

The purpose of a written Collection Development Policy is to guide the Welles-Turner Memorial Library (Library) in the selection of Library materials that address a broad spectrum of interests, whether recreational or informational, and to inform the general public of the principles upon which selections are made. These guidelines apply to the Library as a whole and strive to ensure the collection serves the entire Town of Glastonbury, CT community (Community).

In following this policy, neither the Library nor its Board endorses every thought, expression or belief represented in the Library's collections.

Mission Statement

The mission of the Welles-Turner Memorial Library is to provide books and other media, facilities and professional services to inform, educate and culturally enrich the community. The Library supports intellectual freedom and provides free access to diverse ideas, resources, and experiences and strives to enhance the quality of life in our community by providing and encouraging life-long learning through a variety of resources.

Among its functional roles in support of its mission, those that apply directly to the Collection Development Policy are:

- The Library will provide books and other media to inform, educate and culturally enrich the community through its various collections and online resources and through the Library Connection, Inc. Consortium (LCI).
- The Library will house and provide access to a quality collection of print, non-print, and digital materials that are responsive to the interests and needs of the Community.

Intellectual Freedom

The freedom to read, along with the freedom to hear and to view, is protected by the First Amendment to the U. S. Constitution and shall not be restricted or abridged based on the content or viewpoint expressed in the materials in the collection. The Library subscribes to the *Library Bill of Rights* (see Appendix 1, page 6), *Freedom to Read Statement* (see Appendix 2, page 7) and the *Free Access to Libraries for Minors Statement* (see Appendix 3, page 10), which have been adopted by the American Library Association.

Types of Materials

The Library provides access to information in a wide variety of print and non-print formats. Presently, the Library collects books, newspapers, magazines, DVDs, audiobooks, downloadable and streaming materials, local government documents, maps, art exhibits, games, equipment, and educational toys. In addition, the Library purchases access to information through subscription databases, online learning tools, e-reference books, and other online services. Most of these electronic services are available via computer in all Library locations and to Library card holders offsite through the Library's website. In the future, the types of materials acquired will adapt as new technologies become available.

Constituencies Served

The Library serves Community residents of all ages, patrons from other LCI libraries, as well as individuals who work in the Town of Glastonbury. It also serves any Connecticut resident with a valid library card from another

town through *BorrowIT CT*, a statewide cooperative service among Connecticut libraries. The Library will attempt to locate materials within its own holdings before searching within the LCI Consortium, followed by elsewhere in the state, if feasible.

Schools

The Library is not designed to furnish material for curriculum study in Glastonbury Public Schools, but rather to complement that study. The Library supports the school curriculum in a general way, choosing materials of interest for the Community as a whole within the Library's budget constraints. Textbooks or multiple copies of books for class study will not be purchased.

Local Businesses and Community Groups

The Library will support the information needs of local businesses and organizations by including materials and resources that support their interests in a general manner, within budget constraints.

Responsibility for and Method of Selection

Criteria and Method

The ongoing objective of material selection is to maintain a strong collection by selecting items based upon the merits of a work in relation to the existing collection and the needs and interests of the Community. Professional librarians making selections will use review media, standard lists of recommended titles, and information provided by publishers to make selections for the purchase of Library materials. These sources may include, but are not limited to, *Library Journal*, *School Library Journal*, *the New York Times Book Review*, and other professional review sources. Special attention will be paid to academic reading lists, topics of local interest, and curriculum support. Factors such as patron requests, readability, accuracy, quality of writing, cost, format, popularity, existing holdings, and budget constraints will be considered when identifying items for the collection.

Adult Materials:

The selection of Library materials, both print and non-print, for the adult collection and adult displays is the responsibility of the Adult Services Librarian and other professional Librarians in the Reference Department with support and guidance from the Library Director.

Children's Materials:

The Children's Librarian and other professional Librarians in the Children's department, with support and guidance from the Library Director, are responsible for the selection of all Children's Department materials and displays, both print and non-print. The Children's Department provides materials for children from infancy through sixth grade, as well as materials for parents. Children may borrow materials from the teen and adult collections. Ultimate responsibility for children's reading, viewing and listening rests with their parents or guardians.

Teen Materials:

The Teen Librarian, with support and guidance from the Adult Services Librarian and the Library Director, is responsible for the selection of all teen materials for the collection and library displays, both print and non-print. The Teen department provides materials to meet the personal, topical, and recreational needs of students in seventh through twelfth grade. Teens may borrow materials from the adult and children's collections. Ultimate responsibility for a teen's reading, viewing and listening rests with their parents or guardians.

Digital Resources:

Digital resources are selected by professional Library staff members with support and guidance from the Library Director. The Library provides digital resources for patrons of all ages, and strives to maintain equitable contracts with vendors to grant the widest patron access possible. Additional considerations for digital content and subscription services include:

- Price
- Ease of Use / Accessibility of platform
- Accessibility to patrons (in-house use and /or remote access; 24/7 access)
- Availability from contracted vendors
- Need or interest from the community
- Terms of licensing agreements
- Patron privacy
- Cost per use analysis

Special Considerations**Access:**

All physical materials will be kept on open shelves, easily accessible to the public, except for some software, electronic devices, and equipment. Children and Teens are not limited to the Children's/Teen Rooms, although children's and teen materials are kept together in their designated spaces to facilitate use. Responsibility for a minor's reading and viewing choices rests with the parents or guardians.

Classic Materials:

Without regard to current popularity, the Library will maintain the development of its collection of classic novels, stories, plays and poetry and other works of important authors from a wide variety of time periods within the constraints of budget, relevancy, and shelving space. American, British, and other English-language authors will be emphasized, but other regions of the world will be represented. Among the principal sources used in the development of this portion of the collection will be lists of prize-winning authors.

Digital Resources:

The Library offers digital resources for circulation and for online/subscription use. Access to digital subscription resources will be provided to all patrons within the Library building.

Diversity and Inclusion

When selecting materials and developing collections for children, teens, and adults, library staff includes materials that represent the broad range of human experience, reflecting the ethnic, religious, racial, and socio-economic diversity not only of Glastonbury, but also the larger global perspective. The Library collection provides a broad range of perspectives on current and historical issues. The primary language of our materials is English, with materials in other languages made available in response to community needs. Developing our diverse collection requires such criteria as selecting content in multiple formats; considering resources from self-published, independent, small, and local producers; seeking content created by and representative of marginalized and underrepresented groups; evaluating how diverse collection resources are cataloged, labeled, and displayed; including content in languages used in the community that the library serves, when possible; and providing resources in formats that meet the needs of users with disabilities.

Donations/Memorials:

Donations and memorials will be judged and accepted or rejected by the same criteria as other Library materials. In general, collections of Library materials will not be accepted with restrictions which necessitate special housing, prevent integration of the gift into the collection, compromise policy concerning equal access, or the relevancy and accuracy of said materials.

The Library accepts gifts without commitment as to final disposition. The Library does not assess the value of donated materials and will not provide a statement for tax-exemption purposes in which a value has been stated (IRS rulings prohibit such); however, a letter of acknowledgment listing general types and quantities of materials will be provided upon request.

Local Authors:

Works by local authors published by recognized publication presses will be purchased by the Library if they are consistent with the criteria and selection principles outlined in this policy. Works privately published will be accepted by the Library as gifts and included in the collection if they are consistent with the criteria and selection principles outlined in the Self-Published-Local Authors Policy (see Appendix 5, page 16).

Gifts of published materials are added to the collection at the discretion of the staff. Materials that are not added to the circulating collection will be passed along to the Friends of the Welles-Turner Memorial Library book donations to benefit the Library from sales.

Local History and Town Documents:

When budget and physical space allow, the Library will acquire one copy for reference use of printed items contributing to the knowledge of Town of Glastonbury, CT operations and/or Glastonbury history, to be retained in the Library collection. Duplicates of said materials likely to be useful for circulation may be acquired.

The Library will not collect any items, including genealogies, manuscripts, paintings, or ephemera that require special preservation treatment. Patrons wishing to research individual family histories beyond the scope of Library materials and/or databases are referred to the Glastonbury Historical Society, the Connecticut State Library, or the Connecticut Historical Society.

Multiple Copies:

Multiple copies of popular titles may be purchased to facilitate access and to satisfy patron requests, as well as LCI standards for shared resources. The professional staff will make these determinations on a case-by-case basis.

Out-of-Print:

The Library will not purchase out-of-print books. Use of the system to locate titles in other libraries will be suggested to serve patrons' needs for out-of-print works.

Suggestions for Purchase:

Patron recommendations are given serious consideration and are judged using the professional selection criteria as cited above. The Library does not routinely buy retrospectively on demand unless there is no general coverage in a particular area. Interlibrary loan resources are recommended as a means of obtaining materials not available in the general collection.

Collection Classification and Arrangement

Books and other materials are initially placed in areas of the collection based on the publisher and author's intended audience, review source recommendations, and similar works already in the collection. Occasionally, materials are subsequently reevaluated for placement updates. Materials will be organized and maintained according to subject, format, type, user level, or other category to achieve the greatest use and discoverability by the public and by library staff.

Repair and Replacements

Whenever possible, damaged materials that are still useful will be repaired using the Library's mending equipment and supplies. Those books which cannot be mended will be rebound if funds are available and the content warrants preserving. Items withdrawn because of loss, damage, or license expiration are not necessarily replaced. Classic titles in condition too poor for circulation will be replaced whenever possible.

De-accessioning Library Materials

The American Library Association recommends systematic withdrawals so that the Library can maintain a relevant and appealing collection. Materials in all formats which are no longer useful because of condition, lack of circulation, or because they no longer meet selection criteria will be removed from the collection according to accepted Library practice known as the "CREW" Method ("Continuous Review, Evaluation, and Weeding"). Discarded items will be marked appropriately.

Requests for Reconsideration of Materials

The Library recognizes that some materials may offend some patrons. Selections will not be made on the basis of anticipated patron approval or disapproval, but solely on the merits of the work in relation to the building of the collections and to serving the interests of Library patrons. Responsibility for the reading, viewing, and listening of children and teens rests with their parents or legal guardians. Selection of adult materials will not be inhibited by the possibility that books may inadvertently come into the possession of children. The selection of any material is not a Library endorsement of the viewpoint expressed. Library materials will not be marked to show approval or disapproval of the contents and no materials will be removed from the open access shelves except for the express purpose of storage or protecting it from mutilation or theft. No materials which have been duly challenged by a Library patron or Community resident shall be removed from the Library's collection without the item being formally reconsidered following the process below.

Procedure for Reconsideration:

A Library patron or Community resident requesting reconsideration of any part of the collection should first review a copy of the Collection Development Policy. The individual should then speak with the Librarian in whose department the material is located (Children's Librarian, Teen Librarian, or the Adult Services Librarian) about their concerns. If the patron continues to recommend the reconsideration/exclusion of an item from the collection, they must then submit a signed copy of the "Statement of Concern" (see Appendix 4, page 13) giving reasons for exclusion to the Library Director.

The Library Director will review the form in consultation with relevant professional Library staff members and make a formal written reply to the individual.

If the individual is not satisfied with the reply, they can bring the matter to the attention of the Welles-Turner Memorial Library Board (Board) in writing at least one week prior to a scheduled board meeting. The Library Director will provide a copy of the original complaint and the response to the Board. The Board will review the communication, the decision, and the issues raised, and will respond to the individual, per the timeline outlined in the "Statement of Concern."

Revisions of Policy

This policy will be revised as needed by the Library Director. Recommendations for revision will be brought to the Board.

Appendix 1

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.
- VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

"Library Bill of Rights", American Library Association, June 30, 2006.

<http://www.ala.org/advocacy/intfreedom/librarybill> (Accessed January 4, 2021)

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Appendix 2

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.

"The Freedom to Read Statement", American Library Association, July 26, 2006.

<http://www.ala.org/advocacy/intfreedom/freedomreadstatement> (Accessed January 4, 2021)

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Appendix 3

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

The American Library Association supports equal and equitable access to all library resources and services by users of all ages. Library policies and procedures that effectively deny minors equal and equitable access to all library resources and services available to other users is in violation of the American Library Association's *Library Bill of Rights*. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

Article V of the *Library Bill of Rights* states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." The right to use a library includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, apparent maturity, educational level, literacy skills, emancipatory or other legal status of users violates Article V. This includes minors who do not have a parent or guardian available to sign a library card application or permission slip. Unaccompanied youth experiencing homelessness should be able to obtain a library card regardless of library policies related to chronological age. School and public libraries are charged with the mission of providing services and resources to meet the diverse interests and informational needs of the communities they serve. Services, materials, and facilities that fulfill the needs and interests of library users at different stages in their personal development are a necessary part of providing library services and should be determined on an individual basis. Equitable access to all library resources and services should not be abridged based on chronological age, apparent maturity, educational level, literacy skills, legal status, or through restrictive scheduling and use policies.

Libraries should not limit the selection and development of library resources simply because minors will have access to them. A library's failure to acquire materials on the grounds that minors may be able to access those materials diminishes the credibility of the library in the community and restricts access for all library users. Children and young adults unquestionably possess First Amendment rights, including the right to receive information through the library in print, sound, images, data, social media, online applications, games, technologies, programming, and other formats.¹ Constitutionally protected speech cannot be suppressed solely to protect children or young adults from ideas or images a legislative body believes to be unsuitable for them.² Libraries and their library governing bodies should not resort to age restrictions in an effort to avoid actual or anticipated objections, because only a court of law can determine whether or not content is constitutionally protected.

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

The mission, goals, and objectives of libraries cannot authorize libraries and their governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents and guardians. As "Libraries: An American Value" states, "We affirm the responsibility and the right of all parents and guardians to guide their own children's use of the library and its resources and services."⁴ Libraries and their governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Libraries and their governing bodies shall ensure that only parents and guardians have the right and the responsibility to determine their children's—and only their children's—access to library resources. Parents and guardians who do

not want their children to have access to specific library services, materials, or facilities should so advise their own children. Libraries and library governing bodies should not use rating systems to inhibit a minor's access to materials.⁵

Libraries and their governing bodies have a legal and professional obligation to ensure that all members of the communities they serve have free and equitable access to a diverse range of library resources and services that is inclusive, regardless of content, approach, or format. This principle of library service applies equally to all users, minors as well as adults. Lack of access to information can be harmful to minors. Libraries and their governing bodies must uphold this principle in order to provide adequate and effective service to minors.

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

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

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

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

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

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

"*Access to Library Resources and Services for Minors: An Interpretation of the Library Bill of Rights*", American Library Association, July 26, 2006.

<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/minors> (Accessed January 4, 2021)

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Appendix 4

Town of Glastonbury—Welles-Turner Memorial Library Statement of Concern

The responsibility for the selection and evaluation of Library resources ultimately falls on the Library Director, and reconsideration procedures have been put in place for the Library and, if necessary, the Library Board, to address any concerns about those resources. The completion and submission of this form is the first step in those procedures. If you wish to submit a statement of concern about a library resource, please return the completed form to: Library Director, Welles-Turner Memorial Library, 2407 Main St., Glastonbury, CT 06033. *Only one resource per form may be listed.*

Upon receipt of this form, the Library Director will review your submission in conjunction with Library staff and the Library's collection development, programming, public art, and/or Internet access policies. A written response will be mailed or emailed to you as soon as is reasonably possible, usually within two weeks.

If you are not satisfied with the decision of the Library Director, you have the option to request in writing that your submission be presented to the Welles-Turner Memorial Library Board (Board). This request must be submitted to the Board within two weeks of your receipt of the Library Director's decision. Upon presentation to the Board, a written response will be sent to you as soon as is reasonably possible after the next meeting of the Board, usually within two weeks of that meeting.

Date:

Name:

Address:

Telephone:

Email:

Do you represent a particular organization or group in this concern? If so, please identify:

Please supply the following information, as applicable, on the resource of concern:

Title:

Author:

Format (book, magazine, video, audio recording, etc.):

Publisher:

Publication Date:

URL (online address):

Have you read / viewed / listened to the work in its entirety? If not, how much of the work have you read / viewed / listened to? How recently?

Please specify what passage or aspect of the item to which you take exception. Please be specific as possible and include citations when possible:

Please explain or describe how this passage/aspect was brought to your attention:

Please explain the theme, intent, or focus of this particular work in your own words. Please be as specific as possible.

Who do you believe is the intended audience for this particular work?

What do you think would be the result of reading / viewing / listening to this particular work? Please explain in detail.

Did you consult any published reviews concerning this work? If so, please list as many as you can.

What action would you recommend to the Library so as to provide a resolution? Please explain in detail.

Signature

Date

Your signature indicates that the opinions and information expressed in this form are your own and that the information provided in this form has been provided without any influence or guidance by another individual and/or organization.

* * *

Staff Use:

Received on _____ by _____
Date Staff Name

Received by the Library Director on _____
Date

Reviewed by the Library Director on _____ and response mailed on _____
Date Date

Appendix 5



Town of Glastonbury – Welles-Turner Memorial Library Self-Published Local Author Policy

The Welles-Turner Memorial Library (Library) welcomes the growing opportunities for self-publishing for local writers. The Library has a *Self-Published Local Author Shelf* for circulating recent works written and published by authors currently living in Glastonbury and its surrounding communities.

General Information

Many works published through smaller publishing houses and/or via self-publishing are not included in professional review journals or in the other selection guides most commonly used by library staff. This Local Author Policy exists as a way for self-published or traditionally published materials created by local authors that may not be included in traditional professional resources to be considered for the collection at the Library. Please see the Library's Collection Development Policy for further information.

Policy

Patrons wishing to donate a book to the "Local Authors" section must ensure the work meets the following criteria:

- Fiction and Non-Fiction Prose: The work must be over 100 bound pages.
- Poetry: The work must be over 45 bound pages.
- Children's books: The work must be over 31 bound pages.
- Works with CDs or DVDs will not be accepted.
- The work's binding must be strong enough to withstand at least 20 readings/circulations. Books will be removed from the collection and discarded when the binding gives out. Authors can search the Online Catalog at any time to determine whether their work is still in the collection.
- Work must have been published in the last 3 years
- Each contributed book must be accompanied by a Local Author Shelf Submission Form.

This information will be entered into our Online Catalog with searchable note of *Local Author-WTML*. Books contributed to this collection become the property of the Library. The Library reserves the right to refuse any title, or remove any title without notice, at any time and for any reason.

Contributed books will be shelved in a labeled "*Self-Published Local Author*" area for up to two years, depending upon shelving space. After two years, the book may be removed from the shelf to make room for newer works. Removed books will not be returned to the contributor.

Approved by the WTML Library Board - 09/11/2023

Revised and approved by the Welles-Turner Memorial Library Board 09/11/2023