

Brawley Public Library Collection Development Policy

Mission Statement

The Brawley Public Library supports literacy, lifelong learning, and the pursuit of knowledge through educational, informational, and recreational resources.

Purpose of the Policy

This Collection Development Policy guides library staff in selecting, maintaining, and evaluating materials. It also informs the public about the principles behind our collection and ensures transparency in content decisions.

Guiding Principles

The Brawley Public Library endorses the following documents from the American Library Association:

- - Library Bill of Rights
- - Freedom to Read Statement
- - Freedom to View Statement

In accordance with California State Law (AB 1825, 2024), this policy affirms that:

- The collection meets the broad and diverse interests of the community and respects both the library's autonomy and specific community needs.
- The public library serves as a center for voluntary inquiry and the dissemination of information and ideas.
- Library materials should be provided for the interest, information, and enlightenment of all people, and should present diverse points of view in the collection as a whole.
- The right of the public to receive access to a range of social, political, aesthetic, moral, and other ideas and experiences is acknowledged.

Collection Development Goals

The Library's collection supports:

- Recreational, educational, and informational needs
- Free and equitable access to a broad range of ideas
- Community engagement and lifelong learning

Patron use, professional reviews, and staff expertise shape the ongoing development of the collection.

Selection Criteria

Materials are evaluated using the following criteria, with no single criterion used in isolation:

- Relevance to community needs and interests
- Accuracy of content
- Author or publisher's reputation and authority
- Critical reviews and public attention
- Representation of diverse experiences and viewpoints
- Relationship to existing collection and formats
- Cost, availability, and expected use
- Suitability of format for library use

Gifts and Donations

Donations are accepted under the condition that the Library Director/Manager has authority to determine their use or disposal. Donated items are subject to the same evaluation as purchased materials and may not be retained or returned.

Collection Maintenance

The Library maintains a current and useful collection by regularly removing items that are:

- Damaged or in poor condition
- Duplicated beyond need
- Obsolete or superseded by better materials
- Underused or no longer in demand
- Available through other libraries or digital access

Replacement is not automatic and is based on community demand and collection needs.

Criteria for Weeding and Withdrawal

To maintain a current, relevant, and usable collection, the Brawley Public Library regularly reviews materials for potential withdrawal. Items may be withdrawn from the collection for any of the following reasons:

1. Physical Condition – Items are worn, damaged, or otherwise deteriorated beyond repair.
2. Obsolescence – Information is outdated, inaccurate, or superseded by newer or more reliable resources.
3. Low Circulation – Items have not been checked out or used over a significant period of time.
4. Duplication – Multiple copies exist without sufficient demand.
5. Relevance – Content is no longer relevant or of interest to the community.

6. Availability Elsewhere – Materials are available in digital formats, through LINK+ or other library systems.
7. Format – The format is no longer supported or usable by the community.
8. Space Constraints – Physical space limitations necessitate the removal of lesser-used items.
9. Bias or Harmful Representation – The item includes outdated or harmful depictions of people or groups without context or educational value.
10. Special Collections – Items requiring environmental or curatorial standards that the library cannot support may be removed after appropriate evaluation.

Disposition of Withdrawn Items:

Withdrawn materials may be:

- Offered to the Friends of the Library for resale or fundraising
- Donated to other institutions or programs
- Recycled or discarded if unsuitable for further use

Replacement of withdrawn items is not automatic and is evaluated using the same criteria applied to all selection decisions.

Reconsideration of Materials

The Library recognizes that some materials may be considered controversial. Selection is made solely on the basis of the principles outlined in this policy. No material will be labeled or sequestered except to protect from theft or damage.

Patrons may request reconsideration by completing a “Material Selection Inquiry” form. The Library Board will review the request, the Director’s report, and the policy before making a decision. The Library does not act in place of parents or guardians, who are solely responsible for their children’s use of materials.

Intellectual Freedom and Community Responsibility

The Library believes:

- Censorship is a personal choice, not a public mandate
- No one should be denied access to ideas based on another person’s preferences
- Providing access to a wide range of viewpoints, including those that are unpopular or challenging, is essential to democracy
- Responsibility for children’s library use rests with parents or legal guardians

Appendix

American Library Association- 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.

American Library Association - 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.

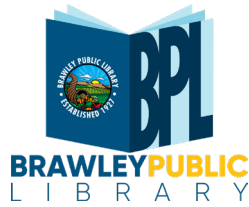
American Library Association - Freedom to View Statement

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



MATERIAL SELECTION INQUIRY FORM

This form is for patrons who wish to request the reconsideration of materials included in the Brawley Public Library's collection. Please complete the following questions to the best of your ability. The Library Director and Board of Trustees will review your request in accordance with the Library's Collection Development Policy. A written response will be provided within 10 business days of receiving this form.

Name: _____ Date: _____

Address: _____

Phone: _____

Email (optional): _____

Title of the item: _____

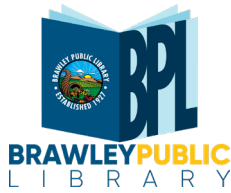
Author/Creator: _____

1. How did you learn about this item?

2. What are your specific concerns about this item?

3. Did you read, view, or listen to the entire work? If not, which sections?

4. What do you believe is the main idea or purpose of this item?



MATERIAL SELECTION INQUIRY FORM

5. What harm do you believe may result from its inclusion in the library collection?

6. Are there any professional reviews you have consulted? If so, please list them.

7. What action would you like the library to take with this item?

8. Can you suggest a title or resource with a similar purpose that you feel is more appropriate?

Signature: _____ Date: _____