs and interest of the public, including items discussed on public media
3. Relation to existing collection and other materials on the subject
4. Suitability of format for library use
5. Accuracy and timeliness
6. Local historical significance, interest, or value
7. Space and budgetary limits

Reviews and booklists are the major source of information about new materials. The lack for a review or an unfavorable review shall not be the sole reason for rejecting a title that is in demand. Materials are judged on the basis of the work as a whole, not on parts taken out of context.

To assure the acquisition of resources desired by Library users, patron suggestions are always considered for their addition to the collection.

Electronic Materials

Electronic materials include online and digital resources such as e-books. Titles and/or services are intended to supplement and, in some cases, replace print materials. Selection of electronic products and services is based on the previously stated criteria for and on the material's accessibility and ease of use.

LCPL also subscribes to commercial digital collection services such as Hoopla. Titles in these collections are selected by the vendors, not by LCPL staff. Selections in Overdrive (Wisconsin's Digital Library), a digital service provided to all Wisconsin library cardholders, are made by a statewide committee under the direction of WPLC (Wisconsin Public Library Consortium).

Interlibrary Loan

Due to limited budgets and space, the library cannot provide all materials that are requested. Therefore, interlibrary loan is used to obtain from other libraries those materials that are beyond the scope of this library's collection.

In return for using interlibrary loan to satisfy the needs of our patrons, the Little Chute Public Library agrees to lend its materials to other libraries through the same interlibrary loan network and to make an effort to have current holdings listed in a tool that is accessible by other libraries throughout the state.

Gift Materials

Materials donated to the library are not automatically added to the collection. These items are reviewed according to the selection criteria set forth in this section. A letter itemizing the objects given is available upon request of the donor. Library staff cannot assign a dollar value to any gift. The Library can dispose of these items as needed, including adding them to the library's book sale to raise funds to support the library.

Weeding of Library Materials

Weeding, removal of materials, is necessary to maintain a vital, useful, and up-to-date collection. This task takes skill, care, time, and knowledge of the materials to do a competent job. Selection of materials for weeding is based on the following criteria:

1. Materials worn out through use.
2. Ephemeral materials which are no longer timely.
3. Materials no longer considered accurate or factual.
4. Materials which have had little recent use and/or are of questionable value.
5. Excess copies of a title no longer in demand.

Replacement of materials that are withdrawn is not automatic. The need for replacement is based on the following criteria:

1. Number of duplicate copies.
2. Existence of adequate coverage of the subject.
3. Demand for the specific title or for material in that subject area.

Reconsideration of Library Materials

The library recognizes that some materials are controversial and that any given item may offend some patrons. Selection of materials will not be made on the basis of anticipated approval or disapproval but solely on the basis of the principles set forth in this policy. Library materials will not be marked or identified to show approval or disapproval of their contents, and no library materials will be sequestered, except to protect them from injury or theft. The ultimate responsibility for collection development rests with the Library Director, operating under the framework of policies developed by the Library Board. Responsibility for determining the best library materials and the use of the library resources by individual children, however, rests with their parents or legal guardians, and at no time will library staff act in place of the parent or guardian.

Patrons requesting that an item be withdrawn from or restricted within the collection may complete a "Request for Reconsideration" form, a copy of which is included as part of the appendix to this policy. The person requesting the reconsideration must be a resident of the Little Chute Public Library's service area, which is the Village of Little Chute and the adjoining townships. The person must have read/reviewed/listened to the title in question in its entirety. The item in question will not be removed from the shelf during the reconsideration process.

Only one "Request for Reconsideration" may be filled out by a person at a time to go through the reconsideration process.

The appropriate selector(s) will review the request and the challenged material(s). The Director will then communicate a decision in writing to the patron. If the patron is not satisfied with the decision, they can appeal to the LCPL Board of Trustees where the reconsideration will be placed on the agenda of the next regular meeting of the Library Board of Trustees. The decision made by the Library Board of Trustees will be final.

Once a title has been reviewed and a decision made by the Director and/or the Board, four years must pass before it will be eligible again for reconsideration.

Appendix

Library Bill of Rights

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.

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 for 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 abridgement 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 of the 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.

The Freedom to Read Statement

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.

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 list 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 as 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 the 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.

Freedom to View Statement

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.

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.

Inclusive Services Statement

Adopted August 1, 2019 by the Division of Libraries and Technology under the Wisconsin Department of Public Instruction.

Wisconsin public libraries are places where everyone should be safe, welcomed, and respected in experiences including, but not limited to:

- Arrival at the building (transportation, physical accessibility, signage, hours of service, greetings by library staff)
- Intersections with library policies (getting a library card, using a computer, paying a fine)
- Perusal, use, and request of library materials (Wi-Fi access, collection diversity, individual privacy)
- Participation in library-sponsored or library-located events (marketing of events, time and location, transportation, registration, room set-up, novice-friendly vs. designed for frequent users)

- Interactions with library staff (body language, tone, diversity of library staff, proactive/reactive engagement)
- Passive and virtual interactions through library signage, webpages, displays, and marketing (readability, tone, diversity, accommodations)

The Division of Libraries and Technology interprets [Wis. Stat. sec. 43.24\(2\)\(k\)](#) “*Promotion and facilitation of library service to users with special needs*” to encompass **inclusive services**. Inclusive library services are holistic, spanning library policies, collections, space, and services. Inclusive services reflect equity and accessibility for all members of the community. Diverse communities are strengthened by libraries that intentionally develop and deliver services to individuals or groups for whom accessing and using the library is difficult, limited, or minimized.

The library director and board of trustees should provide awareness and leadership concerning the concept and implementation of inclusive services to library staff and stakeholders. Regional library systems should support member libraries in matters of compliance, and communicate such efforts through annual system plans and reports. The state library agency will provide consulting and collaborate with libraries and systems regarding inclusive services. Wisconsin public libraries serve everyone, and it is the duty of everyone in the service of Wisconsin public libraries to foster inclusivity.

The practice of providing inclusive services requires continuous reflection and ongoing dialog with and between library administration, staff, and members of the community, with particular emphasis on including the voices of those who are underserved, underrepresented, and underrecognized within the community. Efforts should respond to the assets and needs of non-library users and users alike. Attention to actual, versus perceived, assets and needs is paramount; i.e., a barrier perceived by library staff may or may not be an actual barrier experienced by the user.

On a concrete level, inclusive services should be visibly incorporated into all library services. The concept that libraries are for everyone should be evident through every point of access or interaction with the library. A person’s race, ethnicity, age, citizenship, literacy level, ability, family structure, income level, health status, gender identity, sexuality, style of dress, familiarity with public libraries – or any other dimension of identity – should neither negatively influence nor interfere with access to library services.

When libraries honor the full diversity of their communities, communities thrive. Fundamentally, inclusive services should be developed locally with and for all community members. Wisconsin public library system and state library staff should facilitate coordinated regional and statewide inclusive services training and consulting. Our common goal is to improve life and learning opportunities for all Wisconsin residents.

Request for Reconsideration of Library Materials

In order for your challenge to be processed, you must respond fully and completely to all the following questions. The library will not respond to incomplete forms.

Request initiated by: _____

Address: _____

City: _____ State: _____ ZIP: _____

Telephone: _____ Email: _____

Your complaint or concern is about (please check):

Book

Audio Item

Video Item

Other, please explain: _____

Title: _____

Author: _____

1. Did you read or view all the material in its entirety? Yes No

If not, your challenge will be dismissed; consequently, you may want to delay completing this form until you have read the material. If you have read or viewed it, please summarize it.

2. What is your concern about this material or resource? Please tell us all you can to help us understand your concerns.

3. Do you see any value in this material? Yes No

4. Are you aware of the reviews of this work by critics? Yes No

5. Explain how the material fails to meet Intellectual Freedom standards.

7. What would you like your library to do about this material?

Withdraw it from the collection

Block my child from borrowing it

Reassign it to: Adult collection Young Adult collection Juvenile collection

By signing this form, I acknowledge that I have read the Little Chute Public Library's Collection Development Policy, the American Library Association's [Library Bill of Rights](#), [Freedom to Read Statement](#), [Freedom to View Statement](#), and the material being reconsidered in its entirety and accept that the decision of the Library Board of Trustees is final.

Signature: _____ Date: _____

Approved by the Little Chute Public Library Board of Trustees in August 2021.
Revised: July 2022; March 2024.