**Collection Development Policy Manual**

Roald Dahl Public Library

Children’s and Young Adult Departments

**

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Chapter 1:

Description of the Library Building and its Collections

**Overview of the Roald Dahl Public Library**

The Roald Dahl Public Library is located on Matilda Avenue, a quiet tree-lined street in Elmtree, California. According to the 2010 official United States Census, the population of Elmtree is 116,495. Of that number, 21.3 percent are between the ages of birth and 18. The library’s first building was originally built in 1905 to serve the small farming community of Elmtree. Funds for the construction of the original Classical Revival style building were granted by Andrew Carnegie. In 1931, the growing population of the city of Elmtree required a larger library, and a new library was constructed across town to meet this demand. The original Carnegie Library of Elmtree still stands in its original location, and now houses the Elmtree Historical Society. Renovations of the new library building were completed in 1949, and again in 1972. By 2000, the city experienced yet another population boom, and was in need of not only a larger library facility but also one that complied with new seismic building regulations and the increasing infrastructure demands of new technologies. The library’s collections were temporarily housed in a building located on Quentin Blake Avenue, while the library building was demolished and replaced with its current, modern facility.

The Roald Dahl Public Library is located in a suburban setting, and is surrounded by a combination of restored Victorian-style and newer homes. Many families have lived in this area for several generations and have a deep-rooted sense of community. This extends to the library as well, and helps aid in fundraising efforts for special programs, collections, and services. The building sits in the center of a small community park equipped with a jungle gym, swings, slides, and benches. Willy Wonka Elementary School is located adjacent to the park. Giant Peach Middle School (grades 6-8) is located four blocks to the east. St. Francis Catholic Church and School (grades K-8) is located ten blocks south of the library. Ten blocks east is the Fantastic Mr. Fox High School. Fifteen miles north is Minpins College, a small private university. A small strip mall that includes Starbucks Coffee, Panera Bread, Jamba Juice, and Walgreens is located two blocks from the library.

**Description**

The library building is 25,000 square feet, consists of two floors, and is divided into main three sections-Adult, Children’s and Young Adult. The first floor of the library building houses the entirety of the Adult collection, in addition to the offices of the Adult Department staff. The second floor of the library holds both the Children’s and Young Adult Departments, in addition to the offices of the staff working in these departments. The architecture of the building is modern in style, with large glass windows to let in lots of sunlight, and lofty ceilings that create a bright, relaxed, and contemporary atmosphere.

The first floor of the library building maintains an Information Desk, a Circulation Desk, the Adult Collection, a computer lab, and a large Community Meeting Room, and is connected to the second floor by a grand concrete, glass, and steel staircase, and an elevator.

The second floor of the library building houses the Children’s and Young Adult Departments in an open and airy space. The Children’s and Young Adult Reference Desk sits in an open area in the center of the second floor, across from the staircase, and provides equal access for both children and teens. This open design helps to foster a welcoming atmosphere for patrons, and allows staff to provide assistance from both areas. The Children’s collection is housed in the western part of the building, and the Young Adult collection is located in the eastern part of the building. Four self-service checkout machines, two in the west wing and two in the east wing, are located on the second floor. Behind the circulation desk, not visible to the public, are several staff offices and a storage room where the book carts are kept. Just off the Children’s area is the Story Room, where storytimes for various age groups are held, as well as many activities and programs for young adults and children. In the Young Adult area of the second floor, there are several study rooms where older children can meet and do homework together.

The library maintains two computer areas on the second floor, one in the Children’s wing and one in the Young Adult wing. The Children’s computer area includes 3 AWE Early Literacy Station computers, 3 AWE AfterSchool Edge computers and 3 Computer Stations. AWE Early Literacy Stations are supplied with touchscreen computer monitors, smaller keyboards and mice, and are equipped with developmentally appropriate computer programs and games aimed towards children ages 2-8 years old. These AWE Early Literacy Stations are not connected to the Internet, and help to foster early literacy skills in young children with a number of specially created programs. AWE AfterSchool Edge computers are similar to Early Literacy Station computers, but are designed for older children ages 6-12 years old. These AWE AfterSchool Edge computers do not provide access to the Internet, and provide a number of educational computer programs to develop the literacy, mathematics, science, and social studies skills for children aged 6-12. Computer Stations provide access to Internet, in addition to a number of computer programs for homework and fun. The Young Adult area of the library maintains 8 Computer Stations.

Several couches and bean bag chairs are located throughout the second floor of the library, which promotes a comfortable and tranquil environment for children, young adults, parents, and caregivers. A short artificial tree has been built with platforms for children to climb, play, and to sit on to read. Colorful and soft rugs featuring the illustrations of author and illustrator Eric Carle are located in a corner of the Children’s wing which is reserved for babies, toddlers, and their parents and caretakers. The Children’s board book collection is housed in this area, in addition to puppets, large soft blocks, wooden puzzles, dolls, a sensory table, and a train table which all encourage play and the healthy development of children under 5 years old. There are plans to add several rocking chairs to the Children’s area for parents of babies and toddlers to use while reading to them.

The Young Adult wing has two dedicated bulletin boards and a large magnetic white board. One bulletin board is for content and postings by the RDPL Teen Advisory Group (TAG), and the other is reserved for a rotating teen art display. The RDPL Young Adult department works together with art classes from local schools to collect teen-created art to display in this area of the library. The white board can be used by teens for homework, fun, or creative expression, and a set of magnetic poetry tiles is kept on the board at all times. The Young Adult area has a special Teen Zone, in which library users can meet afterschool to study, relax, create, play, or meet with friends. In this Teen Zone there are several comfortable loungers, where teens can relax and read. Contemporary music in a variety of popular genres including rock, hip hop, rap, and pop is played in the Teen Zone during after school hours on the library’s entertainment system. Also available in the Teen Zone is a gaming area, equipped with gaming seats, a variety of gaming consoles (Sony Playstation 3, XBOX 360, and a Nintendo Wii U), library-use only video games, and a projector. Games are projected on a large screen which takes up a large part of one of the Young Adult wing’s walls. Library users can sign up to use the gaming equipment for 30 minute increments, for up to 2 hours per day, with a valid RDPL library card. The Young Adult department often holds screenings of popular, new releases and award-winning films on the projector screen, and provides popcorn and snacks to attendees. Young adults who are looking for more individual level of gaming and interaction can check-out Apple iPads, which are available for in-library use, and can choose from a variety of curated apps. One corner of the Young Adult wing has a permanent DIY station, which contains a variety of arts and crafts materials, equipment, books, and instructions. Teens can drop-in at any time and use these items to create projects such as duct tape wallets, pin-back buttons, jewelry, and origami. Special arts and crafts events are also hosted in this area of the Young Adult wing. Teens that are interested in a quieter environment for studying or group projects can use one of several study rooms available in the Young Adult wing.

The Roald Dahl Public Library is open Monday and Tuesday from 10:00 am to 8:00 pm, Wednesday through Friday from 10:00 am to 6:00 pm, Saturday from 10:00 am to 5:00 pm, and Sunday 1:00 pm to 5:00 pm.

**Staffing**

The Roald Dahl Public Library has a total staff of 35 employees or 27.5 full-time equivalent (FTE) employees. The total number of employees is comprised of 18 full-time employees and 17 part-time employees. Due to budget cuts, many of these positions have dual responsibilities. The staff includes one Head Librarian, who serves as director of the library and oversees every department. Each department of the RDPL- Adult, Children’s, and Young Adult- has one Department Head who is acts as manager of that department, and who report to the Head Librarian. The Head Librarian and Department Heads are all full-time positions. The RDPL employs Librarians at two different levels- Entry-Level and Senior. There are a total of three, full-time Senior Librarians employed at the RDPL. There are a total of six Entry-Level Librarians employed at the RDPL, three of these positions are full-time and three of them are part-time. The RDPL employs a total of eight paraprofessional staff in the part-time Library Assistant position. The RDPL employs six part time Library Aides, who are responsible for a variety of basic tasks including shelving, circulation tasks, and maintaining the appearance of the library.

There are total of six Librarians (Entry-Level and Senior) that staff the Children’s and Young Adult Reference Desk on a rotational basis. There are three Librarians (Entry-level and Senior) that staff the Adult Reference Desk on the first floor of the library and follow the same protocol. One or two Librarians are scheduled at the Reference Desk while others assist the Department Heads. Four Library Assistants staff the first floor Circulation Desk on a rotational basis. There are three Library Aides who work in varying schedules in the Adult department, and three Library Aides who work in the in the Children’s and Young Adult departments. Currently there are no new job openings but volunteers are always welcome. Job openings, descriptions, and applications are maintained on the City of Elmtree website.

Lastly, the RDPL employs seven employees who do not work directly with library users, and are located in several different departments. These include positions include Human Resources Manager, Human Resources Staff, Information Technology Managers, and Maintenance Staff. A full listing of all RDPL positions can be found in Appendix D, Table D-5.

**Collection**

The library currently maintains a total collection of 92,075 materials. These include print, audio & visual, periodicals, and digital materials. Broad lists of the types of materials that can be found at the Roald Dahl Public Library are:

***Adult Print Collection***

Fiction hardcover and paperback

Nonfiction hardcover and paperback

Graphic Novels

Periodicals

Reference

***Adult A/V Collection***

Fiction Audiobooks

Nonfiction Audiobooks

Feature DVDs

Nonfiction DVDs

Music CDs

***Adult Digital Collection***

Fiction eBooks

Nonfiction eBooks

Fiction eAudiobooks

Nonfiction eAudiobooks

***Juvenile Print Collection***

Board Books

Picture books

I-Can-Read books

In-Between books

Fiction hardcover and paperback

Nonfiction hardcover and paperback

Periodicals

Graphic Novels

Homework Center materials

Reference

***Juvenile A/V Collection***

Fiction Audiobooks

Feature DVDs

Nonfiction DVDs

Music CDs

Read-Alongs (Book and CD sets)

Video Games

***Juvenile Digital Collection***

Fiction eBook

Nonfiction eBook

Fiction eAudiobooks

Nonfiction eAudiobooks

***Young Adult Print Collection***

Fiction hardcover and paperback

Nonfiction hardcover and paperback

Graphic Novels

Periodicals

Homework Center materials

Test preparation materials

College preparation materials

Reference

***Young Adult A/V Collection***

Audiobooks

Feature DVDs

Nonfiction DVDs

Music CDs

Video Games

***Young Adult Digital Collection***

Fiction eBooks

Nonfiction eBooks

Fiction eAudiobooks

Nonfiction eAudiobooks

**Services**

The Roald Dahl Public Library provides a number of services available to adult, seniors, high school, and college students. Adult services include computer training, book clubs, writing workshops and a literacy program. For teens, the library schedules regular Kaplan test preparation workshops, Anime and Manga Club, technology workshops, a book club, and a Gaming (Board and Video) program. The library also gathers input and works together with teens through the Roald Dahl Public Library Teen Advisory Group (TAG). In addition to these services, a Homework Center is open after school in the Young Adult wing of the second floor.

The library also provides a wide variety of programs and services to meet the needs of the children, young adults, and their parents and caregivers of Elmtree. For children, the library holds weekly read-aloud programs including: Baby Bounce, Toddling Twos, Preschool, and Family Story Times. For elementary and middle school participants there is an afterschool Homework Center, access to computers, and study rooms. The library also includes many informative websites on its website to assist with homework help and school projects. Bi- monthly activities are offered including a middle school book club, a Gaming (Board and Video) program, various arts and crafts activities, and parenting workshops.

Chapter 2:

Collection Development Statement and Philosophy

**Mission Statement of the Roald Dahl Public Library**

The goal of the Roald Dahl Public Library is to provide the community of Elmtree with a wide range of materials that reflect its diverse community. The library provides a framework for growth and development in order to promote lifelong learning through an inviting atmosphere to inform, inspire, enrich, and entertain.

**Purpose of the Roald Dahl Public Library Collection Policy**

The purpose of this policy is to:

* Provide a policy that adheres to the fundamental right of free access to all members of the community.
* Maintain a consistent policy in order to guide all selection and collection management.
* Keep the public informed of any and all changes that may occur.

**Mission Statement of the Children’s and Young Adult Departments**

The Roald Dahl Public Library believes in the full support and focus of the educational, informational, cultural, and recreational needs of children and young adults from birth through age 18. Our aim is to instill lifelong reading, learning, and critical thinking in a safe and interesting environment through the use of developmentally appropriate materials, services, and programming.

**Purpose of the Children’s and Young Adult Departments Collection Policy**

The purpose of this policy is to:

* Ensure a comprehensive and consistent selection and de-selection process in the area of collection management and development.
* Keep the public aware of the policies and principles by which this process is conducted.
* Keep an accurate record of inventory to be used for the Roald Dahl Public Library materials budget.

All collection development and management will be handled by Department Heads and Librarians employed by the Roald Dahl Public Library. The Head Librarian of the Roald Dahl Public Library will serve as a liaison to the Collection Manager in all decision making matters for the collection. The Head Librarian of Roald Dahl Public Library will also be present for all City Council meetings with the Collection Manager. The Head Librarian of the Roald Dahl Public Library will also be consulted for all budget matters.

The Roald Dahl Public Library welcomes all comments and recommendations to the YA department.  The library feels all teens have the right to equal access to all materials.  If a parent or guardian has an issue with a specific title or materials, the library has a form (see Appendix F, Document F-1) that may be submitted to assure your request is addressed.

**Intellectual Freedom Statement**

The Roald Dahl Public Library abides by the Intellectual Freedom policies set forth by the American Library Association.  These policies extend to issues surrounding banned and challenged materials, censorship and First Amendment issues, as well as filtering and internet safety. A complete manual outlining all individual issues covering the aspects of the Intellectual Freedom Policy can be found in the ALAIF Manual located at [www.ifmaual.org](http://www.ifmaual.org/).

**Roald Dahl Public Library Guidelines and Policy Statement**

The Roald Dahl Public Library fully supports and adheres to the American Library Association Library Bill of Rights.

* Books and other 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.
* 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.
* Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
* Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
* A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

For a full interpretation of these rights please visit: [www.ala.org/advocacy/information/library/bill/interpretations](http://www.ala.org/advocacy/information/library/bill/interpretations)

**Service Community and Clientele**

The city of Elmtree is characterized as having a large number of organizations and small businesses, as well as large companies. Though the population of Elmtree has remained fairly homogenous in nature both economically and racially, growth amongst a number of industries located in Elmtree has led to an increase of diversity in the city. The Road Dahl Public Library is committed to serving the varied wants and needs of the community, and will continue to grow and adapt to meet the demands of the changing demographic.

**Gifts and Donations**

The Roald Dahl Public Library welcomes all gifts and donations. It has been recognized that through donations, services, materials, and equipment can be provided or purchased that otherwise could not due to budget constraints. A wish-list of titles, materials and other items can be found on our website at [www.roalddahlpubliclibrary.org](http://www.roalddahlpubliclibrary.org).

For income tax purposes, the Roald Dahl Public Library will not affix a value to any gift that is accepted, as this is the responsibility of the donor. The Library will provide, upon request, a letter acknowledging the gift for the donor’s records. Library staff will develop procedures, criteria, and guidelines in considering materials for inclusion in the Library’s collections or the disposal or donation of materials not suitable for them.

All donations may be dropped off at the Friends of the Library Book Store located on the first floor of the Roald Dahl Public Library located at 4321 Matilda Avenue, Elmtree, CA.

Chapter 3:

Community Assessment Methods and Survey Results

**Community Assessment**

It is the mission of the Roald Dahl Public Library (RDPL) to serve all of the residents of Elmtree, California. According to the 2010 Census, the City of Elmtree has a current population of 116,495 residents. The Children’s and Young Adult Departments of the Roald Dahl Public Library is specifically concerned with serving Elmtree residents between the ages of 0 and 18, and their parents and caregivers. The number of Elmtree residents under the age of 18 is 24,813 and is growing.

**Needs Assessment**

As the number of children and young adults in Elmtree increases, the Roald Dahl Public Library prioritizes maintaining and improving services and materials for the 0-18 age group. The needs of these patrons are determined in two ways: through demographic analysis and through the use of patron surveys.

**Assessment Methods**

RDPL utilizes Elmtree demographic information to determine age groups of Elmtree residents, and to appropriately plan collection sizes based on population demand. According to the 2010 Census, the population of residents under the age 18 is divided as shown in Appendix A, Table A-1 32% of the Elmtree youth population is between the ages of 0 and 6. 25% is between 6 and 10, representing the elementary population. 15% is between 11 and 13, representing the tween population. 28% percent of the Elmtree youth population is between the ages of 14 and 18.

RDPL also utilizes customer surveys to obtain data on user satisfaction with library materials and services. These customer surveys are distributed at RDPL’s Circulation Desk in a paper format. The survey is also available online through RDPL’s website. The library distributes this customer survey biannually: at the end of the school year in June, and at the end of the calendar year in December. Two versions of this survey are distributed: one for parents of our RDPL patrons and one for older patrons who are able to complete the survey without parental assistance. Here are the results from our most recent patron surveys, which were conducted in June 2014. See Appendix A, Figures A-2 and A-4 for copies of the distributed surveys.

***Results: Parents and Guardians***

From our survey for parents and guardians, we determined that most families in Elmtree have 1 or 2 children (67%). Nearly half of these families have children under the age of six and 57.2% of Elmwood families have children under the age of 13. Nearly a third of Elmtree families have young teens (13-14 years of age), and nearly a third have older teens (15-18 years of age).

When it comes to patron satisfaction, most parents or guardians are “Very Satisfied” with the services currently provided by Roald Dahl Public Library for Children and Young Adults (56.9%). 30.5% are “Somewhat Satisfied,” while only 6.9% are “Somewhat Dissatisfied” and none are “Very Dissatisfied.”

The number of family library visits per six month period varied greatly among our users. Our most frequent users, who self-identified as visiting the library more than six times in a six month period, are 21.2% of our users. 14% of our families visit the library together 4-6 times in a six month period. 25.9% visit the library as a family 1-3 times per six month period, and 38.5% do not visit the library at all as a family in a six-month period.

For our parents and guardians, programs for children are the top priority (2.78 out of 3). Literacy programs for children are right behind at 2.69 out of 3. Programs for teens and study areas are third and fourth priority at 2.56 and 2.51, respectively. Computer equipped homework centers for K-6 and outreach programs to local childcare centers and schools were lowest priority at 2.5 and 2.34 respectively. See Appendix A, Figure A-3 for the results of the Parent/Guardian User Survey.

***Results: Youth Patrons***

Most of our youth patrons visit the library either “A few times a month” or “Once a month” at 35% and 24% of our users, respectively. 20% of our users visit the library “Once a week,” while 7% visit the library “More than once a week.” 12% visit the library “Every few months,” and only 2% use the library “Once a year or less.”

When visiting the library, our youth patrons are most likely to check out 2-4 items per visit (55% of respondents). 30% check out one item per visit, and 9% check out 5-10 items per visit. 1% of our users check out more than ten items per visit, and 5% answered “None, I just like to browse.”

The most popular source for books and materials besides RDPL is online booksellers, which 65% of our respondents say they use. 55% of our users turn to the school library for books and materials. 35% utilize local booksellers, and 15% responded “Other.”

45% of our youth patrons say that they are most likely to check out fiction print materials on an average visit to the library. 26% are most likely to check out non-fiction print materials on an average visit to the library. 28% are most likely to check out audio-visual materials, and 1% are most likely to check out periodicals and magazines.

Our largest response group is the 11-13 age group, which made up 42% of respondents. 30% are in the 6-10 age group, and 22% are in the 14-18 age group. Only 6% of our survey respondents are five years of age or under.

When asked what type of program they would be interested in attending, 55% of youth patrons said they would be interested in a movie screening. 48% said they would be interested in a book club. Themed events such as seasonal programs or programs related to a specific topic, genre, or series were the most popular with 70% of respondents expressing interest in such a program. 40% of respondents said they would be interested in a craft program. 30% marked “Other” and left suggestions such as music events, dance or exercise classes, college application workshops, and special interest clubs such as anime club and board games club. See Appendix A, Figure A-5 for the results of the Youth Patrons Survey.

Appendix A

**Table A-1: City of Elmtree Population Under Age 18**

|  |
| --- |
| **Elmtree Population Under 18** |
| **Age Range** | **2010 Census** | **% of Youth Population** |
| 0-5 | 7,940 | 32% |
| 6-10 | 6,203 | 25% |
| 11-13 | 3,722 | 15% |
| 14-18 | 6,948 | 28% |

**Figure A-2: Roald Dahl Public Library Parent/Guardian Survey**

 Roald Dahl Public Library

 Parent/Guardian Survey

**Let us know how we at Roald Dahl Public Library can best serve the children and young adults**

**in the community of Elmtree!**

1. How many children under 18 live in your household?

2. What are the ages of the the children living in your household? Please check all that apply.

 0-5 6-12 13-14 15-18

3. How satisfied are you and your family with the current services provided by Roald Dahl Public Library for Children

 and Young Adults?

 Very satisfied Somewhat Satisfied

 Somewhat Dissatisfied Very dissatisfied

4. How many times have you and your children visited the Roald Dahl Public Library for Children and Young Adults in the

 past six months?

 1-3 times 4-6 times

 more than 6 times we have not visited in the past six months

5. The Roald Dahl Public Library would like to know which services patrons believe need improvement.

 Rank the following services in term of desired improvement for your family, with 3 being “very important,” 2 being

 “somewhat important,” 1 being “not too important,” and 0 being “not at all important”:

 Programs for Children

 Programs for Teens

 Literacy programs

 Study areas

 Computer Equipped homework centers for K- 6

 Outreach to local childcare centers and schools

After completing the survey, please place in the green box at the circulation desk marked “Surveys.”

 **Thank you for your input!**

**Figure A-3: Roald Dahl Public Library Parent/Guardian Survey Results**

1. How many children under the age of 18 live in your household?

1 **33%**

2 **34%**

3 **19%**

4 **10%**

 Declined to answer **4%**

2. What are the ages of these children living in your household?

0-5 **48.1%**

4. How many times have you and your children visited the Roald Dahl Public Library for

Children and Young Adults in the past six months?

0 Times **38.5%**

1-3 Times **25.9%**

4-6 Times **14%**

More than 6 Times **21.2%**

 Declined to Answer **0.4%**

6-12 **57.2%**

13-14 **27.2%**

15-18 **26.6%**

5. The Roald Dahl Public Library is would like to know which services patrons believe need improvement. Rank the following services in terms desired improvement for your

family, with 3 being “very important,” 2 being “somewhat important,” 1 being “not too

Declined to answer

**2.3%**

important,” and 0 being “not at all important:

Programs for children **2.78/3**

3. How satisfied are you with the current services provided by Roald Dahl Public Library for Children and Young Adults?

Very Satisfied **56.9%** Somewhat Satisfied **30.5%** Somewhat Dissatisfied **6.9%**

Very Dissatisfied **0%**Literacy programs for children **2.69/3**

Programs for teens **2.56/3**

Study areas **2.51/3**

Computer equipped homework centers for K-6 **2.5/3**

Outreach programs to local childcare centers **2.34/3**

and schools

 Declined to Answer **5.6%**

**Figure A-4: Youth Patrons Survey**

Roald Dahl Public Library

Youth Patrons Survey

 Children and Teens: What do **You** want from your library? Tell us here!

1. How often do you visit the Roald Dahl public library for children and young adults?

\_\_\_more than once a week \_\_\_\_once a week \_\_\_\_a few times per month \_\_\_once a month

 \_ every few months \_\_\_\_once a year or less

2. How many items do you check out on your average visit to the library?

 1 item 2-4 items 5-10 items more than 10 items

 None, I just like to browse

3. If you do not use the library to get books or other materials, where else do you go? Please check all that Apply.

 School Library Local Bookseller Online Bookseller Other

4. What type of materials are you most likely to check out on your average visit?

 Fiction print Materials (NOVELS, PICTURE BOOKS, I CAN READ, IN-BETWEEN, ETC)

 Non-fiction print Materials (BIOGRAPHIES, INFORMATIONAL BOOKS, TEST PREP, OR HOMEWORK HELP, ETC)

 AUDIOVISUAL MATERIALS (DVDS, CDS, AUDIOBOOKS, VIDEOGAMES, ETC)

 MAGAZINES OR PERIODICALS

5. What type of program would you be most interested in attending? Please Check all that apply.

 MOVIE screening Book club Themed Event (Graphic novels, Book series, seasonal, etc.) Crafts

 Other (please specify)

 6. How old are you?

 0-5 6-10 11-13 14-18

After completing the survey, please place in the green box

at the circulation desk marked “Surveys.”

**Thank you for your input!**

**Figure A-5: Youth Patrons Survey Results**

1. How often do you visit the Roald Dahl Public Library for Children and Young Adults?

More than once a week **7%** Once a week **20%** A few times per month **35%** Once a month **34%** Every few months **12%**

 Once a year or less **2%**

4. What type of materials are you most likely to check out on your average visit? Fiction Print Materials (IBT, ICR, Picture Books,

Chapter Books, Graphic Novels, etc.) **45%** Non-Fiction Print Materials (Reference, Biographies, etc.) **26%** Audio-Visual Materials (DVDs, CDs, Video Games) **28%**

Periodicals and Magazines **1%**

2. How many items do you check out on your average visit to the library?

1 item **30%**

2-4 items **55%**

5-10 items **9%**

More than 10 items **1%**

 None, I just like to browse **5%**

5. What type of program would you be most interested in attending? Please check all that

apply.

Movie Screening **55%** Book Club **47%** Themed Event (graphic novels, book series, seasonal, etc). **70%** Crafts **40%** Other (please specify) **30%**

(Suggestions for other programs included music events, dance or exercise classes, college

3. If you do not use the library to get books or other materials, where else do you go?

Check all that apply.

School library **55%** Local bookseller **35%** Online bookseller **65%**

Other **15%**

application workshops, and specific interest clubs such as anime club and board games club)

6. How old are you

|  |  |
| --- | --- |
| 0-5 | **6%** |
| 6-10 | **30%** |
| 11-13 | **42%** |
| 14-18 | **22%** |

Chapter 4:

Types of Materials

**Roald Dahl Public Library General Collection**

Roald Dahl Public Library has a grand total of 92,075 items. The collection features 6,156 audio materials, 645 periodicals, 45,551 print materials, and 6,723 video materials. The Roald Dahl Public Library also features a collection of 33,000 digital materials which can be accessed on the library’s website through the Overdrive application. The library currently has fiction and nonfiction eBooks and eAudiobooks, and we hope to expand into streaming materials within the next year. In addition to building our digital collection, Roald Dahl Public Library will also be building a world languages collection in response to the changing cultural demographics in our city. For materials by type, please see Appendix B, Table B-1.

**The Children’s and Young Adult Departments**

The Children’s and Young Adult Departments of the Roald Dahl Public Library contains a grand total of 33,699 materials for children and young adults. The collection consists of books, graphic novels, CDs, DVDs, reference works, periodicals, and our newest additions: digital eBooks and eAudiobooks. The Children’s and Young Adult Collections account for 37% of Roald Dahl Public Library’s general collection.

**Juvenile Print Materials**

The collection contains 17,307 juvenile print materials which make up 51% of the Children’s and Young Adult Departments materials. Of the juvenile print materials, nonfiction comprises the largest segment at 14%, or 4,741 books. Picture books are the next largest segment at 13% or 4,239 books. Our fiction collection totals at 3,512 books, or 10% of our entire collection. In-Between and I-Can-Read books comprise 4% and 2% of the collection, respectively. Graphic novels comprise 3% of the collection. Our collection contains 474 circulating and non-circulating periodicals and 49 juvenile magazines. The library also possesses 536 biographies and 222 reference works. Our collection contains 589 board books for RDPL’s youngest patrons. See Appendix B, Table B-2, for detailed information by category.

**Juvenile A/V Materials**

Juvenile audio-visual materials comprise 2,065, or 6% of our collection. Fiction DVDs make up the largest part of A/V materials at 2% of the collection (761 DVDs). The collection has 200 nonfiction DVDs, or 0.5% of our collection. Books on CD, music and spoken word CDs, Read-Alongs, and video games are between 0.5% to 1% of the collection each. See Appendix B, Table B-3, for detailed information by category.

**Juvenile Digital Materials**

12% of the Children’s and Young Adult collections are juvenile digital materials. Of these materials, 2,609 are fiction eBooks and 819 are nonfiction eBooks. There are also eAudiobooks: 588 fiction and 24 nonfiction. See Appendix B, Table B-4 for more information.

**Young Adult Print Materials**

Our collection contains 4,548 print materials for young adults, which translates to 18% of our entire collection. Fiction and graphic novels comprise the largest segment of the young adult print collection, at 7%. The next largest segments are nonfiction and graphic novels at 3% of the collection. College and test preparation books are 1% of the collection. Our young adult print collection also features 71 biographies, 71 circulating periodicals, 162 Homework Center materials, and 57 reference works. For detailed item numbers and collection percentages, please see Appendix B, Table B-5.

**Young Adult A/V Materials**

Young adult audio-visual materials comprise the smallest portion of our collection at 1,659 items, or 5%. Video games and fiction DVDs are the largest sections at 1.5% of the total collection each. Our 417 music and spoken word CDs comprise 1% of our total collection. The young adult A/V collection also includes 170 books on CD, and 87 nonfiction DVDs. For more information, please see Appendix B, Table B-6.

**Young Adult Digital Materials**

Children’s and Young Adult departments of the Roald Dahl Public Library are proud to offer a growing selection of young adult eBooks and eAudiobooks. Our current offerings are available through the Overdrive application and total 12% of the collection. Our young adult collection offers fiction and nonfiction eBooks and eAudiobooks. Our collection currently features 724 teen fiction audiobooks and 2,447 teen fiction eBooks. We have 350 teen fiction eBooks and 28 teen nonfiction eAudiobooks. Pending on the continuing success of our current digital materials, the Roald Dahl Public Library hopes to expand the young adult collection to include music and movie streaming in the upcoming year.  For more information, please see Appendix B, Table B-7.

Appendix B

**Table B-1: Roald Dahl Public Library General Collection**

|  |
| --- |
| **General Collection** |
| **Material Type** | **# of Items** | **% of Collection** |
| Print | 45, 551 | 50% |
| Audio | 6,156 | 7% |
| Video | 6,723 | 7% |
| Magazines and Periodicals | 645 | 1% |
| eBooks | 28,000 | 30% |
| Audiobooks (Digital) | 5,000 | 5% |
| **TOTAL** | 92,075 | **100%** |

**Table B-2: Juvenile Print Materials**

|  |
| --- |
| **Juvenile Print Materials** |
| **Material Type** | **# of Items** | **% of Collection** |
| Biography | 536 | 1.5% |
| Board Book | 589 | 1.5% |
| Fiction | 3,512 | 10% |
| Graphic Novel | 950 | 3% |
| Homework Center | 250 | 1% |
| I-Can-Read | 752 | 2% |
| In-Between | 1,193 | 4% |
| Magazine | 49 | >0.2% |
| Non-Fiction | 4,741 | 14% |
| Periodical (Circulating) | 453 | 1% |
| Periodical (Non-Circulating) | 21 | >0.01% |
| Picture Book | 4,239 | 13% |
| Reference | 222 | >0.7% |
| **TOTAL** | 17,307 | **51%** |

**Table B-3: Juvenile A/V Materials**

|  |
| --- |
| **Juvenile A/V Materials** |
| **Material Type** | **# of Items** | **% of Collection** |
| Book on CD | 335 | 1% |
| CD | 312 | 1% |
| DVD (Fiction) | 761 | 2% |
| DVD (Non-Fiction) | 200 | 0.5% |
| Read-Alongs | 156 | 0.5% |
| Video Games | 301 | 1% |
| **TOTAL** | 2,065 | **6%** |

**Table B-4: Juvenile Digital Materials**

|  |
| --- |
| **Juvenile Digital Materials** |
| **Material Type** | **# of Items** | **% of Collection** |
| eBook (Fiction) | 2,609 | 8% |
| eBook (Non-Fiction) | 819 | 2% |
| Audiobook (Fiction) | 588 | 2% |
| Audiobook (Non-Fiction) | 24 | >0.1% |
| **TOTAL** | 4,040 | **12%** |

**Table B-5: Young Adult Print Materials**

|  |
| --- |
| **Young Adult Print Materials** |
| **Material Type** | **# of Items** | **% of Collection** |
| Biography | 71 | >0.2% |
| College and Test Prep | 369 | 0.5% |
| Periodicals (Circulating) | 77 | >0.2% |
| Fiction | 2,294 | 10% |
| Graphic Novel | 1,170 | 0.5% |
| Homework Center | 162 | >0.5% |
| Non-Fiction | 879 | 3% |
| Reference | 57 | >0.1% |
| **TOTAL** | 5,079 | **15%** |

**Table B-6: Young Adult A/V Materials**

|  |
| --- |
| **Young Adult A/V Materials** |
| **Material Type** | **# of Items** | **% of Collection** |
| Book on CD | 170 | >0.7% |
| CD | 417 | 1% |
| DVD (Fiction) | 490 | 1.5% |
| DVD (Non-Fiction) | 87 | >0.3% |
| Video Game | 495 | 1.5% |
| **TOTAL** | 1,659 | **5%** |

**Table B-7: Young Adult Digital Materials**

|  |
| --- |
| **Young Adult Digital Materials** |
| **Material Type** | **# of Items** | **% of Collection** |
| eBook (Fiction) | 2,447 | 8% |
| eBook (Non-Fiction) | 28 | 1% |
| Audiobook (Fiction) | 724 | 2% |
| Audiobook (Non-Fiction) | 350 | >0.1% |
| **TOTAL** | 3,549 | 11% |

Chapter 5:

Selection Procedures

**Roald Dahl Public Library Selection Procedures**

*Selection Policy*

The Roald Dahl Public Library seeks to make available a variety of materials that are of high quality, and in a variety of formats to all of the residents in the city of Elmtree. The Library is committed to selecting these materials based on the diverse and unique interests and needs of the community. The Roald Dahl Public Library supports, endorses, and is guided by the principles documented in the American Library Association’s Library Bill of Rights (Appendix C, Document C-1), Freedom to Read Statement (Appendix C, Document C-2), and Freedom to View Statement (Appendix C, Document C-3). Notably:

* The Library will provide free and equitable access of its collections to all members of the community in order to create an open forum for the sharing, learning, and exchange of ideas, knowledge, and opinions.
* The Library supports the free expression of ideas, thoughts, and opinions, and as such will not exclude materials due to their origin, background, or the views of their creators.
* In the interest of supporting an informed public, the Library will provide access to materials of all points of view, reflecting the diversity of thoughts, ideas, and opinions of all members of the community. Inescapably, this representation of a variety of viewpoints may include thoughts, ideas, or opinions that may be controversial or objectionable to some. Despite this, the Library upholds its responsibility to reject censorship, and to maintain its foundational tenet as a space for the democratic exchange of information, ideas, and opinions.
* The Library does not endorse the wide assortment of ideas, thoughts, and opinions presented and available in its collections. Rather, it is the mission of this institution to support the educational process, growth, and development of members of the community through access to these multitudes of views within its collections.

*Selection Procedure and Responsibility*

The final responsibility and authority for selection and maintenance of the Roald Dahl Public Library’s collection lies with the Head Librarian. The Head Librarian delegates selection and maintenance duties to the professionally trained and proficient staff of the Library. The selection of materials at the Roald Dahl Public Library is executed through a system of shared responsibility among all professional librarian staff. Selectors use a variety of information and sources to inform material choices. These include professional and popular review sources, selection aids such as booklists and printed material guides, relevant websites and blogs, and various book awards. Additionally, selection of materials is also guided by the ongoing evaluation of the specific needs and interests of the Elmtree community. Lastly, evaluation of current library holdings to identify gaps or weaknesses in the collection is also completed on a regular basis to guide selection to improve and strengthen these areas.

*Selection Criteria*

Selectors use professional knowledge, subject-area expertise, knowledge of the community, and the mission and goals of the Library, in addition to the following factors, to guide selection of materials for the Library’s collection:

* Accessibility of material and ease of use
* Authority, reputation, and/or significance of the author, artist, producer, or publisher
* Availability of materials at other libraries or online
* Breadth and depth of treatment of work: accuracy, objectivity, originality, organization, and quality of presentation
* Budget, cost, and availability
* Considerations of physical space
* Cost and availability
* Currency of information
* Diversity of viewpoints
* Evaluation presented in professional, critical, and popular reviews
* Frequency of maintenance and updating
* Inclusion in standard or special bibliographies and/or indexes
* Literary and/or artistic merit and excellence
* Permanent value
* Popular demand or interest
* Quality and suitability of the physical format for library use
* Relationship to existing collections and other materials on the subject
* Significance and suitability to the community
* Suggestions for purchase by Elmtree community

**Children’s Department Selection Procedures**

*Selection Policy*

The Roald Dahl Public Library strives to provide a variety of materials that present multiple points of view to support the various informational, recreational, and educational needs of this population in our community. The Children’s Department supports the Roald Dahl Public Library’s general selection policy and criteria, while emphasizing the following points which are specific to the needs of the youth population of Elmtree:

* The Roald Dahl Library believes there should be a wide range of materials accessible for the young child from birth to primary school age. The Library aims to provide a diverse array of quality materials to meet the developmental, educational, and recreational needs of children.
* The children’s collection also responds to the needs and interests of the diverse community. A reflection of the diversity in our community in our collection is important to support and foster cultural competence, sensitivity, and understanding.
* The majority of the collection includes fiction and non-fiction books which are available in soft and hard covers, audio books, DVDs, music, video games and magazines in order to promote literacy skills, lifelong reading, and lifelong learning of the children in our community.

* In the interest of reflecting technological advances in our society, and to support the belief that the children in our community need to be technologically literate in order to be prepared for success educationally and in the future, the children’s collection includes materials available that are available in digital and electronic formats.
* The Library acknowledges that the relationship between children and their parents, guardians, and caregivers is crucial to their development and well-being. As such, the children’s section includes a variety of materials that are intended for adults to use with children to foster these important bonds.
* The Library recognizes the importance of education in children’s lives and works collaboratively with the Elmtree School District to select quality materials that support the informational and educational needs of all students.
* The Library does not censor or restrict materials from the collection.  It is the responsibility of a parent or guardian to determine what is appropriate for their children. Additionally, it is also the duty of the parent or guardian to enforce any restrictions they feel are necessary.

*Selection Procedure*

The responsibility and authority for the selection of children’s materials is the Head of the Youth Services department. The Head of the Youth Services department works with the Head of the Adult department to avoid any duplicate materials, and to create a comprehensive plan to ensure that the selection of children’s materials fits into the overall library collection and meets the institution’s mission and goals. The Head of the Youth Services department delegates selection responsibility to professional librarian staff in the Children’s department, and all of these staff collectively share responsibility in the selection of materials.

Selections are made after consulting with a variety of reviews from professional, critical, and popular sources. Selectors also use an assortment of selection aids in order to make informed decisions. These selection aids include standard and special bibliographies and indexes, award winning books, booklists, and professional and popular publications. In an effort to support the educational needs of students in Elmtree, selectors also consult with the Elmtree School District and use curriculum guides, state and national educational standards, and special projects and assignments to guide selection of appropriate materials. Lastly, selectors are informed by the specific needs and interests of the children in the community and their parents, guardians, and caregivers. This information is gathered through user surveys, purchase suggestions, and evaluation of interlibrary loan requests.

**Print Collection**

***Children’s Fiction***

Children’s fiction materials fall into several distinct categories. Each of the types of materials listed below is formatted for the specific age groups that are being targeted. As with most reading material, children do not always fall into a specific reading level. The reference librarians located in the children’s area of the library are always available to help parents and older children locate and make the right decision for reading materials.

*Picture Books*

Picture books may fall into two categories: “early” and “standard”. The purpose of many picture books is for parents to read to their children and have them read along. These books have colorful and vibrant illustrations which stimulate a child’s interest and brain development.

**Review Sources**

Amazon.com

Booklist

*Publishers Weekly*

*The Horn Book Magazine*

*School Library Journal*

*Kirkus Reviews*

**Selection Aids**

*Booklists*

CCBC Choices, Annual Booklist (Cooperative Children’s Book Center)

Children’s Choices, Annual Booklist (The Children’s Book Council)

Notable Children’s Books, Annual Booklist (American Library Association)

*Book Awards*

Randolph Caldecott Awards (American Library Association/Association for Library Service to Children)

Pura Belpré Awards (American Library Association/Association for Library Service to Children)

The Coretta Scott King Book Awards (American Library Association)

Schneider Family Book Award (American Library Association)

*Publications*

*Essentials of Children’s Literature* by Carol Lynch-Brown, Carl M. Tomlinson, Kathy G. Short

*Picture Books for Children: Fiction, Folktales, and Poetry* by Mary Northrup

*Early Picture Books*

These books are primarily for children ages 2-5. The books can include simple fairy tales or rhyming stories. The books are more sophisticated than the board books and are approximately 500 words in length. Early picture books include extremely vibrant illustrations on every page.

**Review Sources**

Amazon.com

Booklist

*Publishers Weekly*

*The Horn Book Magazine*

*School Library Journal*

*Kirkus Reviews*

**Selection Aids**

*Booklists*

CCBC Choices, Annual Booklist (Cooperative Children’s Book Center)

Children’s Choices, Annual Booklist (The Children’s Book Council)

Notable Children’s Books, Annual Booklist (American Library Association)

*Book Awards*

Randolph Caldecott Awards (American Library Association/Association for Library Service to Children)

Pura Belpré Awards (American Library Association/Association for Library Service to Children)

The Coretta Scott King Book Awards (American Library Association)

Schneider Family Book Award (American Library Association)

*Publications*

*Essentials of Children’s Literature* by Carol Lynch-Brown, Carl M. Tomlinson, Kathy G. Short

*Picture Books for Children: Fiction, Folktales, and Poetry* by Mary Northrup

*Standard Picture Books*

Standard picture books are well suited for ages 4-8. The stories can run up to 1000 words and contain a simple plot. There are no sub-plots or twists and only have one main character. The books contain characters and themes children can easily identify with. The topics and style of writing can vary widely. Illustrations are just as important to the story line as the written word.

**Review Sources**

Amazon.com

Booklist

*Publishers Weekly*

*The Horn Book Magazine*

*School Library Journal*

*Kirkus Reviews*

**Selection Aids**

*Booklists*

CCBC Choices, Annual Booklist (Cooperative Children’s Book Center)

Children’s Choices, Annual Booklist (The Children’s Book Council)

Notable Children’s Books, Annual Booklist (American Library Association)

*Book Awards*

Randolph Caldecott Medal (American Library Association/Association for Library Service to Children)

Pura Belpré Award (American Library Association/Association for Library Service to Children)

The Coretta Scott King Book Awards (American Library Association)

Schneider Family Book Award (American Library Association)

*Publications*

*Essentials of Children’s Literature* by Carol Lynch-Brown, Carl M. Tomlinson, Kathy G. Short

*Picture Books for Children: Fiction, Folktales, and Poetry* by Mary Northrup

*Board Books*

Board books are mostly aimed toward babies up to toddlers aged 18 months. The books are sometimes referred to as concept books, teaching colors and names of animals. These books also can include simple rhymes and counting games. They may relay a very simple story. Board books are usually 12-16 pages and can include lift-up flaps.

**Review Sources**

*The Horn Book Magazine*

The Children’s Book Review website

**Selection Aids**

*Booklists*

CCBC Choices, Annual Booklist (Cooperative Children’s Book Center)

Children’s Choices, Annual Booklist (The Children’s Book Council)

Notable Children’s Books, Annual Booklist (American Library Association)

*Online Bibliography*

Must-have Board Books for Early Childhood Collections (*School Library Journal)*

*I-Can-Read (Easy Readers)*

Easy reader books are for children who are learning how to read and are comfortable reading on their own. They include illustrations on every page, and are intended for children who are entering kindergarten through the third grade. These books help preschoolers learn vocabulary. The length can be 32 to as many as 64 pages with 2-5 sentences on every page. Similar to picture books, easy readers have more white space on the pages and are much smaller. Dr. Seuss’ *Green Eggs and Ham* and the *Frog and Toad* books are perfect examples.

**Review Sources**

Amazon.com

Booklist

*School Library Journal*

*Publishers Weekly*

*The Horn Book Magazine*

*Kirkus Reviews*

**Selection Aids**

*Booklists*

CCBC Choices, Annual Booklist (Cooperative Children’s Book Center)

Children’s Choices, Annual Booklist (The Children’s Book Council)

Notable Children’s Books, Annual Booklist (American Library Association)

*Book Awards*

Theodor Seuss Geisel Award (American Library Association/Association for Library Service to Children)

*In-Between (Transitional Fiction)*

These books help children move up in their reading progress. Their purpose is to bridge the gap from easy reader to chapter books. They are more challenging than easy readers. The books are smaller in size and only have illustrations on every few pages. Typically, the ages of readers of these transitional books run 6-9 years. Examples include: *Pinky and Rex*, *The Adventures of Captain Underpants* and *The Magic Treehouse*.

**Review Sources**

Amazon.com

*School Library Journal*

*Publishers Weekly*

*The Horn Book Magazine*

*Kirkus Reviews*

**Selection Aids**

*Booklists*

CCBC Choices, Annual Booklist (Cooperative Children’s Book Center)

Children’s Choices, Annual Booklist (The Children’s Book Council)

Notable Children’s Books, Annual Booklist (American Library Association)

Teachers’ Choices, Annual Booklist (International Reading Association)

*Book Awards*

Theodor Seuss Geisel Award (American Library Association/Association for Library Service to Children)

*Fiction*

Children's fiction helps children better themselves. Teachers can help their students through difficult situations and help them become more self-aware.  This section includes the following genres: mysteries, fairy tales, fantasies, science fiction, poetry, myths, folk tales, scary stories, adventures and humor.

**Review Sources**

Amazon.com

Booklist

*Publishers Weekly*

*The Horn Book Magazine*

*School Library Journal*

*Kirkus Reviews*

**Selection Aids**

*Booklists*

CCBC Choices, Annual Booklist (Cooperative Children’s Book Center)

Children’s Choices, Annual Booklist (The Children’s Book Council)

Notable Children’s Books, Annual Booklist (American Library Association)

Teachers’ Choices, Annual Booklist (International Reading Association)

*Book Awards*

John Newbery Medal (American Library Association/Association for Library Service to Children)

Pura Belpré Award (American Library Association/Association for Library Service to Children)

The Coretta Scott King Book Awards (American Library Association)

Laura Ingalls Wilder Award (American Library Association/Association for Library Service to Children)

Schneider Family Book Award (American Library Association)

*Publications*

*Essentials of Children’s Literature* by Carol Lynch-Brown, Carl M. Tomlinson, Kathy G. Short

***Nonfiction***

Nonfiction books are not just used for homework but also for storytime and entertainment. They can also provide factual information, ideas, and concepts. Nonfiction books can cover a variety of topics including science projects, cars, dinosaurs, baseball players, and presidents.

**Review Sources**

Amazon.com

Booklist

*Science Books and Films*

*School Library Journal*

*The Horn Book Magazine*

*Kirkus Reviews*

**Selection Aids**

*Booklists*

CCBC Choices, Annual Booklist (Cooperative Children’s Book Center)

Notable Children’s Books, Annual Booklist (American Library Association)

Teachers’ Choices, Annual Booklist (International Reading Association)

Notable Social Studies Trade Books for Young People (*Social Education)*

Outstanding Trade Books for Students K-12 (*Science and Children)*

*Book Awards*

Robert F. Sibert Informational Book Medal (American Library Association/Association for Library Service to Children)

*Publications*

*Essentials of Children’s Literature* by Carol Lynch-Brown, Carl M. Tomlinson, Kathy G. Short

***Graphic Novels***

Graphic novels look like comic books with dialogue balloons but they’re much longer and have a lengthy plot. Some graphic novels may be intended for teens or high school students depending on the sexual content and violence. Examples of graphic novels for the younger ages include: *Big Nate*, *Baby Mouse*, *Tintin* and *Star Wars*.

**Review Sources**

Booklist

*School Library Journal*

*The Horn Book Magazine*

*Kirkus Reviews*

*Publishers Weekly*

**Selection Aids**

*Booklists*

Brodart Graphic Novel Selection List

*Book Awards*

Will Eisner Comic Industry Awards (Comic-Con International)

Ignatz Award (Small Press Expo)

Harvey Awards

*Publications*

*Encyclopedia of Comic Books and Graphic Novels* by M. Keith Booker

*Comic Book Collections for Libraries* by Bryan Fagan and Jody Condit

***Periodicals***

Periodicals are used to help educate children through activities which can stimulate the mind. They also can be the source of just having some fun. The library has a variety of magazines such as *Lady Bug* and *Baby Bug* (also available in Spanish), *Zoobooks* and *Highlights*.

**Review Sources**

*School Library Journal*

*The Horn Book Magazine*

**Selection Aids**

*Publications*

*Essentials of Children’s Literature* by Carol Lynch-Brown, Carl M. Tomlinson, Kathy G. Short

***Reference***

In order to assist with homework or children looking for specific information, the Roald Dahl Library has a reference section that includes biographical sources, core lists, list of award winners, historical chronologies, specialized encyclopedias and dictionaries. Reference material can still be accessed via a computer, but if all terminals are busy hard copies are available for use.

**Review Sources**

Booklist

*School Library Journal*

*The Horn Book Magazine*

*Kirkus Reviews*

*Publishers Weekly*

**Audio-Visual Collection**

It is the opinion of the Roald Dahl Public Library that all forms of media can be an educational tool for children, as well as recreational. It has been shown that babies and children who are beginning to read can benefit from the various media materials that are available. Various forms of media have proven to be effective for children with learning disabilities and those learning the English language. Audio-Visual materials are divided into three categories: Compact Discs, DVDs and audiobooks.

***Compact Discs***

Music has been proven to help brain development in babies and young children. It is also a great stimulus for children to get moving. Different kinds of music provided include: Disney, Kidz Bop and Sesame Street.

**Review Sources**

*School Library Journal*

*The Horn Book Magazine*

Common Sense Media

Amazon.com

***DVDs***

DVDs serve the recreational, personal interest and educational viewing needs of children and their families. Many DVDs are based on children’s books and can spark an interest for them to pick up the book. Educational DVDs begin the learning process from history to science.

**Review Sources**

Amazon.com

Internet Movie Database

Rotten Tomatoes

*The Horn Book Magazine*

*School Library Journal*

**Selection Aids**

*Video Lists*

Notable Children’s Videos (American Library Association/ Association of Library Service to Children)

***Audiobooks (Compact Discs and Digital)***

These materials are sometimes referred to as recorded or talking books. Children can easily listen to a book being read on tape. Books recorded on tape have been proven to be an excellent learning tool for children who are learning English or have a reading disability. Examples include: Harry Potter, Junie B. Jones, Curious George and Nancy Drew.

**Review Sources**

*The Horn Book Magazine*

*School Library Journal*

Amazon.com

**Selection Aids**

*Audio Lists*

Notable Children’s Recordings (American Library Association/Association for Library Service to Children)

***Video Games***

Kids enjoy spending time playing video games whether in front of computers, TVs, or on handheld devices. Many of the video games available through the library are also of an educational nature. “It’s all part of a growing field of activities known as ‘edutainment,’ or education while entertaining” (Uttley, n.d.). Examples include: Magic School Bus, Leapfrog Leapster and Big Brain Academy.

**Review Sources**

Edutaining Kids.com

Metacritic.com

Gamespot.com

**Young Adult Department Selection Procedures**

*Selection Policy*

The Young Adult (YA) Department abides by the general selection policy of the Roald Dahl Public Library, as well as the following specific guidelines:

* The Young Adult department will not act in the role of parent or guardian in terms of materials restriction. YA patrons will be free to check out materials without age restriction, and the Roald Dahl Public Library staff will not censor material access based on age or parental preference. Parents and guardians must place and enforce these restrictions themselves.
* The Young Adult department will consider the needs of students and local schools in planning the collection. The Young Adult department will make space in the collection for materials in the curriculum, including works of classic literature and textbooks.
* The Young Adult department welcomes input from our patrons. Young adult library users are free and encouraged to submit suggestions for our collection.

* The Young Adult department is committed to selecting materials for both their popularity and their quality. Consideration will be paid to both professional, expert opinions (library staff, review journals, YALSA publications) and to the opinions of the youth we serve.
* The Young Adult department commits itself to creating and maintaining a collection that is useful for both educational and entertainment purposes.
* The Young Adult department will select materials based on their:
	+ Accuracy
	+ Literacy
	+ Artistic Quality
	+ Quality of Content
	+ Readability
	+ Collection Needs
	+ Review Source Feedback (Youth Services Manual, 2004).
* The primary responsibility of the Young Adult Department is to provide relevant and useful materials and information to the youth of Elmtree. The RDPL recognizes that some of these materials may be controversial in nature and may come under scrutiny from parents and other adults in the community. However, the library staff will stand against censorship of materials for young adults and will continue to provide materials of a sensitive nature in the interest of best serving teen patrons

*Selection Responsibility*

The responsibility of selecting and maintaining the young adult collection will fall primarily on the Roald Dahl Public Library’s Head of Youth Services Librarian, although the rest of the staff is free to offer assistance and input. Final decision-making power will rest with the Head Librarian of the Roald Dahl Public Library.

**Print Collection**

***Young Adult Fiction***

The Young Adult collection contains fiction in the following genres: realistic fiction, mystery, action/adventure, science fiction, historical fiction, horror, and fantasy. The print fiction collection is curated to contain a mix of classics and contemporary fiction, and a mix of award-winning fiction and popular fiction. Classics, award-winners, and other books with long-standing merit are generally purchased in hardback to improve their longevity. Popular fiction, particularly series, is generally purchased in the more cost-effective paperback format. The department relies on the following aids to select materials:

**Review Sources**

*Voice of Youth Advocates Magazine*

Booklist

*School Library Journal*

**Selection Aids**

*Booklists*

Best Fiction for Young Adults (American Library Association/Young Adult Library Services Association)

Great Graphic Novels for Teens (American Library Association/Young Adult Library Services Association)

Outstanding Books for the College Bound (American Library Association/Young Adult Library Services Association)

Popular Paperbacks for Young Adults (American Library Association/Young Adult Library Services Association)

Teens’ Top Ten (American Library Association/Young Adult Library Services Association)

Readers’ Choice (American Library Association/Young Adult Library Services Association)

Young Adult’ Choices, Annual Booklist (International Reading Association)

*Book Awards*

Alex Awards (American Library Association/Young Adult Library Services Association)

Edwards Award (American Library Association/Young Adult Library Services Association)

Morris Award (American Library Association/Young Adult Library Services Association)

Printz Award (American Library Association/Young Adult Library Services Association)

*Publications*

*Young Adult Literature from Romance to Realism* by Michael Cart

*Integrating Young Adult Literature through the Common Core Standards* by Rachel L. Wadman and John W. Ostenson

*Young Adult Literature in Action* by Rosemary Chance

***Non-Fiction***

The non-fiction section of the Young Adult collection is curated to meet both informational and entertainment needs of our patrons. The non-fiction selections in the Young Adult collection are selected to meet one or more of the following needs: reference, school or homework aids, life skills and self-improvement, and entertainment. The following sources are used to choose non-fiction materials for the collection:

**Review Sources**

*School Library Journal*

Booklist

*Voice of Youth Advocates Magazine*

**Selection Aids**

*Booklists*

Outstanding Books for the College Bound (American Library Association/Young Adult Library Services Association)

*Book Awards*

Nonfiction Award (American Library Association/Young Adult Library Services Association)

*Publications*

*Realist Rules II: A Guide to Teen Nonfiction Reading Interests* by Elizabeth Fraser

Guide to Reference

***Periodicals and Magazines***

Due to the lack of durability and disposable nature of magazines and periodicals, little of the Young Adult collection is invested in this media. The magazines and periodicals in the collection are selected primarily with the entertainment needs of young adults in mind, and secondarily as informational resources with educational merit. As we go into the future, the Young Adult department hopes to move the majority of our periodicals and magazines to a digital format such as Zinio. The department utilizes the followingto select the magazines and periodicals purchased for the Young Adult collection:

**Review Sources**

*Voice of Youth Advocates Magazine*

*Magazines for Libraries*

**Audio-Visual Collection**

***Compact Discs***

Compact discs for the Young Adult collection will be selected on the basis of popularity with patrons and with young adults generally, positive critical reception, and projected ongoing relevance and durability. The department’s priority for music discs is to purchase new music, with the remaining budget used to purchase older works that have continued to be well-received and relevant over time. The following genres of music will be purchased for the Young Adult compact disc collection: Classical, Folk, Blues, Sacred, Spoken Word, Soundtrack, Musical, Seasonal, Rap, R&B, Rock & Pop, Country, Latin, and World. The Young Adult department will purchase music compact discs with a “Parental Advisory” rating along with an edited version if possible. Compact discs will be selected and purchased in consultation with library staff, youth patrons, and the following critical review sources and selection aids:

**Review Sources**

*Entertainment Weekly*

*Billboard*

Metacritic.com

***DVDs***

The Roald Dahl Public Library aims to present a DVD collection that is diverse and that will provide appealing materials for a wide variety of patrons. DVDs with educational and/or entertainment value are equally valued by the Young Adult department, as we recognize that the library serves to meet both demands. While the majority of the collection does consist of fiction DVDs, the department also contains both educational and entertaining non-fiction options. The department’s first priority is to purchase new films and DVDs, both critically and mass acclaimed. The department also aims to have a strong selection of older and contemporary classics, as well as selections with long-standing popularity or strong artistic significance. The Young Adult department will purchase DVDs with the following ratings: G, PG, and PG-13. Input from library staff and young adult patrons are taken into consideration when purchasing DVDs for the Young Adult department. The following review sources and selection aids will be utilized:

**Review Sources**

Metacritic.com

*Entertainment Weekly*

*Voice of Youth Advocates Magazine*

**Selection Aids**

*Media Lists*

Fabulous Films for Young Adults (American Library Association/Young Adult Library Services Association)

***Audiobooks (Compact Discs and Digital)***

Audiobooks, in both the compact disc and digital formats, will be selected according to the standards for print fiction and non-fiction, with the additional standards for this specific medium. Quality of recording and voice work and listening format are evaluated when selecting audiobooks for the collection. The department aims to select digital audiobooks available through applications which are compatible with a variety of devices to maximize patron usage. The department utilizes the same review and selection sources for audiobooks as it does for print materials, as well as Audiofile.com.

**Review Sources**

Audiofile.com

*Voice of Youth Advocates Magazine*

**Selection Aids**

*Audio Lists*

Amazing Audiobooks for Young Adults (American Library Association/Young Adult Library Services Association)

*Audio Awards*

Odyssey Award (American Library Association/Young Adult Library Services Association)

***Video Games***

The Young Adult department affirms, in solidarity with the American Library Association, that playing video games improves “reading, writing, and computing skills” (American Library Association, 2014) and provides a positive social outlet for young adults. Games selected for the collection may be of entertainment and/or educational value. Video games of the following ratings may be included in the Young Adult collection: EC, E, E10, and T. Durability, popularity, and quality are the top criterion by which video games are selected for the Young Adult department. Additionally, consideration is paid to the popularity and relevance of gaming systems; the library aims to invest in platforms that will continue to be owned and used by our patrons rather than outdated systems that will soon be replaced. The department selects video games using staff and patron input, as well as the following critical sources: *Entertainment Weekly*, Gamespot.com, Metacritic.com, and IGN.com.

**Review Sources**

*Entertainment Weekly*

Gamespot.com

Metacritic.com

IGN.com

Appendix C

**Document C-1: American Library Association, Library Bill of Rights**

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.

1. 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.
2. 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.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.
6. 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.

**Document C-2: American Library Association, Freedom to Read Statement**

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.

1. *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.

1. *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.

1. *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.

1. *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.

1. *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.

1. *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.

**Document C-3: American Library Association, Freedom to View Statement**

The 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 guarantees 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.

Chapter 6:

Review Sources

What follows is an annotated list of the various review sources and selection aids that are used by the Children’s and Young Adult Departments of the Roald Dahl Public Library (RDPL). The list is divided into four sections: review sources, book lists, awards, and publications.

Review Sources

**Amazon.com**

Amazon is one of the largest online retailers on the Internet today. In addition to selling a variety of products, Amazon also offers its own items such as the Kindle eReader, and services such as Amazon Instant Video. A unique aspect of Amazon is that it allows anyone to rate and review any of the items that it sells. Amazon categorizes its items for sale into different departments and sub-departments. In addition to lists that Amazon creates itself of products available within its different departments, it also provides ranked lists of the most popular (most purchased) items. These lists and rankings are good indicators for selectors to see what is popular at the moment.

Library selectors will use Amazon as a source to track trends among various materials purchased and provided by the Library, and to read reviews written by real consumers of these materials. Items that are forthcoming cannot have reviews written about them until after the official release date. As such, other review media will also be consulted for potential items that may not be available on Amazon or do not have reviews. Amazon does allow for pre-orders of forthcoming items, so selectors can see which of these materials are the most popular, which can help to anticipate demand.

Website: <http://www.amazon.com/>

**AudioFile**

AudioFile is a publication that focuses on the reviews of unabridged and abridged audiobooks, original audio programs, commentary, and dramatizations in the spoken-word format. It is published 6 times a year, and includes features such as industry news, narrator and author profiles, interviews, product information, and reviews of audiobooks. The magazine boasts around 400 reviews per issue, and notes that it is one of the most complete review sources about this particular format. The publication also has a special Listening Librarians section, which focuses on information about audiobooks especially for librarians and teachers. Reviewers for AudioFile are “professionals in the information, education, and performance field”, and include writers, educators, librarians, booksellers, and AudioFile staff. A complete list of reviewers can be found on the AudioFile website. It is important to note that the focus of the reviews included in AudioFile is of a work’s audio presentation and not the quality of the material itself. AudioFile awards “Earphones” to works that excel in narrative voice and style, vocal characterizations, appropriateness for the audio format, and the enhancement of the text. There are several levels of subscriptions available for AudioFile. A digital subscription which includes full access to the AudioFile website and a special PDF edition is $2.95 per month. Access to both the print edition and the AudioFile website is $36 per year. An AudioFile PLUS subscription includes access to the print edition and website, in addition to an online archive of past reviews, the Audiobook Reference Guide, RealTime Reviews, and Library Listeners and costs $60 per year. AudioFile also makes access available to 36,500 public reviews, which visitors to the site can search and peruse for free. The website also provides short excerpts of audio within reviews that can be listened to digitally.

Website: <http://www.audiofilemagazine.com/>

**Billboard**

*Billboard* is a print and online magazine that focuses on all things dedicated to music. As one of the oldest magazines dedicated to music *Billboard* contains reviews, interviews and charts of the most popular bands and albums. *Billboard* Hot 100 and *Billboard* 200, the two primary charts, rank the top songs and albums. 43 issues are printed per year. Subscriptions range from $19.95/month, only for online access, to $299/year which includes both print and online access. RDPL pays $250/year for an online subscription.

Website: <http://www.billboard.com/>

**Booklist**

Booklist Online is a paid, review source from the American Library Association (ALA). Booklist also provides webinars for users on upcoming book releases and trends. An unlimited, full-library use subscription begins at $425 per year, while an unlimited subscription is $147.50 per year for 22 issues.

Website: <http://www.booklistonline.com/>

**The Children’s Book Review**

The Children’s Book Review (TCBR) is an online resource that is dedicated to children’s and young adult literature and media. The website was named as the one of the Association for Library Service to Children (ALSC) Great Web Sites for Kids. In addition to providing author and illustrator interviews and articles for parents and educators, TCBR also publishes reviews and book lists. Reviews are written by the staff of TCBR, (who come from a diverse array of backgrounds and experiences) and profiles of each member are available on the website. According to TCBR, materials “are evaluated based on the following particulars: literary value, illustrative quality, and over-all presentation. Our reviews and book lists are always positive because we only appraise those books with the strongest potential impact on the reader”. Books and media are arranged into several categories, some of which include age, genres, audience, and formats. The site is free to access by anyone with an Internet connected device.

Website: <http://www.thechildrensbookreview.com/>

**Common Sense Media**

*Common Sense Media* helps determine the age-appropriate content according to the amount of violence, sex and profanity. Some of the best films are chosen based on positive messages from families. *Common Sense Media* reviews books, movies, TV shows, video games, apps, music and websites.

Website: <https://www.commonsensemedia.org/>

**EdutainingKids.com**

This website provides reviews and ratings of hundreds of children’s products. Categories include: software & computer games, DVDs & videos, books, toys, music & audio and video games. It includes a list of the top ten picks of gift ideas for toddles, preschoolers, 5-8, 9 and up and families.

Website: <http://www.edutainingkids.com/>

**Entertainment Weekly**

*Entertainment Weekly* is a weekly magazine dedicated to pop culture and entertainment news. The magazine features reviews of recent releases in television, movies, music, books, and DVDs and covers upcoming projects. A one-year subscription to *Entertainment Weekly* costs $25.

Website: <http://www.ew.com/ew/>

**Gamespot.com**

Gamespot.com is a free online review and news source for video games. The writing staff provides reviews on Nintendo, XBOX, Playstation, and PC games as well as game trailers and previews.

Website: <http://www.gamespot.com/>

**The Horn Book Magazine**

The Horn Bookwas founded in 1924 by Bertha Mahony to “herald the best in children’s literature.” Today its two main publications are *The Horn Book Magazine* and *Horn Book Guide*. *The Horn Book Magazine* is published bimonthly and focuses on literature for children and young adults. It concentrates on all things children’s literature and includes articles on issues and trends in the field, essays, and reviews of new books for youth. Articles and reviews are written by both *Horn Book* staff and guest reviewers. Guest reviewers include librarians, teachers, historians, and booksellers. Certain issues of the periodical are dedicated to the annual winners of prominent book awards: the January/February issue focuses on the Boston Globe-Horn Book Award, and the July/August issue focuses on the Newbery and Caldecott Medals. In December, the Fanfare list is published. This list includes selections by *The Horn Book Magazine* editors of the year’s best children’s and young adult books. *Horn Book Guide* is published semi-annually and rates and reviews over 2,000 books for children and young adults. These impressively cover almost every book for children and young adults that are published in the United States in a six-month period. The *Guide* provides a title and author index, in addition to subject and series indexes. Reviews of books are divided into different grade levels and ages: preschool (birth to age 4), primary (grades K-3), intermediate (grades 3-6), middle school (grades 6-8), and high school (grades 9-12). Reviews can also be starred, which indicate “a book that the editors believe to be an outstanding example of its genre, of books of this particular publishing season, or of the author’s body of work.” Profiles of reviews, both principal and guest, can be found on the *Horn Book* website. A one year subscription to *The Horn Book Magazine* (6 issues) is $72.00. A one year subscription to *Horn Book Guide* (2 issues) is $60.00.

Website: <http://www.hbook.com/>

**IGN.com**

IGN Entertainment Network is an online media company specializing in gaming and entertainment and appealing largely to the 18-34 year old male demographic. IGN staff writers provide free reviews of upcoming video games, movies, and television.

Website: <http://www.ign.com/>

**Internet Movie Database**

The Internet Movie Database (IMDb) began as a hobby project created by an international group of film and television fans. Today the site is one of the most popular sources for film and TV content, boasts over 100 million visits each month, and is owned by Amazon. IMDb provides a plethora of information related to movies and TV, including celebrity and entertainment news, media cast and credits, box office data, photo galleries, quotes, trivia, forthcoming releases, and information about film festivals. Additionally, IMDb offers a searchable database of more than 150 million items, including more than 2.7 million movies and TV programs. Though IMDb does not write reviews of film and TV itself, it allows for starred ratings (out of 10) by users and aggregates reviews written by IMDb users, critics, and from Metacritic.com. Users of IMDb can create lists, receive recommendations, write reviews, take quizzes, and participate in message boards. The site is free to access by anyone with an Internet connected device.

Website: <http://www.imdb.com/>

**Kirkus Reviews**

*Kirkus Reviews* helps authors get noticed by the public as well as publishers, agents and film executives. It also gives authors the option of keeping negative reviews about the work private. *Kirkus Reviews* is published on the first and 15th of each month and costs $425-$575 per review. Over 7000 book titles are reviewed per year. RDPL pays $450/year.

Website: <https://www.kirkusreviews.com/>

**Magazines for Libraries**

*Magazines for Libraries* is a printed directory available from Bowker (a ProQuest affiliate). The publication provides information, statistics, and data about periodicals to help libraries of all types to build their magazine collections. Reviewed in this publication are general interest magazines, research journals, and commercial publications. Additionally, there are over 5,300 full-text reviews and recommendations from subject specialists of periodicals included in this publication. The publication is updated intermittently and new editions are released. The current cost of this publication is $900, and libraries that enroll in a standing order can save 10% on the most current edition and 5% on future edition releases.

Website: <http://www.bowker.com/en-US/products/printed_directories/servprintdir_dir_mfl.shtml>

**Metacritic.com**

Metacritic.com is a website that aggregates reviews of movies, television shows, music, and video games, and compiles this data to produce an average weighted “metascore.” The site also allows for users to register, rate, and review these media items, but these are not taken into consideration for the calculation of the metascore; rather, these are compiled into a separate section of user scores. Because the site continues to add new reviews and previous review scores can be edited, metascores can also fluctuate in its representation of the average. Metacritic scores range from 0-100 and they use green, yellow, and red to indicate the range of scores. Green represents items have universal acclaim or generally favorite reviews, yellow represents mixed or average reviews, and red represents generally unfavorable reviews or overwhelming dislike. Metacritic provides excerpts from reviews within an individual item’s page, and links to the full text of the review as well, so it is a good place for Library selectors to locate multiple reviews in one spot. Reviews come from a mix of locations including popular websites, magazines, and newspapers. Metacritic’s parent company is the CBS Corporation. Metacritic is free to use and doesn’t require an account to access.

Website: <http://www.metacritic.com/>

**Publisher’s Weekly**

*Publisher’s Weekly* covers news that helps librarians keep up with what’s happening in the publishing industry and cover news on new books being published. The main focus of *Publisher’s Weekly* is book reviews. It is published 51 times a year and costs $249.99 per year. An annual subscription of *Publisher’s Weekly* costs $168 and saves 33% of the original cost. RDPL pays $249.99/year.

Website: <http://www.publishersweekly.com/>

**Rotten Tomatoes**

Rotten Tomatoes is a free, online review site from Flixster, Inc. specializing in movie and television reviews. Selections are ranked on the “Tomatometer” as either “Fresh”, “Rotten”, or “Certified Fresh” depending on their percentage ranking and how many positive reviews they have received from professional television and film critics.

Website: <http://www.rottentomatoes.com/>

**School Library Journal**

*School Library Journal* is a professional resource for library and education professionals working with children’s materials. *School Library Journal* provides reviews by grade level, format, and genre and covers materials such as fiction and nonfiction books, reference, audio-visual materials, and apps. A yearly subscription to *School Library Journal* can be purchased for $88.99.

Website: <http://www.slj.com/>

***Science Books and Films***

*Science Books and Films* is an online-only review journal specializing in reviews of science books, DVDs, websites, and software. *Science Books and Films* is a publication of the American Association for the Advancement of Science. A yearly subscription can be purchased for $45.

Website: <http://www.sbfonline.com/Pages/welcomesplash.aspx>

**Voice of Youth Advocates**

*Voice of Youth Advocates* (VOYA) helps meet “the needs of young adult librarians, the advocacy of young adults, and the promotion of young adult literature and reading”. This is considered to be the strongest advocate that helps young adult service librarians perform their work and provide intellectual freedom. VOYA’s editor-in-chief is Rosemary Honnold, a sought out speaker. More than 2200 reviews are published per year. VOYA costs $65.55 per subscription a year. RDPL pays $65.55/year.

Website: <http://www.voyamagazine.com/>

Book Lists

**Amazing Audiobooks for Young Adults**

Amazing Audiobooks for Young Adults is an annual audiolist developed and maintained by the Young Adult Library Services Association (YALSA). The Amazing Audiobooks committee selects notable audio recordings that are significant to young adults and teens from those released within the past two years. A total of nine members make up the Amazing Audiobooks committee and can serve for two-year terms but not for more than two consecutive terms. The committee selects audiobooks for the list based on criteria such as appeal to young adults ages 12 to 18, effective use of voices, sound effects, and language, audio presentation, production quality, and clarity. The current annual list, in addition to past lists, can be accessed for free on the YALSA website.

Website: <http://www.ala.org/yalsa/booklistsawards/booklists/amazingaudiobooks/policies>

**Best Fiction for Young Adults**

Best Fiction for Young Adults is an annual booklist developed and maintained by the Young Adult Library Services Association (YALSA). A Committee chooses and selects the best fiction titles published for Young Adults, ages 12 to 18, within the past 16 months. The list is created specifically to provide librarians and library staff with collection development and reader’s advisory. 15 committee members are appointed by the YALSA President, and can serve up to two one-year terms. Selection criteria of the best books are defined as books of high quality and excellence, in addition to having interest, value and appeal to young adults. The current annual list can be accessed for free on the YALSA website, and previous archived lists can also be found on it.

Website: <http://www.ala.org/yalsa/best-fiction-young-adults>

**Cooperative Children’s Bok Center (CCBC) Choices**

The Cooperative Children’s Book Center (CCBC) aides in the selection process for teachers, librarians and others.  Areas covered in the review process include biographies and booklists relating to Common Core standards.  Also included are choices for book of the week and book of the year.  The CCBC also honors those who have shown outstanding writing in picture books with the Charlotte Zolotow Award.

Website: <http://ccbc.education.wisc.edu/books/choices.asp>

**Children’s Choices**

Children’s Choices is an annual booklist maintained and created by the International Reading Association (IRA) and the Children’s Book Council. In this booklist, children themselves choose, evaluate, and review their favorite books. This list has been used by teachers, librarians, parents, and children since 1974 as a source for book recommendations. Each year around 12,500 school children from all around the United States read and review new children’s books, and vote for the ones they like best. The annual booklist reports on the most popular choices, and presents them into different sections which are divided into grades. The annual list can be downloaded and viewed for free from the IRA website, and past lists starting from 1998 are also available.

Website: <http://www.reading.org/resources/booklists/ChildrensChoices.aspx>

**Fabulous Films for Young Adults**

The Fabulous Films for Young Adults committee selects a list of films centered around a theme that appeals to young adults. It was originally called Selected DVD & Videos for Young Adults until 2009 when the YALSA Board of Directors approved changes to the list.

Website: <http://www.ala.org/yalsa/fabfilms>

**Great Graphic Novels for Teens**

Great Graphic Novels for Teens is an annual Yong Adult Library Services Association (YALSA) list of the year’s best graphic novels and comics, both fiction and nonfiction, for 12 to 18 year old readers. The list is created yearly by a committee of one chair and ten school or public librarians who are YALSA members.

Website: <http://www.ala.org/yalsa/ggnt>

**Must-have Board Books for Early Childhood Collections**

Board books are designed to survive destruction by babies’ and toddlers’ mouths and hands. They are recommended for parents to invent their own stories to their kids. Board books usually contain a few or no words. This list of recommended board books is created by *School Library Journal,* and can be accessed for free on its website.

Website: <http://www.slj.com/2013/07/standards/early-learning/must-have-board-books-for-early-childhood-collections/>

**Notable Children’s Books**

Notable Children’s Books is an annual ALA list of excellent books for children from birth to age fourteen. The lists are divided by age group: Younger Readers, Middle Readers, Older Readers and All Ages. A committee delegated by ALSC compiles the lists each year. Winners of the Newbery, Caldecott, Belpre, Sibert, Geisel, and Batchelder Awards are automatically listed as Notable Books.

Website: <http://www.ala.org/alsc/awardsgrants/notalists/ncb>

**Notable Children’s Recordings**

Notable Children’s Recordings is a yearly award identified by the Association for Library Service to Children (ALSC) for the best of the best in children’s recordings. These recordings are mostly intended for children 14 years of age and younger.

Website: <http://www.ala.org/alsc/awardsgrants/notalists/ncr>

**Notable Children’s Videos**

Notable Children’s Videos is an annual Association for Library Service to Children (ALSC) list for excellence in videos for children under the age of fourteen. Recognized videos are chosen for their ability to engage viewers and their interests in creative and intelligent ways. The Notable Children’s Videos list is comprised annually by the same committee responsible for selecting the Andrew Carnegie Medal winner.

Website: <http://www.ala.org/alsc/awardsgrants/notalists/ncv>

**Notable Social Studies Trade Books for Young People**

Notable Social Studies Trade Books for Young People is an annual booklist developed and maintained by the National Council for the Social Studies (NCSS), and the Children’s Book Council (CBC). This list features books for students in grades K-8 that have been published the previous year, and have been selected by a committee appointed by the NCSS. Books are selected based on their representation of diversity, readability, quality, format, and originality. The titles of books are arranged by broad themes and subthemes. This booklist is published annually in the May/June issue of *Social Education*. Single copies of the current list can be purchased from the CBC for $5.00 per copy, and previous year lists can be accessed and downloaded from the *Social Education* website for free.

Website: <http://www.socialstudies.org/notable>

**Outstanding Books for the College Bound**

The Outstanding Books for the College Bound list is created by a Young Adult Library Services (YALSA) committee of public, secondary school, and academic librarians. “The books on this list offer opportunities to discover new ideas, and provide an introduction to the fascinating variety of subjects within an academic discipline” ([www.ala.org](http://www.ala.org)). The awards are divided into five categories: Arts and Humanities, History and Cultures, Literature and Language Arts, Science and Technology and Social Sciences. A list of over 400 books deemed by the YALSC is included in print or an e-book and costs $45 for ALA/YALSC members and $50 for non-members.

Website: <http://www.ala.org/yalsa/outstanding-books-college-bound>

**Popular Paperbacks for Young Adults**

Popular Paperbacks for Young Adults is an annual booklist developed and maintained by the Young Adult Library Services Association (YALSA). A Popular Paperbacks committee creates the booklist to encourage reading for pleasure by young adults, ages 12 to 18. Each list includes unique sub-lists that vary in topic and genre. Current and past subtopics include: “Book to Movie: Ripped from the Pages”, “Lock Up: Teens behind Bars”, “Humor Me: Funny, Fantastic and Witty Reads”, and “Zombies, Werewolves, and Things with Wings”. Both adult and young adult fiction and nonfiction paperback titles are considered, and popularity rather than quality is considered more important in determining what to include on the list. The current annual list, in addition to past lists can be accessed for free on the YALSA website.

Website: <http://www.ala.org/yalsa/popular-paperbacks-young-adults>

**Readers’ Choice**

The main purpose of the Readers’ Choice Awards is to determine the best books for teens. Every list is chosen each November. The best is chosen in the following categories: horror/thriller, mystery/crime, nonfiction, realistic fiction, romance, science fiction/fantasy and steampunk. Any individual or a current member of the Readers’ Choice List Committee may nominate a title via online, but only Young Adult Library Association (YALSA) members are eligible to vote for the final ballot. The idea of this award list is to draw teens to the best books published within the current year.

Website: <http://www.ala.org/yalsa/readerschoice>

**Teachers’ Choices**

The Teachers’ Choices is an annual book list developed and maintained by the International Reading Association (IRA). Since 1989 the list has identified books that are considered to be outstanding and exceptional for curriculum. The list includes books for readers ages 5-15 and has been selected by both teachers and librarians in the United States. The annual list can be downloaded and viewed for free from the IRA website, and past lists starting from 1998 are also available.

Website: <http://www.reading.org/resources/booklists/TeachersChoices.aspx>

**Teens’ Top Ten**

Teens’ Top Ten is an annual list of recommended books chosen by teens and maintained by the Young Adult Library Services Association (YALSA). The nominated titles are chosen by sixteen teen public or school library book groups, which serve two-year terms. Teens may vote for their top nominees on the YALSA website during Teen Read Week.

Website: <http://www.ala.org/yalsa/teenstopten>

**Top Ten Quick Picks for Young Adult Readers**

Top Ten Quick Picks for Young Adult Readers is an annual list of recommended books from the Young Adult Library Services Association (YALSA) and are chosen from a the Quick Picks list which is presented each year at the ALA Midwinter Meeting. These books are suggestions for teens ages 12 to 18, and geared toward those who do not like to read. The books selected for the Quick Picks list and the Top Ten list are voted and selected by members of the Quick Picks committee. The list includes a variety of genres, formats, topics, and themes- all chosen to get a teen to pick up and read for pleasure. The current list and past lists of the Top Ten can be accessed from the YALSA website.

Website: <http://www.ala.org/yalsa/2014-top-ten-quick-picks-reluctant-young-adult-readers>

**Young Adult’s Choices**

Young Adult’s Choices is an annual booklist developed and maintained by the International Reading Association (IRA). The focus of this booklist is books aimed for young adults and teens. Each year, about 4,500 students in grades 7 to 12 across the United States read, review, and select their 30 favorite new book titles. The annual list can be downloaded and viewed for free from the IRA website, and past lists starting from 1998 are also available.

Website: <http://www.reading.org/resources/booklists/YoungAdultsChoices.aspx>

Book Awards

**Alex Award**

The Alex Awards are given to the ten best books written for adults that have special appeal to young adults ages 12-18. It was named after Baltimore librarian Margaret Alexander Edwards, who was known as “Alex” by her friends. Since 2002 the Alex Awards have been presented by the Young Adult Library Services Association (YALSA).

Website: <http://www.ala.org/yalsa/booklists/alex>

**The Coretta Scott King Book Awards**

The Coretta Scott King Book Awards are a set of annual awards given to outstanding African American authors and illustrators of books for children and young adults. The Awards are named after the wife of Dr. Martin Luther King, Jr., and honor her spirit, courage, and speech towards peace and world brotherhood. Besides the annual awards for best author and best illustrator, the John Steptoe Award for New Talent and the Virginia Hamilton Award for Lifetime Achievement are also bestowed every year. The Awards were founded in 1969 by Mabel McKissick and Glyndon Greer, and it is currently maintained by the Ethnic & Multicultural Information Exchange and Round Table (EMIERT), a division of the American Library Association (ALA). Any member of the ALA and EMIERT can apply to be on the committee that is responsible for selecting award winners, and a full list of award eligibility and criteria can be found on the ALA website. The current list in addition to past lists of Award winners and Honors can be accessed for free on the ALA website.

Website: <http://www.ala.org/emiert/cskbookawards>

**Harvey Awards**

The Harvey Awards are an annual professional award for excellence in comic books. The winners are nominated and voted for by individuals working in the comic book industry. There are twenty categories of Harvey Award recognizing the many types of work that go into creating a comic such as Best Artist, Best Inker, Best Single Issue or Story, and a Special Award for Humor.

Website: <http://www.harveyawards.org/>

**Ignatz Award**

The Ignatz Award is presented annually by the Small Press Expo (SPX) to an outstanding work in comics and cartooning. The ballot is created by a panel of five cartoonists, and can be voted on by attendees of the Small Press Expo festival. Winners are announced at a ceremony at the SPX festival that is open to the public. Nominees for the award are listed on the SPX website. There are several categories for the award which include Outstanding Artist, Outstanding Anthology or Collection, Outstanding Graphic Novel, Outstanding Story, Promising New Talent, Outstanding Series, Outstanding Comic, Outstanding Minicomic, and Outstanding Online Comic. The award is named for the character in the classic comic strip *Krazy Kat* by George Herriman. A complete list of guidelines, criteria, and award eligibility is available on the SPX website. The current list of award winners and past award winners can be accessed for free from the SPX website.

Website: <http://www.spxpo.com/>

**John Newbery Medal**

The John Newbery Medal is one of the most distinguished book awards given to an outstanding work of children’s literature in the United States. The Medal was first established in 1921, and today is administered by the Association for Library Service to Children (ALSC), a division of the American Library Association (ALA). ALSC and ALA members are nominated and selected to serve on the annual Newbery Medal committee, and are responsible for determining award winning selections. The award is presented annually to a children’s book published in the United States in English from the preceding year. In addition to the Medal winner, Honor books can also be named and distinguished. Committee members consider the theme or concept of the book, the presentation of information, and development of plot, style, setting, and characters in their selection of Medal and Honor books. A full description and list of the criteria and eligibility for the Newbery award can be found on the ALA/ALSC website. The current list in addition to past lists of Medal winners and Honors can be accessed for free on the ALA website.

Website: <http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberymedal>

**Laura Ingalls Wilder Award**

The Wilder Award, named in honor of the children’s author Laura Ingalls Wilder, is presented to a children’s author or illustrator with a body of work that has continued to have an impact in the field of children’s literature over time. The winner is selected by a committee of four members and a chair, and the award is given every two years.

Website: <http://www.ala.org/alsc/awardsgrants/bookmedia/wildermedal>

**Margaret A. Edwards Award**

The Margaret A. Edwards Award was established in 1988, and honors an author and their body of work for its contribution to young adult literature. The award is administered by the Young Adult Library Services Association (YALSA), and is sponsored by *School Library Journal*. A committee is appointed by the YALSA president to select the winner of the Edwards Award, and the specific list of criteria and eligibility for it is available on the YALSA website. In addition to the award, the winner receives a cash prize of $2,000. A list of the current award winner, in addition to past winners can be accessed for free from the YALSA website.

Website: <http://www.ala.org/yalsa/edwards-award>

**Michael L. Printz Award**

The main purpose of the Michael L. Printz Award is to honor the best book written for teens based on its literary merit. The award was named for Michael L. Printz a school librarian from Topeka, Kansas and a longtime member of the Young Adult Library Services Association (YALSA). Five books are nominated, one them is given the Printz Award while the other four runners-up may be designated Honor Books.

Website: <http://www.ala.org/yalsa/printz>

**Morris Award**

The William C. Morris Young Adult Debut Award is an annual award presented through Young Adult Library Services Association (YALSA). The Morris Award is presented to new authors for a first work in young adult literature. The winner and finalists are selected by a committee of librarians who serve on a yearly basis.

Website: <http://www.ala.org/yalsa/morris>

**Nonfiction Award for Young Adults Award**

The Young Adult Library Services Association (YALSA) Award for Excellence in Nonfiction honors a nonfiction work published for young adults, ages 12 to 18. The award is presented annually at the American Library Association Midwinter Meeting, Youth Media Awards. A committee of nine people decides on award winners. The chair and four members are appointed by the YALSA president, and the remaining four are elected by YALSA membership. The purpose of the award is to recognize the best in the field of nonfiction books, promote the number of nonfiction books for young adults, inspire readership, and to recognize the importance of this genre. The current award winner and finalists, in addition to past winners and finalists can be accessed for free from the YALSA website.

Website: <http://www.ala.org/yalsa/nonfiction-award>

**Odyssey Award**

The Odyssey Award is an annual award for the best audiobook for children and young adults. The winner and any honors are chosen by a committee of a chair and nine members: four Young Adult Library Services Association (YALSA) delegates, four Association for Library Service to Children (ALSC) delegates, and a consultant from the publication *Booklist*.

Website: <http://www.ala.org/alsc/awardsgrants/bookmedia/odysseyaward>

**Outstanding Science Trade Books for Students K-12**

This is a list of the best science trade books for children. The books chosen are a perfect way for students to build literary skills. The lists of books are chosen by a book review panel by National Science Teachers Association (NSTA) and Children Book Council (CBC). The list was originally targeted at grades K-8 until 2002 when the list was expanded to include high school students.

Website: <http://www.nsta.org/publications/ostb/>

**Pura Belpré Award**

The Pura Belpré, Award, established in 1996, is named after Pura Belpré, the first Latina librarian at the New York Public Library. It is presented to a Latino or Latina writer “whose work portrays affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth” ([www.ala.org](http://www.ala.org)).

Website: <http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal>

**Randolph Caldecott Awards**

The Caldecott Medal, named after illustrator Randolph Caldecott, is given annually to the illustrator of the best picture book for children published in the United States. The medal winner and any honor books are selected by a committee of fifteen, including a committee chair, which are designated by Association for Library Service to Children (ALSC).

Website: <http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal>

**Robert F. Sibert Informational Book Medal**

The Sibert Medal, named after Bound to Stay Bound Books Inc. president Robert F. Silbert, is awarded for best informational book for children. The award is given annually and the winner and any honor books are chosen by a committee appointed by the Association for Library Service to Children (ALSC).

Website: <http://www.ala.org/alsc/awardsgrants/bookmedia/sibertmedal>

**Schneider Family Book Award**

The Schneider Family Book Award is presented by the American Library Association for an excellent portrayal of disability in a children’s or young adult book by an author or illustrator. The award is given annually in three categories: Teen Book, Middle School, and Children’s Book. The award is sponsored by Katherine Schneider and the winners are chosen by a jury of seven American Library Association (ALA) members.

Website: <http://www.ala.org/awardsgrants/schneider-family-book-award>

**Theodor Seuss Geisel Award**

The Theodor Seuss Geisel Award is given annually to the authors or illustrators of children’s literature known as beginning reader books. Established in 2004 and named after Theodor Geisel, also known as Dr. Seuss, one of the most beloved children story book illustrators.

Website: <http://www.ala.org/alsc/awardsgrants/bookmedia/geiselaward>

**Will Eisner Comic Industry Award**

The Will Eisner Comic Industry Award, commonly shortened as the Eisner Award is awarded for creative achievement in American comic books. This award was named in honor of pioneering writer and artist Will Eisner. The awards take place in July and are presented at the Comic-Con International convention in San Diego.

Website: <http://www.comic-con.org/awards/eisners-current-info>

Publications

**Comic Book Collections for Libraries**

*Comic Book Collections for Libraries*, by Bryan D. Fagan and Jody Condit Fagan, is a guide for selecting graphic novels for a library collection. The authors explain comic genres, how the comic industry works, how to select appropriate materials for your library collection, and where to purchase comics and graphic novels. The text includes book lists and a glossary of comic book terms for librarians unfamiliar with the genre. *Comic Book Collections for Libraries* has a list price of $45.

**Encyclopedia of Comic Books and Graphic Novels**

*Encyclopedia of Comic Books and Graphic Novels,* edited by M. Keith Booker, is an extensive encyclopedia split into two different volumes. The book is a useful resource to Library selectors as many topics are covered in the encyclopedia including entries on cartoonists, series, genres, and specific works. No encyclopedia will be able to encompass every piece of knowledge about a particular topic, but this work provides a good foundational basis and introduction to those unfamiliar with the format and for those looking to expand their knowledge about this topic. The encyclopedia also includes a list of resources for those looking for more information on the topics covered, in addition to an extensive index. The retail price for the hardcover version of this text is $180.

**Essentials of Children’s Literature**

*Essentials of Children’s Literature,* written by Kathy G. Short, Carol M. Lynch-Brown, and Carl M. Tomlinson, is currently in its eighth edition. This book is often used as a textbook for students who are learning about children’s literature. The book is a great resource for Library selects as it provides concise information about different categories of children’s literature (i.e. picture books, poetry, historical fiction, etc.), in addition to core lists of books and other materials. The text also provides a bevy of useful information in its appendices including information about children’s book awards and winners, a bibliography of professional resources, and description and reviews of children’s magazines. The book also features an extensive index of children’s books and authors. This text is invaluable to library staff that are looking for a comprehensive overview of children’s literature in order build their own collections. The suggested retail price for the book from its publisher, Pearson Education Inc., is $96.40.

**Integrating Young Adult Literature through the Common Core Standards**

*Integrating Young Adult Literature through the Common Core Standards*, written by Rachel L. Wadham and Jonathan W. Ostenson, provides an extensive overview and template for teachers who want to incorporate young adult literature to meet the learning needs of students. In addition to a close examination of Common Core Standards and how young adult literature can help to meet these standards, the book also provides examples of specific young adult literature that can be used in the classroom. The book is helpful for Library selectors to pick the best young adult literature to meet the educational demands required by the Common Core Standards. The book provides numerous resources and text lists that can be used by selectors for collection development of the young adult materials. The retail price for the paperback version of this text is $45.

**Picture Books for Children: Fiction, Folktales, and Poetry**

*Picture Books for Children: Fiction, Folktales, and Poetry*, by Mary Northrup, is a book that expresses a comprehensive overview of the best children’s picture books from the last decade. It is both an excellent tool for collection development and perfect source for planning storytime. This is available as an e-book from the San Jose King Library and includes biographical reference and index.

**Realist Rules II: A Guide to Teen Nonfiction Reading Interests**

*Realist Rules II: A Guide to Teen Nonfiction Reading Interests*, by Elisabeth Fraser, is a guide to teen nonfiction reading interests. Its purposes include identifying hundreds of the most popular nonfiction reads, for teens, organizing titles according to genre, serving as an excellent development source and addressing the reading of interests of today’s teens. This is available in hardcover and costs $47.50 from Amazon.

**Young Adult Literature in Action**

*Young Adult Literature in Action: A Librarian’s Guide*, by Rosemary Change, is a library science textbook and librarian guide focusing on young adult literature. The author, a professor of library science and services to children and young adults, covers each genre of young adult literature and the formats of young adult materials, as well as how to evaluate these materials for your particular collection. *Young Adult Literature in Action* contains recommended book lists and pieces on young adult literature by authors of well-regarded young adult works. Young Adult Literature in Action has a list price of $60.00.

**Young Adult Literature from Romance to Realism**

*Young Adult Literature from Romance to Realism*, by Michael Cart, is a book that shows comprehensive history of young adult literature. It addresses topics such as homosexuality, mental illness, AIDS and drug abuse. The main purpose of this book is to help YA librarians freshen up their readers advisory skills. This is available in paperback and costs $54.51 from Amazon.

Chapter 7:

Acquisition Procedures

**Roald Dahl Public Library Acquisition Procedures**

The main responsibility of the Roald Dahl Public Library (RDPL) Acquisitions Department is to handle the business of ordering, receiving, and processing materials selected for inclusion in the collection. While the majority of the items that will be added to the collection are new materials, not all additions are the result of purchases. These materials can be also from gifts, donations, or exchanges. New materials are a great incentive to draw users to the library. These materials also reflect the mission of the library in its goal to provide quality works to cater to the interests and needs of the Elmtree community. The Acquisitions Department is also responsible for handling the financial aspects associated with the library making materials and information available to library users. While the functions of the Acquisitions Department are closely tied with the selection procedures of collection development for the RDPL, these are two different and distinct areas. The Acquisitions Department handles the gathering of information in regard to changes in publishing schedules, new producers, suppliers, and new services from existing producers and suppliers. Authors G. Edward Evans, Sheila S. Intner, and Jean Weihs (2011) succinctly outline broad internal goals of acquisitions departments that the RDPL uses to guide the procedures of its Acquisitions Department; these goals are to:

* Acquire materials as quickly as possible.
* Maintain a high level of accuracy in work procedures.
* Keep work processes simple to achieve the lowest possible unit cost.
* Develop close, friendly working relationships with other library units and vendors (p. 85).

It is one of the main goals of the RDPL Acquisitions Department to provide fast and efficient delivery of materials to each section of the library, but it must do so with maximum accuracy. Meeting this goal ensures that operating costs are not increased, and that the time and energy of staff and vendors are not wasted (Evans, Intner, & Weihs, 2011). The Acquisitions Department consists of both professional and paraprofessional staff. The head of this department, the Acquisitions Librarian, is in charge of overseeing and managing paraprofessional staff within it. There are also three paraprofessional staff members who assist the Acquisitions Librarian with the various aspects of the acquisitions procedures. The following sections provide an overview of these procedures, which are comprised of the tasks of ordering, receiving, and processing.

**Ordering**

Ordering is one of the most important steps in the overall acquisition procedure because it is how the library is able to obtain the materials that library selectors have determined to be most appropriate for the needs of the Elmtree community. Ordering itself is a process which requires multiple steps to be taken by Acquisitions Department staff. These steps include selection, verification, searching, and ordering (Evans and Saponaro, 2012). Additionally, there are different ways that Acquisitions Department staff can order items. These include ordering materials from vendors, directly from publishers, or from stores. There are also different methods of acquisitions that the library uses, depending on how materials are obtained.

*Ordering Process*

The first step in the ordering process is that of selection. It is the responsibility of Roald Dahl Public Library staff to identify and select materials that they believe are the best for the library collection. This process is described in more detail in Chapter 5: Selection Policy and Procedures of this Policy Manual. It is important to note that acquisitions staff is responsible for locating and obtaining items requested by selectors, but they are not responsible for determining what these items are (Evans, Intner, & Weihs, 2011).

The next step in the ordering processes is verification, in which acquisitions staff determine the existence of materials. Staff can perform this task in a few different ways. The library can check to see if the item appears in reliable and well used bibliographic sources such as *Books in Print*, which in addition to giving information about a book, can also offer data about which vendor, eBook platform, or online retailer has the title. For other types of material that may be harder to verify (e.g. different formats or out-of-print materials), the library can use the databases of vendors that it has professional relationships with. For example, in verifying the existence of audiobooks, staff can consult with the databases of the vendors Recorded Books, Books on Tape, and/or Midwest Tape. Lastly, the library can also use a large union catalog to verify the existence of materials such as OCLC WorldCat.

The searching aspect of the ordering process involves determining if the library already has the item, and also searching for where the item can be ordered. The first part of searching can be accomplished using the material’s bibliographic information (which includes title, author/artist/creator, ISBN, and ASIN), in the RDPL’s catalog. If the item is found to already be on order, or already exists, verification for additional orders is requested by the material’s original selector. The second part of the searching is locating which vendors, retailers, or publishers the item can actually be ordered from. This part of the ordering process is tied to the previous step of verification, especially using resources like *Books in Print*, which provides information to acquisitions staff about where particular materials can be located.

The last step of ordering, after it has been selected, verified, and searched, is the actual placing of the order for the item. There are a few different types of orders that the library can place for items. These include:

* **Vendor orders**: items are purchased from library material vendors. The library works with a number of vendors (a list by material type is provided below) to order materials. The advantage of RDPL working with vendors is that the library receives a discount on the retail price of items. The library is able to purchase more items within the budget because of this discount. A disadvantage is that not every vendor purchases all items, so the library may have to deal with different vendors, or purchase items through other means.
* **Direct orders**: materials are purchased directly from the publishers or producers of the item. Advantages of this method are being able to purchase items that may be harder to locate, and receiving items before their official release date. This allows the library to provide a wide range of materials to users, and in a timelier manner. A disadvantage of this process is that items receive less of a discount, if any.
* **Purchasing from a store**: materials are purchased from a local or online retailer. The library can purchase items from local bookstores, or online stores such as Amazon.com. Advantages of buying materials this way include being able to purchase specialized materials (e.g. special formats and items on local history), and being able to obtain copies of materials quickly which allows them to get into the hands of users faster. Disadvantages of purchasing items this way can be inconvenient and inefficient, and may not have much of a discount when compared to purchasing from vendors.

In addition to these different ways of ordering materials, there are several different types of acquisition methods (Evans, Intner, & Weihs, 2011). The standard ones used by the library include:

* **Standing orders**: these allow the library to purchase materials on a regular basis, without having to place new orders for items every time a material is needed. These are used most often for reference materials such as encyclopedias, which often publish new editions annually. This method saves the library time, and allows the library to automatically receive the newest copy when it is available. Certain publishers will also provide a small discount with standing orders.
* **Firm orders**: this is a one-time purchase from a publisher or a store. Payment for items is due at the time of purchase. The library can also make firm orders with certain vendors that it does not plan on making many future orders with. This type of order usually does not provide the library with much of a discount on materials.
* **Subscriptions**: similar to a standing order, in which a library enters into an agreement of a set timeframe to purchase a material. Subscriptions are purchased by the RDPL for newspapers, magazines, and other serials. The library often automatically renews these subscriptions in order to save time.
* **Leases**: these allow the library to provide materials to users, but the library does not own the material outright. This is common when the library wants to provide a large number of a popular material, but doesn’t have permanent shelf space for the items once interest declines. The library can send back copies it no longer needs, but usually the library must agree to keep a certain number of copies. The library also leases digital materials from vendors and distributors. This allows use and access of these materials, but under the terms outlined by the vendor or distributor. These leases can limit where digital materials can be used, by whom, and for how long.

*Ordering Relationships*

The Roald Dahl Public Library maintains a number of professional relationships with a variety of vendors, publishers, and other suppliers to order and obtain materials. The library chooses these relationships based on a variety of factors including technological capability, speed of delivery, costs, inventory, and value-added services. The following is a list, broken down by material type, of vendors and suppliers that the library uses to order materials:

***Print***

Baker & Taylor (<http://www.baker-taylor.com/>)

***Periodicals***

Alini Magazine Services (<https://alinimag.com/>)

***Audiovisual***

Audiobooks: Recorded Books (<http://www.recordedbooks.com/index.cfm>)

DVDs, CDs, & Video Games: Ingram Content Group (<http://www.ingramcontent.com/pages/home.aspx>)

***Digital***

Overdrive (<http://company.overdrive.com/>)

**Receiving**

The receiving process is comprised of several steps that acquisitions staff must take in order to “satisfy accountability requirements and ensure that funds are effectively spent” (Evans, Intner, & Weihs, 2011, p. 94). When boxes of materials arrive, the first step in the receiving process is the careful unpacking of items. Each shipment contains a packing slip that lists the total number of items included in that particular order. Shipments might contain one box, or multiple boxes, but will only have one packing slip, so Acquisition department staff must clearly organize shipments together (Evans, Intner, & Weihs, 2011). Next, acquisitions staff meticulously examine each item by comparing the packing slip and the library’s purchase order to ensure that the correct items have been received. Acquisitions staff also use this time to perform a quick check of materials for any obvious defects, such as missing or blank pages, or upside down text (Evans, Intner, & Weihs, 2011). If there are any discrepancies or damaged materials, the vendor or supplier is notified immediately. Acquisitions staff is in charge of returning damaged or incorrect items back to vendors or suppliers. If a wrong item has been received or an item that is part of the order is missing, the vendor is notified once the item is marked “returned book” or “missing book”. After all new items have been received, verified, and accounted for, the next step is in the acquisitions procedure is the processing of these materials.

**Processing**

The library’s processing will be handled by Acquisitions Department staff. The acquisitions staff will verify the accuracy of the order, and then processing will occur based on the material type of the item.

*Print Materials*

Print materials will be assigned a call number and barcode, which will be placed on the back of the book. Each material will receive a label for the spine with the author’s last name and first initial, the first three letters of the title, and either the item classification (ex. GN for Graphic Novel or ICR for I Can Read) or the Dewey decimal number. The material will be entered into the library’s catalogue and assigned subject headings. As necessary, the materials will be placed in a protective book jacket.

*Periodicals*

The library does circulate periodicals, so each new periodical will be assigned a call number and barcode. Each item will be entered in the library catalogue. When a new issue is received, it will be placed in a protective magazine jacket and the previous issue will be moved to the archives.

*Audio-Visual Materials*

Audio-visual materials to be processed include DVDs, CDs, Audio Books, and Video Games. Each material will be assigned a call number and subject headings. A record for each item will be created in the library catalogue.

Items that come with booklets, namely music CDs and video games, will have the booklet labeled with the item’s call number. The item’s record will note that the item has a booklet, and the booklet will be included in item loans.

*Digital Materials*

Processing for digital materials will be handled by our vendor, Overdrive. Any questions of order accuracy will be addressed by the acquisitions staff.

Chapter 8:

Budget

Roald Dahl Public Library Budget, 2015 Fiscal Year

**Funding and Revenue**

The Roald Dahl Public Library (RDPL) receives funding from several sources, which together combine to make up the total budget for a given Fiscal Year (FY). The RDPL begins its 2015 Fiscal Year on July 1, 2014 and ends on June 30, 2015. The largest source of funds for the RDPL comes directly from the community in which it is situated, the City of Elmtree. The citizens of Elmtree, through municipal property taxes, directly support the Library financially. The RDPL also receives a portion of funding directly from the State of California, in which the Library is located. Lastly, the Library also collects funding from a number of miscellaneous sources, such as revenue generated from fines and fees. See Figure D-1 in Appendix D for a breakdown of the funding and revenue data.

The following chart breaks down the total funding for the RDPL for the 2015 Fiscal Year:

|  |  |  |
| --- | --- | --- |
| FUNDING SOURCE | TOTAL AMOUNT | PERCENTAGE OF TOTAL FUNDING |
| City of Elmtree funding | $3,984,869.88 | 93% |
| State of California funding | $85,696.13 | 2% |
| Other funding | $214,240.32 | 5% |
| TOTAL FUNDING | **$4,284,806.33** |  |

*City of Elmtree Funding*

The majority of the funding that the Roald Dahl Public Library receives is directly from the City of the Elmtree. This funding makes up 93% of the total amount of funding of the RDPL for the 2015 FY. This funding accounts for $3,984,869.88 of the total funding amount of $4,284,806.33. The monies are collected by the City of Elmtree from the citizens of the city through property taxes.

*State of California Funding*

The RDPL receives a small amount of funding directly from the State of California, in which the Library is geographically situated. This funding source makes up 2% of the total amount of funding of the RDPL for the 2015 FY. This funding accounts for $85,696.13 of the total funding amount of $4,284,806.33.

*Other Funding*

The last source of funding for the RDPL is comprised of monies from a variety of sources. Some of these monies are the result of revenue generated by the Library through various fines and fees that are collected for services over the course of the previous FY. Other monies come from the Federal Government, through such agencies as the Institute of Museum and Library Services. Funding in this category also comes from awards and grants that the Library applies for and receives from various organizations and sources. Lastly, money is also raised by two important volunteer groups of the RDPL - the Friends of the Roald Dahl Public Library, and the Roald Dahl Public Library Foundation. In total these various sources of funding and revenue makes up 5% of the total amount of funding of the RDPL for the 2015 FY. This funding accounts for $214,240.32.

* **Fines and Fees:** The RDPL collects fines for overdue materials, in addition to fees for replacement materials and special services. Table D-4 in Appendix D reflects the current fine and fee rates charged by the RDPL.
* **Grants and Awards:** The RDPL applies for a variety of awards and grants to supplement the monies received from the previously mentioned funding sources. These grants and awards often require a detailed and laborious application process. This process is carried out by experienced and trained RDPL professional staff. Many of these monies help to fund pilot and special projects, services, and programming at the RDPL, and they often are only awarded to libraries that meet certain criteria. Additionally, these grants and awards often require recipients to submit follow-up reports about the usage of the awarded monies and the results of the projects, services, and/or programming funded with them. There are several organizations and private companies that provide awards and grants to public libraries. A few of these organizations and companies include: the [Institute of Museum and Library Services (IMLS)](http://www.imls.gov/), the [National Endowment for the Humanities (NEH)](http://www.neh.gov/grants), the [American Library Association (ALA)](http://www.ala.org/), [Bank of the West](https://www.bankofthewest.com/about-us/community-support/charitable-investments.html), the [Bill and Melinda Gates Foundation](http://www.gatesfoundation.org/), and the [Starbucks Foundation](http://www.starbucks.com/responsibility/community/starbucks-foundation). Additionally, there are several websites that compile information about grants and awards into one database to make it easier to locate funding. Such websites include [Grants.gov](http://www.grants.gov/web/grants/home.html), [LibraryWorks](http://www.libraryworks.com/), [Scholastic](http://www.scholastic.com/librarians/programs/grants.htm), and the blog [Library Grants](http://librarygrants.blogspot.com/).
* **Friends of the Roald Dahl Public Library:** The Friends of the Roald Dahl Public Library (FORDPL) is a volunteer-run fundraising organization of the RDPL. This group is instrumental in managing donations of materials to the RDPL. As per the RDPL’s donation policy, all donated materials become the property of the RDPL. Materials that do not meet the same selection policy guidelines used for the selecting of newly purchased materials are sold at by the FORDPL at their bookstore and at yearly book sales. These generated funds are collected by the FORDPL and given to the RDPL as revenue to support the Library’s services, programs, and collections. Each year, the RDPL holds an annual luncheon to recognize the hard work of all FORDPL volunteers and to acknowledge their continued invaluable contributions to the Library and the community of Elmtree.
* **Roald Dahl Public Library Foundation:** The Roald Dahl Public Library Foundation is another volunteer-run fundraising organization of the RDPL. The Foundation works to solicit large donations from community organizations in addition to managing endowments, gifts, and other private funds. The Foundation is a great champion of the RDPL, and advocates for it in order to raise funds for the Library to spend on services, programs and collections. Each April, the Foundation holds an annual Author’s Gala, the RDPL’s premiere fundraising event. At the Author’s Gala, library supporters have an opportunity to spend a semi-formal evening at a cocktail hour, followed by dinner held at the RDPL, in which a distinguished author is celebrated. Funds from the sale of tickets to the cocktail hour and the dinner are raised and allocated to the RDPL.

**Budget**

Roald Dahl Public Library’s annual budget for the 2015 FY is $4,284,802.96. This budget is determined by the Head Librarian and the Fiscal Management Team according to the Library’s funding and revenue. The budget is allocated based on projected costs for the upcoming year, material purchasing goals, and programming and service needs, in addition to the past fiscal year’s expenditures. The Roald Dahl Public Library’s budget is divided into three categories: Staff Salaries and Benefits, Materials, and Other Expenditures. See Figure D-2 in Appendix D for a breakdown of the budget data.

The following chart breaks down the budget of the RDPL for the 2015 Fiscal Year:

|  |  |  |
| --- | --- | --- |
| EXPENDITURES | TOTAL AMOUNT | PERCENTAGE OF TOTAL BUDGET |
| Staff Salaries and Benefits | $2,913,668.30 | 68% |
| Materials | $471,328.70 | 11% |
| Other Expenditures | $899,809.33 | 21% |
| TOTAL BUDGET | **$4,284,806.33** |  |

*Staff Salaries and Benefits*

Salaries and benefits for Roald Dahl Public Library staff will comprise 68% of the total 2015 FY budget. This percentage accounts for the largest part of the budget at $2,913,668.30. This amount will cover the salaries for the Library’s full-time and part-time staff, in addition to benefits for all of these employees. As illustrated in the chart below, $1,587,368.00 is budgeted in the 2015 FY for staff salaries, leaving $1,326,300.30 for staff benefits such as health and life insurance and retirement benefits. Table D-5 in Appendix D lists all positions at the RDPL in addition to the salaries of each different position.

*Materials*

Materials will comprise 11% of the budget, or $471,328.33 for the 2015 FY. This $471,328.33 will be distributed to the Adult, Children’s, and Young Adult departments based on the relative size of each department and each department’s needs. It will be the responsibility of each Department Head to determine the allocation of funds within the materials budget. The Adult Department, being the largest, will receive 57% of the total materials budget. The Children’s Department will receive 29% of the materials budget, and the Young Adult Department will receive 14% of the materials budget.

*Other Expenditures*

For the 2015 FY, 21% of the budget will be designated for other expenditures. This part of the budget accounts for a total of $899,806.33 of the total budget amount of $4,284,806.33. Other expenditures will include, but are not limited to, operating, programming, and capital costs. Other expenditures are unfixed and may vary by fiscal year, and it will be the responsibility of the Head Librarian to ensure that such expenses do not exceed 25% of the total budget in any given year.

**Materials Budget**

For the 2015 Fiscal Year, 11% of the total Library budget has been allocated towards the materials budget. This part of the budget is crucial for Library staff to be able to develop the various collections of the RDPL, in order to best meet the interests and needs of the Elmtree community. This materials budget is allocated between each of the three main departments that make up the RDPL: Adult, Children’s, and Young Adult. Allocation of these funds is overseen by the Head Librarian, and determined by the Fiscal Management Team. See Figure D-3 and Table-6 in Appendix D for breakdowns of the RDPL materials budget by department.

***Children’s Department Materials Budget***

The budget for the Children’s department is allocated by the Children’s department Head Librarian. The materials budget for the Children’s department is allocated into the four major categories that comprise the total collection: Print, Periodical, A/V and Digital. While the combined total number of materials in the Children’s department makes up 25.4% of the entire RDPL materials collection, the Library has chosen to allocate a slightly higher portion of the budget (29%) to this department. The justification for this larger portion of the materials budget is to ensure that additional funding is available for both digital and A/V materials. The Library’s goal is to not only make sure enough funding is available for possible increased replacements of these more fragile formats, but to also meet the increasing digital format demands of the Elmtree community. The total allocation amount for Children’s department materials accounts for 29% of the overall total materials budget. This accounts for a total budget of $136,658.32 for the 2015 FY. Table D-7 in Appendix D provides a breakdown of the Children’s department materials budget for the 2015 FY.

*Print*

The children’s print collection is comprised of a variety of genres and formats. These include fiction, non-fiction, picture, and reference books. Based on the volume of print materials in relationship to the total number of materials in the children’s section, the children’s print material budget could logically be calculated to be 71.9% of the children’s materials budget or $98,276.75. However, the RDPL believes that it can allocate a lower amount of money for print materials as these items do not wear out as much as A/V materials, which get checked out more frequently. The RDPL will take this additional money to fund extra replacement A/V materials, and to bolster our children’s digital collection. 65.5% of the total children’s materials budget will be allocated towards the children’s print collection. This accounts for $89,528.88 of the total children’s materials budget of $136,685.32.

*Periodicals*

Periodicals make up the smallest portion of the children’s collection, just 2% of all materials. These materials, though more fragile and ephemeral in nature than books, are very popular and provide many benefits to young readers. Magazines in the periodicals collection are written on a variety of topics and because of their less threatening content can help attract readership. Author Susan Patron (2006) also notes that “some of the best magazines for kids also bolster the school curriculum and provide timely, accessible, and current information on an ever-changing world” (p. 39). The RDPL is choosing to only slightly reduce the budget allocation for this collection in relationship to their volume of the total children’s collection in order to provide additional funding to the digital and A/V collections. The total funding for periodicals is sufficient for the subscription of all circulation and non-circulating magazines in this collection, including replacement issue costs. 1.5% the total children’s materials budget will be allocated towards the children’s periodical collection. This accounts for $2050.28 of the total children’s materials budget of $136,685.32.

*Audio-Visual*

The children’s A/V collection is comprised of DVDs, music CDs, audiobooks, and video games. These materials alone make up one of the most popular parts of the entire children’s collection. Because of their popular nature, these items often become scratched and damaged after a great deal of use, and require cleaning and replacement. Furthermore, replacement of these items occurs at a much higher rate than that of other formats in the children’s collection. Because of this, the RDPL has chosen to allocate a higher percentage of the overall children’s materials budget for this collection. The RDPL also plans to use this additional funding to begin to collect A/V materials in languages other than English in order to meet the needs and interests of the increasingly diverse population of the Elmtree community. 12% of the total children’s materials budget will be allocated towards the children’s A/V collection. This accounts for $16,402.24 of the total children’s materials budget of $136,685.32.

*Digital*

The digital collection of the children’s department includes both eAudiobooks and eBooks, which can be accessed from Library catalog computers or from home via the Library website. Digital formats have become increasingly popular in nature over the past decade, and the technology used to access these materials has dramatically reduced in price over time. In order to meet the increased demand by the Elmtree community for these digital formats, the RDPL has allotted a significant portion of the overall children’s materials budget towards acquisition of materials for this collection. 21% of the total children’s materials budget will be allocated towards the children’s digital collection. This accounts for $28,703.92 of the total children’s materials budget of $136,685.32.

***Young Adult Department Materials Budget***

The budget for the Young Adult department is allocated by the Young Adult department Head Librarian. The materials budget for the Young Adult department is allocated into the four major categories that comprise the total collection: Print, Periodical, A/V and Digital. While the combined total number of materials in the Young Adult department makes up 11.2% of the entire RDPL materials collection, the Library has chosen to allocate a higher portion of the budget (14%) to this department. The justification for this larger portion of the materials budget is to ensure that additional funding is available for both digital and A/V materials. The Library’s goal is to not only make sure enough funding is available for possible increased replacements of these more fragile formats, but to also meet the increasing digital format demands of the Elmtree community. The total allocation amount for Young Adult department materials accounts for 14% of the overall total materials budget. This accounts for a total budget of $65,986.02 for the 2015 FY. Table D-8 in Appendix D provides a breakdown of the Young Adult department materials budget for the 2015FY.

*Print*

The young adult print collection comprises 48.6% of the total young adult collection. This collection is comprised of a variety of genres and formats. These include fiction, non-fiction, homework help, biography, comic, and reference books. The RDPL has chosen to allocate a slightly smaller percentage of the overall young adult materials budget to the print collection for several reasons. The first is that these items do not become damaged beyond repair, unlike materials in the young adult A/V collection. The second reason is that digital formats are increasing in popularity, which is causing print items to slightly decrease in usage. The RDPL will use this percentage of the budget to fund extra replacement A/V materials, and to bolster our young adult digital collection. 43% of the total young adult materials budget will be allocated towards the young adult print collection. This accounts for $28,373.99 of the total young adult materials budget of $65,986.02.

*Periodicals*

The young adult periodicals collection makes up less than 1% of the total young adult collection. These materials, though more fragile and ephemeral in nature than books, are very popular and provide many benefits to teen readers. Magazines in the periodicals collection are written on a variety of topics, and because of their less threatening content can help attract readership. Because of their fragile nature, these items often need to be replaced more frequently than other formats. The RDPL has chosen to slightly increase the budget allocation for this collection to 1% of the total young adult materials budget to provide additional funding for subscriptions and issue replacements. This accounts for $659.86 of the total young adult materials budget of $65,986.02.

*Audio-Visual*

The young adult A/V collection makes up 16.2% of the total young adult collection, and is comprised of DVDs, music CDs, audiobooks, and video games. These materials are incredibly popular in nature, and their increased usage can often cause them to become scratched and damaged. Due to their popularity, replacement of these items occurs at a much higher rate than that of other formats in the young adult collection. Because of this, the RDPL has chosen to allocate a higher percentage of the overall young adult materials budget for this collection. The RDPL also plans to use this additional funding to begin to collect A/V materials in languages other than English in order to meet the needs and interests of the increasingly diverse population of the Elmtree community. 19% of the total young adult materials budget will be allocated towards the young adult A/V collection. This accounts for $12,537.34 of the total young adult materials budget of $65,986.02.

*Digital*

The young adult digital collection makes up 34.5% of the total young adult collection, and is comprised of both fiction and nonfiction eAudiobooks and eBooks. Former Young Adult Library Services Association (YALSA) president Linda W. Braun (2011) argues that digital materials for teens are not a wave of the future; rather they are actively being used by teens in libraries today. Braun (2011) also argues that it is imperative for libraries and teen librarians to ensure that there is enough money in the budget to support these collections so that “an adequate and fair amount is being spent on e-books for teens” (p. 28). Because of the increased popularity of digital formats, and the increased demand of the Elmtree teen community for them, the RDPL has allotted a large portion of the overall young adult materials budget towards the development of this collection. 37% of the total young adult materials budget will be allocated towards the young adult digital collection. This accounts for $24,414.83 of the total young adult materials budget of $65,986.02.

Appendix D

**Figure D-1: Roald Dahl Public Library Funding and Revenue FY2015**

**Figure D-2: Roald Dahl Public Library Budget FY2015**

**Figure D-3: Roald Dahl Public Materials Budget FY2015**

**Table D-4: Roald Dahl Public Library Fines and Fees**

|  |  |
| --- | --- |
|  Categories |  Current Fees |
| FINES  |
| All Children’s materials | $0.05/day to $1.00 maximum |
| All Adult and Young Adult (YA) materials | $0.25/day to $5.00 maximum |
| Periodicals | $0.25/day to $5.00 maximum |
| All Audio-Visual Materials | $0.25/day to $5.00 maximum |
| Link+ materials | $1.00/day to $15.00 maximum |
| Interlibrary Loan (ILL) materials | $2.00/day up to cost of material |
| GENERAL FEES |
| Printouts  | $0.15/page |
| Self-service black & white photocopying | $0.15/page |
| Self-service color photocopying | $0.50/page |
| Self-service digital scans | $0.10/scan |
| Replacement of Library Card | $2.00 |
| Damaged material (repairable) | $3.00 Children’s and Young Adult materials$5.00 Adult materials |
| Damaged media boxes and cases | $5.00 for all materials |
| Material processing Fee | $10.00 per cataloged item |
| Collection agency processing fee | $20.00 |
| Returned check service fee | $30.00 |
| Damaged material (un-repairable) | Unit cost of item + material processing fee |
| INTERLIBRARY LOAN (ILL) FEES  |  |
| ILL request (RDPL patrons) | $5.00 |
| ILL fee to send a book to out-of-state Library (non-RDPL patrons) | $20.00 |
| LOST LIBRARY MATERIALS |  |
| Lost periodical | $5.00 |
| Lost item (ILL)Fee charged to RDPL patrons | $60 minimum to cost of item (fine goes to owning library) |
| Link+ Lost Materials | $115.00 per item (fine goes to owning library) |
| All lost Juvenile, Young Adult and Adultitems (cataloged) | Unit cost of item or “default cost”\* plus material processing fee |
| Lost item (cataloged paperback) | Unit cost of item or “default cost”\* plus material processing fee |
| \*Default cost of materials | $5.00/magazine, $30.00/book |
|  |  |

**Table D-5: RDPL 2015 Fiscal Year, Salaries by Position** [created from data from (California State Library, 2012)]:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Position | Part Time or Full Time | Number of Positions | Annual Salary | Total for Position |
| Head Librarian | Full-Time | 1 | $116,000.00 | $116,000.00 |
| Department Head (Adult, Young Adult, and Children’s) | Full-Time | 3 | $89,028.00 | $267,084.00 |
| Senior Librarian | Full-Time | 3 | $67,000.00 | $201,000.00 |
| Entry-Level Librarian | Full-Time | 3 | $55,000.00 | $165,000 |
| Entry-Level Librarian | Part-Time | 3 | $27,500.00 | $82,500 |
| Library Assistant | Part-Time | 8 | $37,211.00 | $297,688.00 |
| Library Aide | Part-Time | 6 | $14,000.00 | $84,000.00 |
| Human Resources Manager | Full-Time | 1 | $64,000.00 | $64,000.00 |
| Human Resources Staff | Full-Time | 2 | $41,000.00 | $84,000.00 |
| Receptionist | Full-Time | 1 | $31,000.00 | $31,000.00 |
| Information Technology Managers | Full-Time | 2 | $60,000.00 | $120,000.00 |
| Maintenance | Full-Time | 2 | $37,548.00 | $75,096.00 |
| TOTAL |  | 27.5 FTE |  | **$1,587,368.00** |

**Table D-6: Roald Dahl Public Library Materials Budget by Department, 2015FY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| DEPARTMENT | TOTAL NUMBER OF MATERIALS | PERCENTAGE OF MATERIALS OF TOTAL COLLECTION | DEPARTMENT MATERIALS ALLOCATION | PERCENTAGE OF ALLOCATION OF MATERIALS BUDGET |
| Adult | 58,376 | 63.4% | $268,657.36 | 57% |
| Children’s | 23,412 | 25.4% | $136,685.32 | 29% |
| Young Adult | 10,287 | 11.2% | $65,986.02 | 14% |
| TOTAL MATERIALS BUDGET |  |  | **$471,328.70** |  |

**Table D-7: Children’s Department Materials Budget, 2015FY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MATERIAL TYPE | TOTAL NUMBER OF MATERIALS | PERCENTAGE OF TOTAL CHILDREN’S MATERIALS | PERCENTAGE OF CHILDREN’S MATERIALS BUDGET | ALLOCATED FUNDS |
| Print | 16,833 | 71.9% | 65.5% | $89,528.88 |
| Periodicals | 474 | 2% | 1.5% | $2050.28 |
| A/V | 2065 | 8.8% | 12% | $16,402.24 |
| Digital | 4040 | 17.3% | 21% | $28,703.92 |
| TOTAL CHILDREN’S MATERIALS BUDGET |  |  |  | **$136,685.32** |

**Table D-8: Young Adult Department Materials Budget, 2015FY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MATERIAL TYPE | TOTAL NUMBER OF MATERIALS | PERCENTAGE OF TOTAL YA COLLECTION | PERCENTAGE OF YA MATERIALS BUDGET | ALLOCATED FUNDS |
| Print | 5002 | 48.6% | 43% | $28,373.99 |
| Periodicals | 77 | 0.7% | 1% | $659.86 |
| A/V | 1,659 | 16.2% | 19% | $12,537.34 |
| Digital | 3549 | 34.5% | 37% | $24,414.83 |
| TOTAL YA MATERIALS BUDGET |  |  |  | **$65,986.02** |

Chapter 9:

Evaluation and Weeding Procedures

Roald Dahl Public Library Evaluation and Weeding Procedures

***Evaluation and Weeding Policy***

Evaluation and weeding are two basic procedures that focus on the deselection of materials in the Roald Dahl Public Library (RDPL) collection. Much in the same way that materials are carefully chosen using the selection procedures (outlined in Chapter 5: Selection Procedures), materials in the collection must also be carefully evaluated and removed from the collection when necessary in order to meet the needs and interests of the Elmtree community. The objectives of the evaluation and weeding procedures are to ensure that all of the materials in the collection are relevant, current, accurate, in good condition, attractive, and are useful to library users. Because of the paramount importance of these procedures, they are completed in a continuous and cyclical cycle, and are executed in relationship to the other direct and indirect services that the RDPL provides. A chart of these services that shows where the evaluation and weeding procedures are situated is provided in Appendix E, Figure E-1. The RDPL uses the following criteria in order to determine what items should be deselected: condition of the material, age, usage, relevancy, accuracy, format and space.

The Benefits of Weeding

To many, including professional library staff, the purposes of removing materials from the RDPL collection is not clear. The following list outlines some of the main benefits of the careful evaluation and weeding of library collections:

* **Saving Space:** Providing more shelf space is a benefit for both patrons and librarians. Librarians won’t need to stack books on top of each other when shelving, and patrons won’t have a hard time trying to find items that are crammed together. Having more shelf space available can also save the library money, provide room for more items, and create extra physical space for additional seating.
* **Saving Time:** Shelves that are crowded with numerous books will cost the patron time. As noted by Jeanette Larson (2012), “patrons looking for a particular book have to sort through items that are clearly not of use or that they don’t want to touch” (p. 15).
* **Making the Collection More Appealing**: It is a good idea to have clean copies and updated covers in a library collection. Providing access to books that are new and current will help make shelves look more attractive, appealing, and user-friendly.
* **Enhancing Your Library’s Reputation**: Patrons most often “expect that library materials are selected by experts and that the information is up-to date and reliable” (Larson, 2012, p. 16). If users, especially students, are looking for current information for a project reflecting a specific topic, they require access to up-to date and factually accurate material.
* **Keeping Up with Collection Needs:** Continuous evaluation and weeding of the RDPL collection helps the library to be constantly cognizant of when books and other materials in the collection need to be repaired, replaced, or reordered.
* **Constant Feedback on the Collection’s Strengths and Weaknesses**: Continuous evaluation of the RDPL collection also helps the library to remain conscious of areas in the collection that are weak or need to be updated. These processes help those in charge of selection be cognizant of the present shape of the RDPL collection, and assist them in planning future directions for it. Whenever books or other materials are out-of-date, a librarian can devise a plan for “soliciting donations and making decisions about purchases” (Larson, 2012, p.16).

CREW Method

The RDPL uses the **C**ontinuous **R**eview, **E**valuation, and **W**eeding (CREW) method for the evaluation and weeding of all library materials in its collection. This method was originally developed in 1976 by the Texas State Library and Archives Commission, intended to provide guidance to librarians and staff in small and medium sized public libraries about how to cull materials that are outdated and no longer useful from their collections (Larson, 2012). The manual has been revised over the past 30 years to meet the changing needs and demands of public libraries. This method is used by public libraries across the nation, and has “become the benchmark tool for weeding library collections” (Larson, 2012, pg. 7). Not every aspect in the CREW manual is applicable to the RDPL, and the authors (Larson, 2012) encourage individual libraries to tailor the guidelines in the manual to their needs. The RDPL uses the latest 2012 edition of the CREW manual, which has been revised and updated by Jeanette Larson, and includes sections on evaluating and weeding eBooks and using computer statistics to aid in the process.

***The Weeding Procedure***

The RDPL believes that the evaluation and weeding procedures should be conducted in a systematic and continuous manner. The following steps are used by the RDPL when the evaluation and weeding process is being conducted:

|  |  |
| --- | --- |
| **Step 1** | **Make weeding a part of policy** |
|  | The first step in the weeding procedure is to make weeding a part of the library’s standard policies. |
| **Step 2** | **Gather usage statistics of the library’s collection** |
|  | Usage statistics help you decide which areas of your collection are in most need of weeding. If books on a certain topic have been sitting on the shelves for an average of five years then you know that it’s time to update and replace titles. Identify the area most in need as a starting point. |
| **Step 3** | **Build weeding into the year’s work calendar** |
|  | It is most often a good idea to schedule a perfect time when the collection needs to be weeded. |
| **Step 4** | **Study the area that will be weeded as a whole** |
|  | When trying to decide which books are to be weeded it is best to weed by section, i.e. Dewey Decimal. If unsure about specific titles, check to see if it is available in another library (through Interlibrary Loan or Link+). If it is, you may discard. |
| **Step 5** | **Inventory the library’s holdings** |
|  | Sometimes when weeding a library collection it’s best to take inventory into consideration. When examining a book to decide if it should be weeded, you should make a check mark on your inventory list as a reminder to check inventory in order to verify the total number of copies. |
| **Step 6** | **Check the pulled materials against standard indexes and bibliographic resources in databases** |
|  | If you are having trouble deciding if a book should be replaced the following process can assist you. Online databases provide a list of indexes owned by libraries. If a title is not listed in the index it should be discarded; if it is listed then a designated staff person should make the final decision. |
| **Step 7** | **Replacement checking and ordering** |
|  | Once weeding is completed in a specific area of the collection, replacements are selected and ordered, when necessary. |
| **Step 8** | **Set up displays for low circulating, high quality books that would benefit from exposure** |
|  | Displaying books can help library users consider taking an extra book or pick one up for their child. If there is no interest, consider donating the book if it is still in good condition. |

***Weeding and the CREW Method***

The RDPL utilizes the CREW method when weeding materials. The CREW method requires that the staff practice **C**ontinuous **R**eview, **E**valuation, and **W**eeding. Staff will be expected to **C**ontinuously **R**eview materials on a daily basis and to consider whether these items are helpful to the collection. Professional library staff will refer to MUSTIE factors when **E**valuating materials (**M**isleading, **U**gly, **S**uperseded, **T**rivial, **I**rrelevant, **E**lsewhere Available). Items that are deemed to meet any of the MUSTIE factors will then be **W**eeded.

Weeding should be an ongoing project in the library and should correspond with collection development. When weeding materials, library staff are cognizant of the criteria that are used when selecting materials for the collection, and also determine whether items continue to meet these criteria. Utilizing the CREW method ensures that the collection is continuously being considered, refined, and improved for better patron service.

General Criteria for Weeding

Materials will be evaluated for weeding based on the following criteria:

* Goals of the library
* Demand and need of the community
* Budget and the ability to purchase new or more suitable materials
* Availability of inter-library loans or other resource sharing
* Availability of information from other sources such as the Internet
* Item usefulness and relevance

General Guidelines on What to Weed

*Poor Content*

Items of poor content include those: poorly written, irrelevant, trivial, inaccurate, repetitious, obsolete, duplicated, superseded, biased, or unused.

*Materials/Books of Poor Appearance*

Materials or books of poor appearance may be: worn, dirty, poorly bound, scratched (discs), missing parts, torn pages, dated cover or images.

*Unused Materials*

Unused materials are those which are: not recently circulated, duplicate copies, unneeded titles, topics that are no longer popular, outdated format, periodicals not indexed or available in databases.

Weeding Factors

The RDPL evaluates materials based on the following factors outlined in the CREW Manual (Larson, 2012):

* *Date*
	+ Of publication and of addition to the collection
* *Author*
	+ Is the author currently popular or of continuing interest?
	+ Is the item in question a noted or lesser work?
* *Publisher*
	+ Who published the work? Is it well edited and printed?
* *Physical condition*
	+ Is the book visibly damaged or otherwise visually unappealing?
* *Additional copies*
	+ Are there better copies in the collection?
* *Other books on the same subject in the collection*
	+ Are there similar items in the collection to take its place?
* *Expense of replacement*
	+ Inexpensive items may be more practical to replace
	+ Costly items may be more practical to mend
* *Shelf-time*
	+ When was the last time the item was checked out?
* *Relevance of the subject to the community?*
	+ Are members of the community interested in this item?

Departmental Factors - Young Adult and Children’s Departments

* *Format*
	+ Is the item in a format that will appeal to its intended age group?
* *Reading level*
	+ Will users at the intended reading level be interested in this item?
* *Current interest in subject matter*
	+ Are children and young adults interested in the item’s subject?
* *Visual appeal*
	+ Do the materials have attractive images and a clear layout?
* *Jacket art*
	+ Does the material appear dated or will it look appealing to contemporary children and young adults?
* *Use in school curricula*
	+ Do local schools use this item?

Factors for Periodicals

* *Current use*
	+ Is the periodical recent enough to be of interest?
* *Interest in circulating older issues*
	+ Are they available for checkout? Is there a demand?
* *Indexing available*
	+ Do standard indexes include this periodical?
* *Full-text availability in online databases*
	+ Can this article be found in the library’s online databases?
* *Space available*
	+ Is there room for older issues?

***Weeding Responsibility***

Weeding will be the primary responsibility of the librarian in charge of selection. Thus, each department head will be responsible for weeding materials in their department. The Head Librarian will have the final word in weeding decisions.

Staff should keep in mind that professional judgment and common sense are to be used along with weeding guidelines.

Frequency of Weeding

Because the RDPL follows the CREW method, continuous weeding is practiced by each department. To ensure that each section of the collection is given due consideration, each department will follow a weeding cycle which designates each month to a component of the collection. The Adult collection follows its own schedule and the Children’s and Young Adult Departments will share a weeding schedule. The Adult department’s weeding schedule can be found in Table E-2 in Appendix E, and the Children’s and Young Adult departments’ weeding schedule can be found in Table E-3 in Appendix E.

***Specific Weeding Criteria and Guidelines***

As stated previously, the main purpose of the evaluation and weeding procedures of the RDPL are to ensure that the highest quality of materials are available in its collections to meet the needs and interests of the Elmtree community. The previous section describes the general evaluation and weeding criteria that is kept in mind by staff during the CREW method, which is used by the library to meet this goal. Professional library staff also use their highly developed knowledge about specific areas of the collection, a well-developed understanding of the ever-shifting needs and interests of the Elmtree community, and consultation with core collection bibliographies and subject specialists, in order to determine what items within the RDPL collection are no longer appropriate for inclusion.

This section delves into the specific guidelines used by staff, in addition to the professional knowledge and judgment discussed above, to determine what materials within the Adult, Children’s, and Young Adult collections should be replaced, relocated, mended, or discarded. It is important to note that many of the same selection factors and criteria outlined in *Chapter 5: Selection Procedures*, are similar in nature to those considered for the deselection of materials in the library’s various collections. Additionally, it is also important to note that the guidelines outlined in the following sections serve as helpful guides for professional staff involved in the CREW processes, but are not hard and fast rules. Instead, library staff should use these guidelines in conjunction with their professional knowledge and judgment to make a final decision about the deselection of materials.

Adult Collection

The RDPL provides materials in its Adult collection in print, periodical, audiovisual, and digital formats. The following evaluation and weeding guidelines, in addition to the general guidelines and factors outlined in the previous section, are used for these various areas of the collection. CREW guideline formulas are provided in Table E-5 for various portions of the collection in Appendix E.

*Print*

* **Fiction:** The primary consideration for fiction items in the collection is circulation. Items that are in high demand and of high literary merit will be retained in the collection. Materials that are older than eight to ten years old, are no longer in demand, or are not found in bibliographies are discarded. Items that were previously popular but no longer in demand, especially additional copies, will be discarded. Works by classic authors will be retained, but only well-known works. Series with missing books that do not stand alone, and cannot or will not be replaced will be discarded in their entirety.
* **Graphic Novels:** Graphic novels comprise an area of the collection that are immensely popular. Because of their popularity, materials that haven’t circulated in the past year will be considered for weeding. Classics and milestone core titles are the exception to this popularity guideline. Additionally, condition of materials is also a major factor in weeding. Titles that are worn, falling apart, or missing pages will be weeded from the collection.
* **Reference Materials:** The RDPL uses two basic tenets in the evaluation and weeding of its reference collection: firstly, the automatic deselection of older editions that have been superseded, and secondly, periodic evaluation by professional staff. Generally, the most current items are kept in the non-circulating reference collection, while the previous edition is transferred to the circulation collection.
	+ *Encyclopedias*: One general print encyclopedia set is retained, and replaced every five years. Subject encyclopedias are updated when new editions are released, or are replaced by a similar resource every ten years.
	+ *Almanacs:* Almanacs are a staple of ready reference, and by definition are published annually. Almanacs contain timely information, and become less useful after one or two years. They are updated each year with the release of a new edition, and the previous edition is to be transferred to the circulating collection (and then discarded when replaced).
	+ *Dictionaries*: General and unabridged dictionaries are updated regularly, and checked periodically to ensure that new words are included. Specialized dictionaries (e.g. slang) are updated regularly, and older editions are kept in the circulating collection. Foreign language dictionaries are kept until a new edition is available. Commonly used language dictionaries (e.g. Spanish and French) are updated once every five years.
	+ *Directories:* Directories are replaced and discarded when new editions are released. Generally, several years’ worth of directories are kept, though directories that include digital access are discarded. Local Elmtree directories and telephone books are kept and stored, as these are useful for genealogical research, though only the most recent releases are kept on the reference shelves.
	+ *Atlases:* Comprehensive geographical atlases are replaced when updated. Road atlases are replaced every two or three years. Historical atlases contain information that rarely changes, and these items are kept indefinitely.
	+ *Handbooks:* These include a wide variety of resources, and generally these are updated as new editions are released. Resources that deal with health issues are always replaced with the newest edition, and older editions are discarded. Subjects on humanities are kept indefinitely, social science tools are updated every eight to ten years, and science resources are updated every five years.
	+ *Legal Forms and Information:* The RDPL recognizes the importance that these materials be kept up-to-date. Items are reviewed annually to make sure information is relevant and correct, and older editions are discarded from the collection
* **Nonfiction:** Items in the RDPL Adult Nonfiction collection are classified by Dewey Decimal (DDC), which arranges materials based on their subjects into different numerical areas. CREW guideline formulas are provided in Table E-4 for Nonfiction in Appendix E.
	+ *000 (Generalities):* This is a broad area of the nonfiction collection and often requires cross weeding with different DDC areas. Books on computers, hardware, and software are discarded after three years, and are weeded based on local community interest. Older editions of general encyclopedias are also kept in this area, and are withdrawn from the collection when they are more than ten years old. Other books in this area are generally considered for weeding from the collection when not used within five years.
	+ *100 (Philosophy and Psychology):* Books in this category include those on philosophy, psychology, ethics, and logic. Philosophy books do not become dated quickly, and weeding is determined by interest and use. A range of titles that explore both Western and Asian philosophies is maintained. Books of a general nature are retained, while books with scholarly treatment are removed. Books are considered for weeding in this area fifteen years after copyright date, or after five years of non-circulation. Books on the paranormal are considered for weeding ten years after copyright date, or after three years of non-circulation, as these are more popular in nature. Books that are MUSTIE and popular will be replaced. Psychology books follow the same date guidelines as those on the paranormal, and self-help books and books by TV gurus are weeded when interest diminishes or they contain outdated ideas. Logic and ethics books follow the same date guidelines as psychology materials, and classics are replaced with newer, more attractive editions when possible, and “hot button” topics are weeded when interest wanes.
	+ *200 (Religion and Mythology):* Spiritual and religious texts are represented in this area of the DDC. Up-to-date texts on religions represented in the community are kept on the shelves. Comprehensive information about the six major international religions (Buddhism, Christianity, Hinduism, Islam, Judaism, and Taoism) are also represented. Materials in areas of less rapid change are considered for weeding 10 years after the copyright date, or after three years of non-circulation, while areas of rapid change are weeded five years after copyright date, or after three years of non-circulation. Superseded editions are weeded and replaced.
	+ *300 (Social Sciences)*: This broad area includes topics like sociology, folklore, culture, crime, and education. The collection contains information that represents various viewpoints on issues, and strives to be current, accurate, and fair. Areas such as culture, political science, immigration & citizenship, law, public administration, and social services are considered for weeding five years after copyright date, or after three years of non-circulation. More rapidly changing areas such as general statistics, economics, and law are considered for weeding after two or three years since copyright date, or after three years of non-circulation. Less rapidly changing topics such as education, customs, etiquette, and folklore are considered for weeding ten years after the copyright date, or after three years of non-circulation.
	+ *400 (Language):* Books in this area all pertain to many aspects of languages. Books about the history of languages and word origins are discarded when MUSTIE. Foreign language books are replaced on a rotating basis. English language dictionaries are replaced every five years after copyright date, and are updated when new editions are released. All other materials in this DDC area are considered for weeding ten years after copyright date, or after three years of non-circulation.
	+ *500 (Natural Sciences):* Topics in this DDC area include science experiments, areas of natural science, mathematics, space and astronomy, and the life sciences. Generally books in this area are considered for weeding five years after copyright date, or after three years of non-circulation, except classics and significant historical works. Areas that don’t change as rapidly, including science experiments, mathematics, life sciences, and botanical sciences are considered for weeding ten years after copyright date, or after three years of non-circulation.
	+ *600 (Technology, Applied Sciences):* Topics in this area include materials on medicine and health, automobile repair, pets, home economics, and child rearing. Books on medicine and health are carefully weeded to make sure that they reflect current medical practices, and do not include harmful or outdated information. Books in this area are discarded from the collection five years after copyright date, or after three years of non-circulation, and drug directories are discarded two years after copyright date. Generally other books in this area are considered for weeding five years after copyright, or after three years of non-circulation. Materials with topics in less rapidly changing areas, such as horticulture and manufacturing, are considered for weeding ten years after copyright, or after three years of non-circulation.
	+ *700 (The Arts):* This DDC area includes a wide range of topics and disciplines including art history, architecture, stamp collecting, drawing and decorative arts, photography, and games and sports. Books on art history and drawing & decorative arts are not considered for weeding based on copyright date, as these can remain useful for a long time. Instead items are considered for weeding based on interest, use, and appeal, and books that have not circulated for a three year period are considered for weeding. Materials on topics that change more rapidly, such as photography and stamp collecting, are considered for weeding five years after copyright date, or after three years of non-circulation. Materials on topics that change less rapidly, such as public performance and games & sports, are considered for weeding ten years after copyright, or after three years of non-circulation.
	+ *800 (Literature):* Materials in this area include collections of poetry and prose and literary criticism. Weeding guidelines for works of popular fiction are outline in the Fiction section (above). Copyright is not relevant for items in this section, but older editions generally do not circulate, so items that haven’t been checked out in a three year period are considered for weeding. Older editions of classics are discarded, and replaced with newer copies or editions. Books with gender or nationality bias or with outdated interests are also considered for weeding.
	+ *900 (History and Geography):* Important topics covered in this area include geography & travel, history, and biographies. Travel guidebooks change rapidly and older editions are less useful. These books are considered for weeding three years after copyright, or after two years of non-circulation. Personal travel narratives are weeded on use and interest, with consideration for weeding made five years after copyright, or after two years of non-circulation.

*Periodicals*

* **Magazines:** The RDPL maintains subscriptions to a variety of magazines to meet the needs and interests of the Elmtree community. The RDPL only circulates past issues of magazines, while the most current issue is for in-house use only. The RDPL makes available one calendar years’ worth of past issues at any given time, with any other issues discarded and recycled. Access to the full-text of past issues of magazines is available through RDPL’s online databases.
* **Newspapers:** The RDPL maintains subscriptions to a variety of popular and local newspapers. Newspapers do not circulate, and the library retains local newspapers for five years. The RDPL is the only repository for the local newspaper, *The Elmtree Gazette*, and microfilms all past editions in the Local History collection.

*Audio-Visual*

A major question that must be considered when weeding and evaluating the A/V collection is the availability of the hardware or technology necessary to use it in the community. Formats of AV materials have drastically changed, even within the past few decades, and knowledge about the needs and interests of the community is paramount in deciding what materials remain relevant. As there exist few review sources and standard lists for multimedia titles, deselection on this criterion is a challenge. Weeding decisions for these materials include use, popularity, wear, physical condition, factual accuracy, visual and sound quality, and instructional usefulness. The RDPL also used the CREW manual-recommended WORST factors in the weeding of these materials:

**W**orn out

**O**ut of date

**R**arely used

**S**upplied elsewhere (available through Interlibrary Loan)

**T**rivial and faddish

* **DVDs:** DVDs are one of the most popular formats of the entire RDPL collection. Because of this, items become scratched, worn, and damaged after frequent use and handling. Items that are returned are continuously reviewed to check for such damage. Items with light scratches can be polished with special equipment maintained by the library. Condition and popularity are one of the main considerations for weeding of the feature film collection; items are considered for weeding four years after copyright, or after one year of non-circulation. Items in the nonfiction film collection are also weeded on the basis of condition, popularity, and quality of content; items are considered for weeding four years after copyright, or after two years of non-circulation. Popular DVDs that become worn are candidates for replacement.
* **Music CDs and Audiobooks:** The RDPL provides both music and audiobooks in the compact disc (CD) format. Copyright date has little impact on weeding decisions for materials in this part of the AV collection. Instead these items are weeded on condition and recent circulations. Materials that have not circulated within the past two years are considered for weeding. CDs that are older than twenty years old are discarded, and replaced if popular. Items that are heavily scratched or damaged are discarded. Audiobooks with missing discs that cannot be replaced are also discarded.

*Digital*

The RDPL provides access to fiction and nonfiction eBooks and eAudiobooks through the vendor Overdrive. The concept of weeding electronic materials is a new one, because these items are not subject to the wear and tear that physical books endure. The RDPL puts the same level of care and consideration into selecting these digital materials for the Elmtree community as it does toward materials for its physical collections. As such, the RDPL is concerned with keeping materials in its digital collection current and relevant to library users through weeding.

Though not all MUSTIE factors are relevant to the weeding of digital items, the following factors can be applied: misleading (or factually inaccurate), superseded (by a new edition or a better book on the subject), trivial (of no discernible literary or scientific merit), irrelevant (to the needs and interests of the Elmtree community), and elsewhere (the material or information can be found somewhere else). These criteria, in addition to the Print and A/V guidelines used for physical materials outlined above, are used to help professional staff decide what digital items should be removed and/or replaced in this collection. Materials in the digital collection are also weeded in conjunction with physical items, as staff may decide to keep the eBook version of a classic while removing a less-used copy from the physical collection to free up shelf space.

Children’s and Young Adult Collections

As Jeanette Larson (2012) states in the CREW manual, “Juvenile collections are as different from adult collections as children are from adults and require considerations for selection and deselection” (p. 33). For example, children and teens are less likely to note the publication date of materials and to double check facts from sources. As such, they are more susceptible to outdated or incorrect information. Nonfiction items must be scanned for triviality and inaccuracy, which are common faults of over-simplified works for young people. The RDPL understands that this makes it imperative to regularly weed the Children’s and Young Adult collections to make sure outdated information does not remain in it. The Print, Periodical, A/V, and Digital guidelines outlined above for use in the weeding and evaluation of the Adult collection are applicable to both the Children’s and Young Adult collections, but the following are guidelines specific to materials unique to these collections and require different weeding considerations. CREW guideline formulas are provided in Table E-5 for various portions of the collection in Appendix E.

*Print*

* **Juvenile Fiction:** All materials in this collection must be evaluated carefully using MUSTIE*.* Popular titles that receive lots of use and become worn are replaced with new copies. Weeding is done primarily on current interest, except for award winning books and books on school reading lists. Copyright is less important than circulation; books are considered for weeding when they have not circulated within the past two years. Older award winners that have not circulated within the past three years are considered for weeding. Classic books with poor physical condition or unattractive covers are replaced with new hardcover or paperback editions with contemporary cover art. Books that are abridged are also considered for weeding, unless they have been favorably reviewed by reputable sources. Missing titles in popular series will be replaced if individual books do not stand alone.
* **Picture Books and Easy Readers:** All materials in this collection must be evaluated carefully using MUSTIE. Popular titles that receive lots of use become torn and worn out quickly, and are replaced with new copies. Books in this section are not subject to copyright considerations, but popularity and use are. Because materials in this collection are so heavily used, items that have not circulated within the past two years are weeded from the collection. Books with inferior bindings and unattractive covers are replaced with items with better bindings (or rebound) or removed from the collection. Books with commercial or popular characters are considered for weeding from the collection when interest has waned or the TV show is no longer aired. Award winning books that are worn or outdated will be replaced with a newer edition, if there is interest in these materials.
* **Young Adult Fiction:** Many of the materials in this section are in paperback format, as these are especially popular with teens. This format is more susceptible to becoming MUSTIE, and these materials are carefully evaluated. Items in this section are kept very current, and should be used regularly. Materials in this section are considered for weeding three years after copyright date, or after three years of non-circulation. Books with outdated illustrations, story lines, or subjects are discarded. Classics are not subject to the above copyright guidelines, but are replaced with newer paperback editions and updated editions when possible.

*Audio-Visual*

* **Video-Games:** In addition to the WORST factors used to evaluate the Adult A/V collection, the major weeding decision factor for video games in the Children’s and Young Adult collections will have to do with platforms. Once a platform is no longer supported, or when interest in particular platform in the Elmtree community wanes, video games will be considered for weeding. Damaged items and those with missing parts will be discarded from the collection. Items that do not circulate within two years will also be considered for weeding.

***Disposal of Weeded Books***

Books weeded from the RDPL collection will be sold, donated, destroyed, mended, transferred, rebound, or replaced. The following disposal slip will be prepared and placed in each weeded item:



Methods of Disposal

*Sell*

Selling of materials provides RDPL with an additional source of funds to purchase new materials. Materials to be sold will be given to RDPL’s Friends of the Library Group. The Friends will sell the materials and the profits will be given back to the library.

*Donate*

Donating materials allows RDPL to give back to the community and provide underserved organizations with reading materials and other media. Donated materials will be given to the local hospital, nursing homes, or youth center.

*Trade*

Trading of items promotes sharing of resources between RDPL and other community libraries. Traded items will be sent to another library in exchange for materials better suited to RDPL’s collection.

*Recycling*

Items will be taken to the Elmtree Recycling Facility. Weeded periodicals may be saved for craft programs at the library.

*Destroy*

Items that cannot be sold, donated, traded, or recycled will be destroyed in the RDLP’s incinerator. This method is only used as an absolute last resort.

Appendix E

**Figure E-1: The Direct and Indirect Service Cycle of the Roald Dahl Public Library**

**Table E-2: Adult Department Weeding Schedule**

|  |  |
| --- | --- |
| Month | Area of Collection |
| January | 000-399 |
| February | 400-599 |
| March | 600-699 |
| April | 700-899 |
| May | 900-999 |
| June | Fiction A-M |
| July | Fiction N-Z |
| August | Reference |
| September | Periodicals, Graphic Novels |
| October  | CDs and Audiobooks |
| November | DVDs |
| December | Digital Materials, Biographies |

**Table E-3: Children’s and Young Adult Departments Weeding Schedule**

|  |  |
| --- | --- |
| Month | Area of Collection |
| January | 000-499 |
| February | 500-699 |
| March | 700-899 |
| April | 900-999, Biographies |
| May | Picture Books, Board Books |
| June | IBT, ICR, Graphic Novels |
| July | Fiction A-M |
| August | Fiction N-Z |
| September | Reference |
| October  | Periodicals |
| November | Audiovisual |
| December | Digital Materials |

**Table E-4: Overview Chart of CREW Formulas by Dewey Decimal Classification**

|  |  |  |
| --- | --- | --- |
| Dewey Class | Category | CREW Formula\* |
| 000 | Generalities | 5/X/MUSTIE |
| 004 | Computers | 3/X/MUSTIE |
| 010 | Bibliography | 10/3/MUSTIE |
| 020 | Library Science | 10/3/MUSTIE |
| 030 | General Encyclopedias | 5/X/MUSTIE |
| 100 | Philosophy and Psychology |  |
| 101 | Philosophy | 15/5/MUSTIE |
| 133 | Paranormal Phenomena | 10/3/MUSTIE |
| 150 | Psychology | 10/3/MUSTIE |
| 160 | Logic | 10/3/MUSTIE |
| 170 | Ethics and Morality | 10/3/MUSTIE |
| 200 | Religion and Mythology | 10/3/MUSTIE or 5/3/MUSTIE |
| 300 | Social Sciences |  |
| 306 | Culture and Institutions | 5/2/MUSTIE |
| 310 | General Statistics | 2/X/MUSTIE |
| 320 | Political Science | 5/3/MUSTIE |
| 323 | Immigration and Citizenship | 5/3/MUSTIE |
| 330 | Economics | 3/3/MUSTIE |
| 340 | Law | 5/2/MUSTIE |
| 350 | Public Administration | 5/3/MUSTIE |
| 360 |  Social Services | 5/3/MUSTIE |
| 370 | Education | 10/3/MUSTIE |
| 390-394 | Costumes, Customs, Holidays | 10/3/MUSTIE |
| 395 | Etiquette | 5/3/MUSTIE |
| 398 | Folklore | X/3/MUSTIE |
| 400 | Language | 10/3/MUSTIE |
| 500 | Natural Sciences | 5/3/MUSTIE |
| 507 | Science Experiments | 10/3/MUSTIE |
| 510 | Mathematics | 10/3/MUSTIE |
| 520 | Space and Astronomy | 5/3/MUSTIE |
| 550 | Earth Sciences | X/3/MUSTIE |
| 560 | Paleontology | 5/2/MUSTIE |
| 570 | Life Sciences | 7/3/MUSTIE |
| 580 | Botanical Sciences | 10/3/MUSTIE |
| 600 | Technology and Applied Sciences |  |
| 610 | Medicine and Health | 5/3/MUSTIE |
| 629 | Automobile Repair | X/2/MUSTIE |
| 630 | Agriculture | 5/3/MUSTIE |
| 635 | Horticulture | 10/3/MUSTIE |
| 636 | Pets | 5/2/MUSTIE |
| 640 | Home Economics | 5/3/MUSTIE |
| 649 | Child Rearing | 5/3/MUSTIE |
| 670 | Manufacturing | 10/3/MUSTIE |
| 700 | The Arts |  |
| 709 | Art History | X/3/MUSTIE |
| 720 | Architecture | X/3/MUSTIE |
| 737 | Numismatics | 5/3/MUSTIE |
| 740 | Drawing and Decorative Arts | X/3/MUSTIE |
| 769 | Stamp Collecting | 5/3/MUSTIE |
| 770 | Photography | 5/3/MUSTIE |
| 791 | Public Performance | 10/2/MUSTIE |
| 793-796 | Games and Sports | 10/3/MUSTIE |
| 800 | Literature | X/3/MUSTIE |
| 900 | History and Geography |  |
| 910 | Geography and Travel | 3/2/MUSTIE or 5/2/MUSTIE |
| 930-999 | History | 10/3/MUSTIE |
| 920 | Biography | X/3/MUSTIE |

\*CREW formula key: Years after copyright/Years of non-circulation/MUSTIE factors

An “X” in the formula indicates irrelevancy to the weeding policy of that particular category of the Dewey Decimal classification system.

**Table E-5: Overview Chart of CREW Formulas, Other Formats**

|  |  |
| --- | --- |
| Category | CREW Formula\* |
| Fiction | X/2/MUSTIE |
| Graphic Novels | X/1/MUSTIE |
| Periodicals | 1/X/X |
| Newspapers | 5/X/X |
| Film Formats | 4/1/WORST |
| Audio Formats | X/2/X |
| Picture Books and Easy Readers | X/2/MUSTIE |
| Juvenile Fiction | X/2/MUSTIE |
| Young Adult Fiction | 2/2/MUSTIE |
| Video Games | X/2/WORST |

\*CREW formula key: Years after copyright/Years of non-circulation/MUSTIE or WORST factors

An “X” in the formula indicates irrelevancy to the weeding policy of that particular format.

Chapter 10:

Marketing and Promoting the Collection

Roald Dahl Public Library Marketing Policy and Promotion Strategies

***Marketing Policy***

Marketing practices first expanded after World War II when consumers began demanding products and services that suited their needs, instead of just accepting what was offered (Koontz & Mon, 2014). As time passed, companies found that a key factor to their success was to understand the needs of customers. Today, retailers are among the best organizations that practice what is known as marketing: “researching customer needs to develop new markets and delivering products and services at the best price and place” (Koontz & Mon, 2014, p. 1). Non-profit organizations, including public libraries, have borrowed many retail marketing practices since the 1970s in order to better serve users and nonusers. The following retail marketing concepts outlined by Christie Koontz and Lorri Mon (2014) are used in Roald Dahl Public Library’s (RDPL) nonretail environment:

* Serving people who choose our products or services.
* Offering products, services, and materials that are shaped by demand.
* Evaluating the costs to our customers for products and services.
* Providing diverse channels of delivery.
* Selecting promotional tools appropriate for communicating with specific customer groups (p. 1).

These marketing practices collectively equate the RDPL as a customer-centered organization. In customer-centered organizations the goal is to maximize user satisfaction by striving to meet the wants and needs of the customer. Characteristics of customer-centered organizations include:

* The organization focuses on profitable customer behavior as the bottom line.
* The customer-centered perspective sees the organization through the customer’s eyes.
* Products and services are developed *after* the needs and wants of customers are identified through research.
* Bias toward segmentation to target special products to particular customers.
* Competition is defined broadly to not only include other organizations providing similar services, but also any organization vying for the same customers.
* Use of the full marketing mix, which involves planning, evaluation which results in data-driven products and services that match identified customer needs, or reveals inconvenient channels of distribution (Koontz & Mon, 2014, p. 2)

Marketing is a systematic process that can be broken down into the following four steps:

* **Marketing research:** Researching and finding out as much as possible about a market. A market consists of people who can be expected to have some interest in a particular product or service.
* **Marketing segmentation:** Segmentation is based upon marketing research and assumes that markets are diverse groups with different demographics, interests, lifestyles, and needs. Defining and understanding these groups is important in order to allocate resources efficiently and to provide services effectively.
* **Marketing mix strategies:** This step develops the 4 P’s - product, price, place, and promotion - of materials, services, and programs, based upon market research and delivered to various market segments. The goal of these strategies is to allocate limited resources in the most efficient and effective manner.
* **Marketing evaluation:** The last part of the marketing process is to access the results of marketing efforts. Outcome measures assess the impact of services upon the customers served (Koontz & Mon, 2014, p. 11).

The research and segmentation aspects of the marketing process are used by the RDPL to identify the needs and interests of the individuals in the Elmtree community in order to determine what materials should be selected and included in its collection. These methods are discussed in detail in the previous chapters of this policy manual. As can be seen in the overview of the marketing process above, it is equally important to promote the materials, services, and programs offered by the RDPL as it is to understand the needs and interests of the Elmtree community. The Library uses its comprehensive understanding of the various segments of the community to guide its selection and use of various promotion techniques and tools.

***Market Segmentation***

Roald Dahl Public Library Children’s and Young Adult Departments

The RDPL serves a variety of users from the Elmtree community. The Children’s and Young Adult Departments in particular are comprised of a variety of market segments, which each require specifically tailored promotion techniques and tools. Market segments served by these two departments include:

* **Children:** Children are the primary audience of the Children’s Department. While all collections, services, and programs should be available to users of all ages, the RDPL recognizes that children have special developmental needs and can encompass a wide range of developmental stages. These developmental stages include babies, toddlers, preschoolers, early elementary, and tweens.
* **Young Adults/Teenagers:** Teenagers are the primary audience of the Young Adult Department. These individuals range in age from twelve to eighteen. These teens are developmentally at a time of “growing independence in thought, action, and belief…While this is a period of experimentation and new experiences, it is also a frightening and unsettling time” (Sullivan, 2005, p. 25).
* **Parents:** Parents of children and young adults are an important part of the mission of the RDPL Children’s and Young Adult departments. The needs of children and young adults of the Elmtree community can be met through focusing efforts of educating and working together with parents and caregivers. Parents make the primary decisions in the lives of their children and teenagers, and the library can work to foster informed choices.
* **Teachers and Educators:** Teachers from schools located in Elmtree spend a great deal of time with children and teenagers inside of the classroom. Teachers can bring children and teens to the library, so serving their needs may increase exposure to these market segments (Sullivan, 2005). Teachers also have continuing education needs that require special knowledge and resources available in the RDPL collection.
* **Homeschool Families**: In 2013, the U.S. Department of Education’s National Center for Education Statistics (NCES) reported that 1,770,000 students are homeschooled in the United States (Home School Legal Defense Association, 2013). This accounts for 3.4% of the school-age population in our country. This number has grown significantly since 1999 when the NCES first conducted this report, when it was found that 850,000 students were homeschooled (Home School Legal Defense Association, 2013). These numbers highlight the fact that there is a significant number of homeschooled students in our community. However it is important to note that these students and their families are “largely invisible in most communities, sometimes by their own design.” (Sullivan, 2005, p. 26).
* **Adults with Low Literacy Skills**: Adults with low literacy skills may seek out the Children’s and Young Adult departments of the RDPL because “that is where language skills are acquired” (Sullivan, 2005, p. 28). The RDPL is committed to welcoming all individuals from the Elmtree community to use the collections and services offered by these departments to strengthen their literacy skills and boost confidence.

These broad market segments highlight some of the key users and nonusers that the RDPL seeks to market its Children’s and Young Adult collections to. Each of these segments may be further broken down into even more defined segments that are based on specific demographics, characteristics, interests, and needs. The RDPL uses a variety of promotional approaches and strategies in order to effectively market the various materials that comprise the Children’s and Young Adult collections. The following section provides specific examples of promotional techniques and strategies used by RDPL staff.

***Promotion Strategies***

Marketing is the “analysis and planning process required to facilitate exchanges of something of value for something wanted or needed” (Fisher & Pride, 2006, p. 65). Philip Kotler coined the notion that the purpose of this process is “getting the right goods and services to the right people at the right place at the right time at the right price with the right communication and promotion” (Koontz & Mon, 2014, p. 66). Promotion, in particular, is a part of the third step of the marketing process (marketing mix), and “covers all the ways you communicate with existing and potential customers” (Fisher & Pride, 2006, p. 65). The RDPL uses a variety of promotion techniques and tools in order to communicate with both current users and nonusers of the Children’s and Young Adult collections. The goals of these techniques and tools are to encourage use of the materials in these collections, to make users and nonusers aware of specific resources offered by these departments, and to boost the circulation of the materials in these collections. These promotional strategies can be divided into three broad categories: in-library promotion, outside of library promotion, and virtual promotion.

In-Library Promotion

In-library promotion strategies are primarily used to market materials from the library collection to users who already use the library and physically step into its facility. The following are techniques used by the Children’s and Young Adult Departments to highlight specific materials and to encourage their use.

*Displays*

Displays are comprised of curated groups of materials that are arranged in a visually appealing way. As Nancy M. Henkel (2011) notes in her book, *Ready-Made Book Displays*, the main purpose of displays is to increase the circulation of materials. She created the following “Five Laws of Book Display” that outline important tips for the creation of displays:

1. **Every book accessible**: Putting books in a locked display case or behind the staff counter doesn’t increase your circulation. Tempt your patrons with great books and put them out where people can get at them.
2. **It’s not about the props**: Props can really enhance a display, but use them selectively. The display should be more about getting people to check out the books than it is about admiring the stuff displayed around them.
3. **Every display has a theme**: Unite the items in the display under one theme, but orchestrate some serendipity into it. Combine fiction and nonfiction, use multiple formats, and add some books that are unexpected. A theme that resonates with patrons can be used over and over again.
4. **Educate the reader**: Use themes that are timely, interesting, and thought-provoking. The longer patrons stop and look, the more they will check out. When appropriate, include supplemental booklists or pathfinder information so the reader can pursue the topic further.
5. **Location is everything**: Locate your displays near bookshelves, checkout stations, reading areas, or where people are browsing and waiting. A good display is visible when patrons are already choosing books (Henkel, 2011, p. ix).

Though these laws specifically pertain to the creation of book displays, they are also applicable to displays of any of the material types and formats carried in the RDPL Children’s and Young Adult collections. Typically, displays are comprised of materials curated by professional library staff, but ideas for and upkeep of displays are generated and completed by all library staff.

*Printed Materials*

The Children’s and Young Adult departments create a variety of printed materials that are available in various locations throughout their facilities. These materials include a selection of recommended book and material lists, graded booklists, and “If you liked…” booklists. These booklists are provided in many formats, including standard-sized sheets of paper, tri-folded brochures, and bookmarks. Also available are bookmarks with a Dewey Decimal “cheat sheet” which provide a breakdown of the various topics of the classification to make materials easier to find, bookmarks printed with information about services available to RDPL users, and bookmarks with library hours, phone numbers, and the library website. Lastly, the RDPL also provides various brochures and printed materials with tutorials and “how-to” information on accessing various non-physical collections and databases. All of these printed materials are available to RDPL users free-of-charge, and are continuously updated to include new materials and information.

*Services as Promotion*

The Children’s and Young Adult departments offer a variety of services to library users that help to promote their collections. Examples of these include readers’ advisory and class visits.

Readers’ advisory is the library service of helping match users with specific materials for the purposes of leisure and entertainment. Professional library staff use their in-depth knowledge of the various collections of the library, in addition to information given by users about their reading, viewing, or listening preferences, to provide users with material suggestions. This service allows professional staff to get materials in the hands of users and encourages their circulation.

Class visits are arranged visits by students and their teachers from local Elmtree schools to the RDPL. These visits often serve as orientations for students about what services and programs are offered by the library, where materials are physically housed in the library building, and how to find and locate materials. These visits are managed and organized by professional library staff in the Children’s and Young Adult departments. A component of these class visits that help promote the library collections are interactive “scavenger hunts” developed by librarians to help students become familiar with the layout of the library building in a semi-competitive and fun way through the locating of specific materials in the collection.

*Programming as Promotion*

Ongoing and special programming offered by the Children’s and Young Adult departments of the RDPL provides “continuous marking and promotion of the library’s collections” (Goldsmith, 2005, p. 72). These programs are also known as enrichment and entertainment programs (Sullivan, 2005). These programs are an important tool for promotion because they “present information and ideas in a literature-rich context, and promote the use of the collection by developing an interest in new areas of inquiry” (Sullivan, 2005, p. 151). Examples of ongoing programming used by the RDPL to promote the collection include story hours, book discussion groups, and arts & crafts programs. Examples of special programming that promotes the library collection include author & illustrator visits, storytelling programs, talks & lectures, and performing arts. As Francisca Goldsmith (2005) notes, “library programming is part of an organic whole that addresses local needs, builds on collection strengths, and capitalizes on staff interests” (p. 73).

Outside of Library Promotion

Outside of the library promotion strategies are primarily used to attract potential users to the RDPL and its collections. The following are techniques used by the Children’s and Young Adult Departments to highlight specific materials and to encourage their use.

*Public Relations*

Public relations (also known as PR) are “charged with trying to develop a successful image for the organization” (Koontz & Mon, 2014, p. 261). Generally, these techniques don’t require financial overlay, though they do require staff time and energy (Fisher & Pride, 2006). Nonprofit organizations traditionally depend on public relations and the free publicity that is generated to boost their image in the community and to attract new users. Publicity is “essentially nonpaid-for information that targets customer groups and strives to create interest and enthusiasm for the organization’s offers” (Koontz & Mon, 2014, p. 261). Strong and reliable relationships with various media outlets (including newspapers, radio, and television) are crucial for PR.

The RDPL uses a variety of PR tools including the following:

* **News:** Coverage in news includes editorials, letters to the editor, op-ed pieces, feature stories, news conferences, and press releases. These PR tools can help to publicize the library in a positive way, and to make the Elmtree community aware of specific services, programs, and events.
* **Public Service Announcements:** Also known as PSAs, these messages can be broadcast in a variety of formats on the radio or television. These are used to raise awareness about the library and create positive feelings about it. PSAs are not a good way to get across large amounts of information or for promoting small programs (Sullivan, 2005).
* **Newsletters:** Direct mail is one of the most effective ways to reach new customers (Sullivan, 2005). Mailed newsletters are sent to members in the community and to local organizations. Newsletters are a great way to show the accomplishments of the library but the main purpose is “to encourage a person to walk into the library” (Sullivan, 2005, p. 210). Additionally, upcoming programs, new services, and additions to the collection are highlighted in mailed newsletters.

*Outreach*

The library conducts outreach services to a variety of local, community organizations to promote the various services, programs, and collections available to specific market segments. The following are examples of organizations visited by library staff and the promotional tools they use at them.

* Outreach to local schools:
	+ **Story hours:** Story times are presented to students in classrooms at local Elmtree schools. This outreach service is used to promote literacy and reading for fun to children in the community. It also has the benefit of highlighting the types of materials available in the RDPL collection, and encouraging its use.
	+ **Booktalks:** As Michael Sullivan (2005) states, one of greatest strengths that librarians possess is the “ability to stand before people and tell them why they would want to read a book” (p. 141). When this is done in front of a gathering of people it is called booktalking. Librarians use a variety of booktalking techniques including plot summaries, character sketches, dialogues, and vignettes to entice students to read books (Sullivan, 2005). Booktalks are sometimes performed in schools after a program such as story time, or in anticipation of a special program such as the Summer Reading Program.
	+ **Special programs:** The library works in collaboration with local schools to present special programs at them. These special programs include author & illustrator visits, talks & lectures, storytelling, and performing arts. These programs are a great way to reach students directly, while at the same time highlighting the resources available at the RDPL.
* Outreach to childcare facilities and early childhood education centers:
	+ **Story hours:** Story times are presented to young children and preschoolers in childcare facilities in the Elmtree community, and in early childhood education centers (such as Head Start). This outreach service is use to promote early childhood development and pre-literacy skills in young children.
	+ **Materials donations:** Materials in good condition that no long meet the needs of the RDPL collection and have been removed from it are donated to childcare facilities and early childhood education centers. These donations help to foster goodwill between the RDPL and the community, while also highlighting the resources available at the RDPL.
	+ **Parent workshops:** Workshops for parents about parenting, pre-literacy skills, play, childcare, nutrition and various other related topics are presented by the RDPL at childcare facilities and early childhood education centers. These help to educate parents and caregivers about important topics, while also highlighting the various resources available to them at the RDPL.

*Exhibits*

As noted by Fisher and Pride (2006), “setting up exhibits…at community fairs or other community venues is a good way to highlight the library or a service” (p. 78). The library participates in a variety of ongoing and special community events to highlight its various services, programs, events, and collections. On display at these events are brochures, flyers, bookmarks, and materials from the RDPL collection. Library card applications are also made available to encourage sign-ups. Exhibit locations include the weekly Elmtree farmer’s market, community fairs, the Elmtree Stroll, and other community events.

Virtual Promotion

The use of technology has become more widespread in the Elmtree community over the past twenty years. The falling costs of computers, tablets, smartphones, and other devices, coupled with the improvement of Internet access infrastructure has made the use of such technologies a part of our everyday lives. In an effort to keep up with the demands of users of these technologies, the RDPL has utilized a variety of virtual promotion tools and techniques to promote its collections. The following are examples of such tools used by the library.

*Website*

The RDPL maintains a website that provides a variety of information about the various services, programs, events, and collections it offers to the Elmtree community. Library users have the ability to log in to their library accounts from the website to view material due dates, renew items, place holds, and to pay fines. The Children’s and Young Adult departments have their own separate pages, accessible through the main library website. These pages are specially designed for their targeted market segments, and provide information relevant to them. Many of the traditional printed resources available that promote the collection, such as recommended book lists, are replicated and made available on these parts of the website. These parts of the website also highlight recent additions to the collection to encourage awareness and use. Lastly, the website also provides access to the various digital collections and resources available to library card holders.

*Blogs*

The Children’s and Young Adult departments of the RDPL both maintain blogs. Blogs are an alternative to websites because they are free, easy to create and update, and require no special technical knowledge (Horn, 2011). As Laura Peowski Horn (2011) notes, another positive aspect of blogs is “that people do not have to become a member…to access your content. This means that anyone who has access to the Internet can access your blog as long as you make it fully visible (p. 26). The Children’s and Young Adult departments’ blogs are slightly more informal in nature, with posts that highlight information that can be used by targeted market segments. Links to content created by others, information about successful past events, information about upcoming programs and events, and recent addition to the collection are all examples of topics that can be included in the blogs. Readers of these blogs have the option to subscribe to RSS feeds of blog content in order to keep up with new postings, and also can make comments on posts. Blogging doesn’t require financial overlay to create but it does require “significant investments of time, talent, and effort to maintain…and to continually generate new written and visual content” (Koontz & Mon, 2014, p. 159). As blogs must be updated regularly, professional staff are assigned on a rotating schedule to create new content for posts through the year.

*Social Media*

Social media is defined by authors Christine Koontz and Lorri Mon (2014) as “the means of interactions among people in which they create, share, and exchange information and ideas in virtual communities and networks, built upon Web 2.0 technologies that facilitate creation and exchange of information” (p. 158). Social media marketing focuses on efforts to create content that “attracts attention and encourages readers to share it with their social networks” (Koontz & Mon, 2014, p. 158). The benefits of social media are that they do not require financial overlay besides staff time and effort to participate in. The main challenge of using social media for promotion is that is requires a significant amount of time “to build up a following before a campaign will be seen by any sizable number of people” (Koontz & Mon, 2014, p. 159). There are a variety of social media types currently available, these include:

* **Social networking sites:** These include Facebook, Google+, and LinkedIn. They allow the RDPL to connect with users in “personal and interactive level” (Koontz & Mon, 20140, p. 159).
* **Geolocation sites:** These include Foursquare and SCVNGR. These use “gamification features to encourage uses to publicly ‘check in’ at your library…and play games or complete activities, earning ‘badges’, and other incentives” (Koontz & Mon, 2014, p. 160). This form of social media generally caters to users with smartphones.
* **Digital curation sites:** These include Pinterest, Goodreads, and Delicious. They allow “users to select, organize, and share digital collections” (Koontz & Mon, 2014, p. 160).
* **Microblogging sites:** These include Twitter and Tumblr. They are especially useful for “connecting with specific target audiences and for reaching opinion leaders who will reshare an organization’s content with their followers” (Koontz & Mon, 2014, p. 161).
* **Image and video hosting sites:** These include Flickr, Instagram, and YouTube. On these sites users can “upload visual content and can also respond to others’ images and videos” (Koontz & Mon, 2014, p. 161).

Which social media sites the RDPL chooses to use inevitably changes over time as new sites are created and old ones are abandoned. In order to determine which sites are the best to use for promotion, the following questions written by Koontz and Mon (2014) are considered:

* **Audience:** Is the selected media’s audience large or narrow, and is it specialized to a particular demographic by age, race, gender, language/culture, or by technology requirements?
* **Usage:** Is the selected media generally perceived as a place for fun, games, socializing, or for finding and sharing news and information? What are the specific cultural styles expected in how information is posted and shared?
* **Format:** Does the selected media require “long form” postings, or is this a “short form” media? What are the structural constraints (e.g. length/size requirements for YouTube videos)?
* **Features:** What special features can be used as part of the selected media? Should particular affordances be considered, such as hashtags/keywords, photo filters, check-ins, or other features? What interactive and participatory features are available, such as posting comments from users?
* **Costs:** What are the costs of social media? Consider the costs of social media both in direct financial costs and additional costs of staff time and effort, not only in producing and posting content but also in monitoring and replying to users. The importance of participation and interaction are a key difference between social media and other media, which places additional burden on the organization to respond (pp. 161-162).

Chapter 11:

Reconsideration Policy and Procedures

Roald Dahl Public Library Reconsideration Policy and Procedures

***Reconsideration Policy***

The Roald Dahl Public Library (RDPL) is committed to offering a well-rounded and diverse collection of materials that reflect the needs and interests of the Elmtree community. The RDPL also supports intellectual freedom and subscribes to the American Library Association (ALA) Library Bill of Rights, and its Freedom to Read and Freedom to View statements (see Appendix C for these documents). The library makes every effort to represent all sides and viewpoints of controversial issues in the collections it offers. All opinions and comments from patrons are welcome. The library respects the concerns of patrons, and takes input and complaints about materials seriously. If a library users expresses concern regarding a material that is a part of the library’s collection, the following reconsideration policy will be followed. The RDPL reconsideration policy aims to respond with care to patron concerns, while upholding the library’s professional commitment to support intellectual freedom and to resist censorship.

***Special Considerations for Children’s and Young Adult Materials***

It is the goal of the RDPL to provide materials for each department that meet the diverse interests and needs of the Elmtree community (see Chapter 5: Selection Procedures and Chapter 9: Evaluation and Weeding Procedures). As such, the RDPL does not censor or restrict access to materials based on patron age. The RDPL cannot and will not act in loco parentis, and expects parents and caregivers to monitor their children’s library use, and to take responsibility in ensuring the suitability of materials for them.

The RDPL recognizes that the Children’s and Young Adult departments contain some of the most contested and challenged books, and are especially susceptible to scrutiny. The RDPL actively resists censorship because it recognizes young people “who are denied the freedom to read lose out on their opportunity to expand their minds and outlook on life when the literature that they read is so sanitized that their critical thinking skills are impaired” (Auguste, 2012, p. 126).

***Staff Training***

Each RDPL professional librarian staff member will receive training on intellectual freedom, censorship, customer service, reconsideration procedures, and how to handle patron concerns within these areas. Training is mandatory when a professional staff member is initially hired, and a refresher of these skills will be provided annually. Training is arranged by the RDPL Human Resources (HR) department, and every new hire must successfully complete training in order to pass a mandatory probationary period.

Training is comprised of a thorough review of all RDPL policies and procedures, in addition to professional training seminars provided by outside agencies such as ALA’s Office for Intellectual Freedom. Additionally, shadowing opportunities are available for entry-level librarian staff. These opportunities allow for lower classification librarian staff to observe reconsideration procedures and committee work, but does not allow them to participate or vote on decisions. Newly hired professional staff are prohibited from serving on a reconsideration committee until they are no longer on their probationary period. This probationary period lasts for six months after hiring occurs. New professional staff members also have the option to shadow senior level librarian staff during reconsideration procedures and committee work. It is the goal of this exhaustive and continuous staff training for each professional staff person to thoroughly understand how to address patron concerns in person, over the phone, and via written communication.

Every department of the RDPL will have access to the reconsideration form (see Figure A-1 in Appendix A), and will be able to provide them to patrons when requested.

***Addressing Patron Concerns***

Complaint and Concern Procedure

As noted above, all RDPL professional staff will be trained in the reconsideration policy and procedures. Said policy must be followed to ensure consistency, objectivity, and impartiality.

The following steps are followed if a patron voices a concern or complaint:

1. If a patron approaches a staff member regarding a complaint or concern, said staff will respond to the patron in a professional and courteous manner. If the staff member is at a classification level lower than Department Head Librarian, they must inform their supervisor so that the correct staff member can be contacted. All patron concerns and complaints must be directed to the Heads of the Adult, Children’s, or Young Adult departments.
2. If the appropriate Department Head is available, they will be contacted by the appropriate supervisor, and meet with the patron immediately. If the appropriate Department Head is unavailable, the patron will be given the business card containing the contact information (telephone number and e-mail address) of the Department Head and of the Head Librarian. The patron will be invited to return to the library to speak to the Department Head in person, or they may contact them using the information available on the business card.
3. The Department Head will respectfully listen to all of the concerns of the patron. This interaction will preferably take place in a private location, such as office or a study room, or via phone call. If the patron prefers to make their complaint in public, the Department Head may direct their conversation in a location that does not disrupt other library business.
4. Once the patron is finished voicing their concern, The Department Head will thoroughly explain the selection policy and procedure of their department to the patron. The Department Head will also provide a printed copy of the RDPL Collection Development Policy Manual to the patron at this time.
5. The Department Head will voice their appreciation and gratitude to the patron for being interested in the library and the process it uses to select materials. Every effort will be taken to emphasize to the patron that communication between the RDPL and the public is of utmost importance, and that such input it taken into serious consideration regarding the decisions that the library makes.
6. After this interaction, the Department Head will ask the patron what action they would like to take about the material in question. If a resolution cannot be reached the Department Head will explain the reconsideration policy and procedure to the patron. The patron will be given a printed copy of a blank RDPL Reconsideration Form, which can be submitted to any of the service desks located in the library.

Reconsideration Procedure

After the patron has the form, the Department Head must notify the Head Librarian, the Collection Development manager, and the Library Advisory Board that a reconsideration form has been initiated. Regardless if a patron fills out and returns the reconsideration form, a report must be written and filed with the office of the Head Librarian. This report will contain all of the details of the interaction between the patron and the Department Head. If the patron does not return the form, then no further action is requested.

If the reconsideration form is returned a copy of the original filed report will be attached to the report, and the following steps will be taken:

1. The Head Librarian of the RDPL will appoint a committee to investigate the complaint. The reconsideration committee must include: the Adult Department Head Librarian, the Children’s Department Head Librarian, and the Young Adult Department Head Librarian; two members of the RDPL Advisory Board; and one member of the Elmtree City Council. If the material in question involves a children’s or young adult material the following must be included on the committee: one teacher from either an Elmtree School District (ESD) elementary school, middle school, or high school. Teacher and city council member positions on the reconsideration committee will be voluntary.
2. During the review process, the material in question will remain available to the public. The review process will occur no longer than 14 business days after the reconsideration form is returned to the RDPL. Each member of the committee will receive a copy of the Department Head’s report and a copy of reconsideration form filled out by the patron. Each member of the committee will also receive a copy of this Collection Development Policy Manual, and is required to review the selection policies and procedures of the RDPL.
3. During the review process, every member of the reconsideration committee is required to read, view, or listen to the material in question. The committee will consider a variety of factors about the material in question including, but not limited to: professional reviews about the work; the authority or status of the author, creator, or procedure of the work; literary or artistic merit of the work; inclusion of the work on standard indexes; the appropriateness of the work within the scope of the needs and interests of the Elmtree community; the appropriate age level of the work; and the accuracy and currency of information of the work. The committee will meet and discuss the complaint, and will vote on their decision about what action will be taken regarding the material.
4. A majority vote is required in order to successfully pass a decision. There are a variety of actions that may be decided upon by the reconsideration committee regarding the fate of the material in question. Such actions include: no changes regarding the material, relocating the material to a different section of the library, relocating the material to a different department of the library, or removing the material from the library.
5. Once the reconsideration committee has successfully agreed upon a decision, the committee will be in charge of drafting a formal response letter to the patron. This formal response letter will include the rationale behind the committee’s decision, including information about any and all of the factors taken into consideration regarding the material. All members of the reconsideration committee must agree and sign-off on the formal response letter. Once this is done, the letter is sent to the Head Librarian for final consideration.
6. The Head Librarian will review the formal response letter created by the reconsideration committee, and their recommended action for the material in question. Once the Head Librarian signs-off on the formal response letter, the RDPL will send it to the patron who initiated the request. The RDPL Advisory Board will also receive a copy of the formal response letter. Copies of the original reconsideration form, the Head Librarians initial complaint report, and the formal response letter will be kept on file by the RDPL. The recommended action decided upon by the reconsideration committee will be put into place as soon as passion.
7. If the patron is unsatisfied with the recommendations of the committee, they will be informed of their opportunity to then submit their complaint to the RDPL Advisory Board. The patron will be advised by the RDPL of the appropriate person to contact to get in contact with the RDPL Advisory Board.
8. The Head Librarian of the RDPL will cooperate as far as possible with the RDPL Advisory Board to make a further decision about the challenged material. The RDPL Advisory Board will use their policies and procedures in order to make a final decision about the challenged material. The RDPL Advisory Board can be contacted for written copies of their reconsideration policies and procedures. If the patron remains unsatisfied with the recommendations of the RDPL Advisory Board, they will be informed that the next step will be to take legal action against the RDPL and the RDPL Advisory Board.

Appendix F

**Document F-1: Roald Dahl Public Library Reconsideration Form**

**

Roald Dahl Public Library

**RECONSIDERATION OF LIBRARY MATERIALS**

**REQUEST FORM**

|  |
| --- |
| Requestor’s Contact Information |

Name:

Address:

Phone number: Email:

Do you represent:

 Self  Organization (name)

 Other (name)

|  |
| --- |
| Information about the Material |

Material Type (check one):

 Book  Magazine/Newspaper  DVD/Video

 CD/Audio  Electronic Database  Video Game

 Other:

Title:

Author/Producer: Publisher:

Dewey number (if applicable): Date/Edition:

1. Did you read, view, listen to the entire work?  Yes  No

If no, what parts did you read/view/hear?

1. What do you find objectionable and/or offensive about this material? What

specific pages/sections illustrate your concerns? Attach extra pages if necessary:

1. What do you believe is purpose or overall theme of this material?

1. For what age group would you recommend this material?
2. Have you read any published reviews of this work?  Yes  No

If yes, please give name(s) and date(s) of publication:

1. What would you like the library to do about this material?

1. Do you have a recommendation for an alternative to this material?

|  |
| --- |
| Signature of Person Submitting Reconsideration Form |

Signature: Date:

|  |
| --- |
| The Roald Dahl Public Library appreciates your interest in the library's collection. You will receive notification of the progress or decision of this request within thirty days from the date the form is received by the library. |

Signature of Library Staff Member Receiving this Reconsideration Form:

 Date:

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