

2015-2017

Collection Development Policy

Prepared by the Collection Development Committee; committee members include Allison Fredrickson, Jennifer Harl, , Kimberly Jackson, Becky Kelien, Lori Morgan, Jennifer Rembold, Lesli Scott, Pam Seabolt, and Sarah Tackett.



Jeffersonville Township
PUBLIC LIBRARY

Table of Contents

MISSION STATEMENT	3
PURPOSE OF THE COLLECTION DEVELOPMENT POLICY	3
GOALS OF THE COLLECTION DEVELOPMENT POLICY	3
BUDGET	4
ALLOCATION OF ANNUAL MATERIALS BUDGET	4
SELECTION GUIDELINES AND IMPLEMENTATION PROCEDURES	5
EMERGING MATERIALS AND SUPERSEDED/OBSOLETE FORMATS	5
STANDARD SELECTION SOURCES	6
FORMATS COLLECTED	6
A. COLLECTION OF PRINT MATERIALS	7
B. COLLECTION OF CONTINUING RESOURCES	7
C. COLLECTION OF AUDIOBOOKS	7
D. COLLECTION OF DIGITAL CONTENT (EBOOK AND EAUDIO MATERIALS, ETC.)	7
E. COLLECTION OF VIDEO GAMES	7
F. COLLECTION OF LOCAL HISTORY AND GENEALOGY MATERIALS	8
G. COLLECTION OF AUDIOVISUAL MATERIALS	8
1. DVDs	8
2. Music CDs	8
3. Downloadable Digital Music Services	8
4. Blu-ray Discs	9
H. JUVENILE & YOUNG ADULT COLLECTIONS	9
I. FOREIGN LANGUAGE MATERIALS	9
J. ONLINE RESOURCES	9
PROCESS OF SELECTION FOR AUDIOVISUAL MATERIALS	9
DUPLICATION OF MATERIALS	10
INTERLIBRARY LOANS	10
PATRON REQUESTS	11
BRANCH COLLECTION	11
GIFTS AND DONATIONS	11
TEXTBOOKS	11
WITHDRAWAL OF MATERIALS	12
A. THE CREW MANUAL	12
B. M.U.S.T.I.E.	12
C. M.U.S.T.I.E WEEDING FORMULA	12
D. ADDITIONAL WEEDING CONSIDERATIONS	13
E. EXCEPTIONS TO CREW/M.U.S.T.I.E.	13
INVENTORY	14
STATISTICS (CIRCULATION STUDIES)	14
CHALLENGED MATERIALS	14
LIST OF APPENDICES:	15
APPENDIX H	15
APPENDIX I	15
APPENDIX A	16
APPENDIX B	17
APPENDIX C	21
APPENDIX D	22
APPENDIX E	25
APPENDIX F	26
APPENDIX G	28

APPENDIX J	29
APPENDIX K	33
APPENDIX L	34
APPENDIX M	35
APPENDIX N	36

Jeffersonville Township Public Library Collection Development Policy

Mission Statement

The Jeffersonville Township Public Library will identify and meet the informational, entertainment, and technological needs of the community, fostering lifelong learning and informed citizenship in a safe and comfortable environment.

Purpose of the Collection Development Policy

Collection Development at the Jeffersonville Township Public Library (JTPL) is an ongoing and systematic effort to select materials that enhance the Library's collection, with the goal of providing a diverse collection of materials that serves the educational, cultural, informational and social needs of our public.

Because of the volume of material available, as well as the limitations of budget and space, the Library must have a Collection Development Policy established to meet the community's diverse interests and needs. Additionally, a policy must adhere to mission, vision, and goals outlined in the Library's Strategic Plan (available on the Library's website). As our community grows and changes, it is necessary for the Library to reassess and adjust our collection strategies to reflect the needs of our public.

The main objective of Collection Development is that the Library provides materials that not only satisfy short-term needs but also relate to long-term (Strategic Plan) collection goals. It is of utmost importance that Library selectors spend the funds they are allotted for the goals selected and expected of them.

The Collection Development Policy will be revised as needed. The Collection Development Team will review the policy at their annual meeting. Any recommended change(s) or revision(s) will be sent to the Director for review. Changes recommended will be sent to the Library Board of Trustees for consideration and/or further action.

The guidelines established by the American Library Association in the Library Bill of Rights, the Freedom to Read Statement, and the Freedom to View Statement (Appendices A, B, and C) are integral in adhering to the following Policy, which has been approved and adopted by the Library's Board of Trustees.

Goals of the Collection Development Policy

The Library strives to maintain materials representing all sides of an issue in a neutral, unbiased manner. Selection of materials by the Library does not suggest endorsement of the contents or views expressed in those materials. The existence of a particular viewpoint in the collection is a

reflection of the Library's policy on intellectual freedom, not a validation of that particular point of view.

The Jeffersonville Township Public Library recognizes that full, confidential, and unrestricted access to information is essential for patrons to exercise their rights as citizens. The Library believes that reading, listening and viewing are individual and private matters. While anyone is free to select or reject materials for themselves or their own minor children, the freedom of others to read, listen, view or inquire cannot be restricted.

The Library does not stand in loco parentis. Parents and guardians, not the Library, have the responsibility of guiding and directing the reading, listening, and viewing choices of their own minor children. Selection of adult collection materials will not be inhibited by the possibility that the items may be utilized by minors.

The Library Director empowers professional staff with the authority to interpret this Collection Development Policy. Final responsibility rests with the Library Director for resolution of controversies or attempts at censorship which may arise out of the choice of materials.

Budget

The budget is a strategy for the division and use of money that is available for the Library in one fiscal year. The budget shall detail allocations, expenditures, and revenues projected for the year ahead. While the budget varies on an annual basis, it is the job of the Director to balance the Library's future goals and objectives with the allocation of funds. Those who purchase materials are expected to demonstrate effective stewardship with the funds they receive and then expend. Effective budgeting can be measured by the degree to which the Library's goals are achieved.

Allocation of Annual Materials Budget

The materials budget is recommended by the Director and approved by the Library Board of Trustees as a part of the Library's total budget. Factors and justifications for allocating funds include:

- Statistics based on usage by category
- Average cost of items in each category
- Number of items lost or withdrawn in an area
- Average circulation for each item by category
- Size of the collection by category (as determined by staff)
- Start-up cost of new collections (for example, Blu-ray discs, video games, etc.)
- Replacements in certain areas of the collection (ongoing and as necessary)

The Library Director has the authority to modify the annual materials budget and the distribution of funds via circulation statistics and collection development strategy. Redistributing or restructuring funds for changing collections is the responsibility of the Director, to be done on a semiannual basis. Collections that have not been sufficiently funded in the past, formats that are new or developing, and popularity of a particular format may all encourage the decision to

distribute funds differently at any particular point in time. Collections may receive extra funds at the Directors discretion. The allocations may fluctuate from year-to-year depending on funding, target areas of the collection, and the Library's current goals and objectives.

Selection Guidelines and Implementation Procedures

The following selection guidelines relate to the Library's collection goals and objectives (listed above) and those set forth in the vision, mission and core values statements listed in the Library's Strategic Plan (Appendix I). Selection of materials by staff members should keep the following in mind when recommending titles for acquisition. However, an item need not meet all considerations to be acceptable for incorporating into the collection. Library selectors shall:

- Select a broad range of materials in all subject areas.
- Include different viewpoints, values, philosophies, cultures and religions whenever possible. Selection will not be made on the basis of any assumed approval or disapproval (personal or otherwise).
- Consider the identified, expressed or anticipated needs and interests of individuals in the general community.
- Consider the quality of content, such as timeliness, accuracy, literary merit, illustrations, indexes and bibliographies.
- Select a variety of reading and comprehension levels based on community needs.
- Provide a wide variety of formats to meet the differing needs of individual patrons.
- Attempt to balance the collection with in-demand, current interest titles. JTPL may purchase multiple copies of specific authors and/or titles that are current or in-demand.
- Assess the significance in relation to Library resources already available.
- Utilize standard selection sources recognized by staff to identify materials to be purchased.
- Utilize specialized knowledge of Library staff.
- Consider the reputation and/or significance of authors, editors, publishers and/or producers.
- Maximize the effectiveness of the available materials budget.
- Consider other community resources, Interlibrary Loan, etc., to maximize the Library's resources. Out-of-print materials, used items, or items that require Library staff to go beyond the scope of its normal purchasing procedures are usually not purchased.
- Consider patron requests within the overarching principles of selection.
- Assess the quality of binding and physical suitability for Library use.
- Consider self-published or print on demand materials (especially by local authors) for purchase. The Library uses the same criteria for purchasing these items as it does for other materials.

Emerging Materials and Superseded/Obsolete Formats

The Library monitors the development of new formats and uses the principles of selection to decide the appropriate time to incorporate these into the collection. The Library also monitors the declining use of formats and/or materials. When a format is discontinued, the existing

collection will continue to circulate until no longer useful (for example, cassette tapes). The Administrative Planning Team, with approval from the Director, will review the addition and/or discontinuation of formats on an annual basis, and make recommendations for reallocating budgets accordingly.

Standard Selection Sources

Standard selection sources are used to identify items for purchase. These may include, but are not limited to:

- Professional journal reviews. Preference is given to positive reviews published in Booklist, Library Journal, School Library Journal, Criticas, Video Librarian, and other nationally recognized, Library-oriented journals.
- Critics featured in local media (newspaper columnists, radio or television personalities, etc.) may also play into the awareness or purchase of materials that may be important.
- Standard collection tools and recommended lists; published listings such as the New York Times best seller list and other lists prepared by professional organizations and specialized vendors.
- Lists such as top 100 lists, publishers’ announcements, and other similar sources highlighting new materials.
- Award lists and “notable” or “recommended” lists published by professional associations and/or organizations.
- Reviews from popular magazines, listservs, national and/or local newspapers, and other publications.
- Recommendations from patrons and others.

Formats Collected

The Library acquires materials in a variety of formats. Selection within a format follows all general selection guidelines. Formats currently purchased by JTPL:

- Books (Adult & Juvenile/Young Adult)
- Audiobooks (Adult & Juvenile/Young Adult)
- Music CDs (Adult & Juvenile)
- DVDs (Adult & Juvenile/Young Adult)
- Blu-ray Discs (Adult & Juvenile)
- Online Resources(Adult & Juvenile/Young Adult)
- Downloadable music
- Digital magazines
- Periodicals and newspapers (Adult & Juvenile/Young Adult)
- E-audio books (Adult & Juvenile/Young Adult)
- E-books (Adult & Juvenile/Young Adult)
- Large print books

- Blu-ray Discs
- Graphic novels (Adult & Juvenile/Young Adult)
- Video games (Adult & Juvenile/Young Adult)
- Local history and genealogy materials and other materials pertaining to this area (Main Location only)

A. Collection of Print Materials

The Library collects Adult Fiction, Non-Fiction, Paperbacks, Large Print, Graphic Novels, and Reference Materials. Juvenile and Young Adult collections include Fiction, Non-Fiction, Picture Books, Board Books, Graphic Novels, etc.

The Library's collection includes a wide variety of fiction representing all genres, with the Library most frequently collecting classic, contemporary, award-winning materials and those that receive positive reviews. The non-fiction materials collected aim to provide the fundamentals of basic knowledge and continued education. Moreover, this includes collecting non-fiction materials that address current events and/or issues, general skills, and resources that support intellectual, creative, cultural, and spiritual growth. Staff members select diverse materials so as to provide the public with copious amounts of resources from which to choose.

B. Collection of Continuing Resources

Publications and materials falling under this category are issued successively (whether they be magazines, journals, business reports, etc.). Continuations also include any materials that are published more than once, semiannually, yearly or even every couple years. These include monographic series, supplements, proceedings, yearbooks, and most other reference materials like indexes and bibliographies. These materials shall be continued, selected or cancelled per Staff discretion, based on usage within the Library.

C. Collection of Audiobooks

The Library collects Adult and Juvenile/Young Adult Fiction and Non-Fiction materials. Selectors will pay special attention to the decline or increase in the usage of various audio formats (Audiobooks, OverDrive MP3 Audiobooks, OverDrive WMA Audiobooks, etc.), and collect materials accordingly.

D. Collection of Digital Content (eBook and eAudio Materials, etc.)

The selection and purchase of digital content is performed in the same manner as the collection of any other item. The Library aims to offer a wide variety of materials on all subjects while still fulfilling the wants and/or needs of the general public. Additionally, the purchase of eBook and eAudio items aims to increase usage of patrons who solely use online or downloaded materials. Performance measures include systematic annual reporting of digital resources and their usage by patrons when considering where future monies need to be distributed.

E. Collection of Video Games

Video Games are becoming increasingly popular. The Library aims to provide games for consoles such as the PlayStation (various incarnations), Nintendo, Wii, Xbox, etc. Once a

gaming console is introduced or discontinued, it is important for the Library to have materials that support new users as well as those that support older technologies.

F. Collection of Local History and Genealogy Materials

See Appendix N for the Indiana Room Collection Development Policy.

G. Collection of Audiovisual Materials

The Jeffersonville Township Public Library aims to provide a diverse collection of audiovisual materials that fulfills the entertainment, societal, and information needs of our patrons. The Library must choose materials that appeal to the diverse demographic it serves; therefore the selection and purchase of materials must equally represent that diversity.

1. DVDs

The Library's goal in the selection of DVDs is to provide an assortment of feature films, popular titles (those of high interest or acclaim), television series, independent features, classic movies and foreign films. Non-fiction, educational and instructional materials purchased for the Library include (but are not limited to) documentary films, features on exercise and fitness, travel, languages, home repair, rehabilitation, local interests, hobbies, the arts, etc. It is the Library's goal to balance the collection of popular or feature films with those that provide education and/or advancement for the Library's Patrons.

The Library at times may purchase a "public performance" film or license so that it may show a movie for free to the public. At this time, the licenses purchased are intended for only the Library to show to the public. Therefore, a DVD or VHS item checked out from the Jeffersonville Township Public Library may only be played in one's home.

2. Music CDs

The goal in the selection of sound recordings is to provide a mix of popular music (both current and classic); this includes (but is not limited to) a variety of genres such as country, folk, jazz, popular (pop, rap and rock music), world, musical, religious, soundtrack, and comedy recordings. The collection of these materials is done by selecting a variety of types and forms of music that are not only popular, but also new and innovative, as the Library must recognize the diversity in both patrons and materials, and represent it as such.

3. Downloadable Digital Music Services

The Library provides a digital music downloading service called Freegal. Freegal provides millions of songs from a myriad of music genres for patrons to download. It is accessible to all Library patrons with an internet connection. Freegal aims to fill in the gaps and provide music materials for patrons that the Library may not select for purchase. Through the Library's procurement of Freegal, patrons are allowed three downloads per week and up to three hours of streaming music daily.

4. Blu-ray Discs

Blu-rays are digital, optical discs that are capable of storing high-definition and high-resolution video. It is thought that Blu-ray will one day supersede the DVD format; however, the Library's audiovisual purchases still focus on acquiring DVDs, as that is the format most of the Library's patrons use.

H. Juvenile & Young Adult Collections

The Juvenile Collection serves the needs and interests of children from birth-age through early adolescence (age 12). This collection includes a wide variety of print and non-print materials aimed at fostering life-long reading while simultaneously influencing the educational, informational, cultural, and recreational needs of children. This collection also provides distinctive resources for adults working with, or interested in, materials for educating and enriching the lives of children.

The Young Adult Collection aims to serve the needs of those in stages of late adolescence (ages 13-18). This collection, comprised solely of fictional print and non-print materials, focuses on the challenges associated with reaching adulthood and coming of age. The Young Adult collection is a transitional collection, aimed at the reader who is no longer a child yet still not an adult. Nevertheless, this collection is popular with many age groups and levels of maturity, as the materials generally focus on contemporary themes and interests.

I. Foreign Language Materials

Foreign language books, music CDs, DVDs and other items are collected in order to provide an assortment of informational and entertainment materials for the Library's various age groups. Foreign language materials are available at both Library locations.

J. Online Resources

The Library endorses numerous online resources that are recommended for communities similar in size and socio-economic background. The Library has INSPIRE, which is Indiana's Virtual Library of academic databases providing access to magazine and journal articles, websites, pamphlets, images, almanacs, library catalogs, and more. The Library also purchases numerous resources, which are reference databases for an abundant amount of fields and/or subjects. WorldBook, HeritageQuest, Ancestry Library Edition, and more are all resources purchased by the Library for the public's general edification and use.

Process of Selection for Audiovisual Materials

The Library's selection of materials is based on a multiplicity of criteria. Standards for the selection of audiovisual materials include, but are not limited to:

- Popular movies and music, with preference going to newly released materials
- Library-based review publications (*Library Journal*, *Publisher's Weekly*, *Video Librarian*, etc.) which analyze various materials; charting their popularity, by acquisitions, from other libraries

- Reviews listed in major publications such as *Entertainment Weekly*, *People*, *Rolling Stone*, etc., generally aimed at current popular media
- Critics featured in local media (newspaper columnists, radio or television personalities, etc.) may also play into the awareness or purchase of audiovisual materials that may be important
- Box office gross (films) and sales charts (music)
- Items of prestige or those that have been acclaimed via award nominations or wins (this includes large award platforms such as the Oscars or Grammys, but not limited to smaller, lesser known award presentations such as the Independent Spirit Awards, etc.)
- Items of artistic merit, by reputed performers, producers, directors, etc.
- Circulation statistics and/or popularity by genre, age representation, etc.
- Items that are requested by patrons (particularly those that will appeal to other patrons)
- The Library’s budget must always be considered in the availability or purchase of the item for the Library

Following the American Library Association’s “Freedom to View” statement (Appendix C), the Jeffersonville Township Public Library does not censor materials for viewing or listening. Unrated materials, such as documentaries, or materials marked with a “Parental Advisory” warning shall still be considered for purchase by the Library, as is espoused in the ALA’s Freedom to View statement and our First Amendment rights.

Duplication of Materials

Multiple copies of print and audiovisual materials are purchased in response to user demand as evidenced by number of reserves, anticipated popularity, repeated requests and monitoring of the collection. For popular fiction and non-fiction print and eBook titles, the Library maintains a ratio of one copy for every four reserves placed.

Interlibrary Loans

Due to budget limitations, space concerns and the obligation of following the aforementioned selection criteria, the Library is unable to purchase all materials that are requested. Therefore, the procedure known as “Interlibrary Loan” is used to obtain materials from other Libraries that are beyond the scope of our collection. In return for this service, the Jeffersonville Township Public Library agrees to lend/share its materials to other libraries through the same loaning network.

Patrons may have only **three** Interlibrary Loan requests submitted at any one time, as the burden of postage cost is incurred by the Library. The materials requested must be at least six months old in order to be considered and subsequently processed. The Library’s current policy is to solely lend book items out to other Libraries, however, patrons may still request other material types (if available for lending) from other Libraries.

Library selectors will attempt to purchase materials that are repetitively requested and will follow any trends they may see in their collected data that may help with collection development.

Patron Requests

The Library Patron is an important part of the selection process. An individual's request for a title is usually honored if the request conforms to the selection guidelines detailed above in the Library's Collection Development's policy. It is suggested that a Patron fill out the Purchase Suggestion Form (Appendix E) and return it to any public services desk.

Branch Collection

The Clarksville Branch Library collects and maintains materials in the same fashion as the Jeffersonville location; however, collection is done on a smaller scale due to the capacity restrictions within the Clarksville location's (smaller) building. The Branch collects materials matching the genres collected at the Jeffersonville location, with the exception of kits and local history materials. Comparatively, the Clarksville location collects more Spanish-language materials than the Jeffersonville location per statistical data. The extensive Spanish collection includes books for adults, juveniles and young adult patrons. This also includes the selection and purchase of Spanish DVDs, Blu-ray and music CDs.

Gifts and Donations

The Library accepts gifts of books and other materials (DVDs, CDs, audiobooks, etc.) with the understanding that they will be added to the collection if they meet the criteria for selection. If gifts do not meet these criteria, they will be transferred to the Friends of the Library for sale in the Friend's Book Store with proceeds to benefit the Jeffersonville Township Public Library. Materials that are damaged or the quality deemed unfit to sell will be discarded.

Donations of materials or artifacts having to do with the Library, Jeffersonville, or Clark County for the Indiana Room are welcomed. If the donation is accepted, a deed of gift form must be completed and kept on file in the Indiana Room. This form shall document a complete description of the donation, information about past ownership (if available), governance of title from the owner to the Library (if the gift involves a title), and any specifications or restrictions the donor has placed on the item/gift.

The Library cannot assign a financial value to donated materials. If requested, the Library will provide a receipt detailing the number of items donated (Appendix G). The receipt may be used for tax purposes/deductions.

Textbooks

Purchasing and providing textbooks and curriculum materials is generally held to be the responsibility of the schools (or the responsibility of those attending said schools). Materials will

not be purchased for the sole purpose of supporting a curriculum. A textbook may at times be considered for purchase when the item presents the best (or only) information on a specific topic.

Withdrawal of Materials

The Jeffersonville Township Public Library aspires to provide trustworthy materials in various formats that remain current to the community it serves. Staff members continuously review the collection to keep it responsive to the needs of its patrons, assess it for deficiencies and/or gaps, ensure its usefulness to the community, and to make room for newer materials. Titles may be withdrawn, updated, repaired, rebound, reclassified, kept, or justified by need.

The withdrawal of materials, known as *weeding*, is an ongoing, everyday process by which materials that are worn, damaged, outdated, duplicated, inaccurate, or no longer used are removed from the collection. Library staff will be responsible for weeding materials from their respective areas of responsibility. Staff members will follow the guidelines set out in the **CREW** (-Continuous -**R**eview -**E**valuation -**W**eeding) **Manual** (Appendix H).

A. The CREW Manual

The CREW Manual outlines the process of removing materials that are in poor condition, those that are outdated, and those that do not fit into the scope of the Library's Collection. Adhering to these guidelines allows the Library to continuously examine which formats and materials are being used and those of which that are not circulating. Additionally, this examination aims to alert staff to what is in need of repair, replacement or removal, all the while providing an idea of what the Library's strengths and weaknesses are, that of which is most valuable when it comes to the collection/selection of materials.

B. M.U.S.T.I.E.

One procedure within the CREW Manual is a practical weeding method called "M.U.S.T.I.E." This practice aims to eliminate any materials that fall under the "M.U.S.T.I.E." acronym, which is broken down below.

- M = Misleading (and/or factually inaccurate)
- U = Ugly (worn and beyond mending or rebinding)
- S = Superseded (by a new edition or by a much better book on the subject)
- T = Trivial (of no discernible literary or scientific merit)
- I = Irrelevant (to the needs and interests of your community)
- E = Elsewhere (the material or information may be obtained elsewhere through Interlibrary Loan, reciprocal borrowing or in electronic format)

C. M.U.S.T.I.E Weeding Formula

If there ever is a question as to what materials need to be withdrawn, the M.U.S.T.I.E. formula should be applied. This formula is represented as a "*numeral/numeral/MUSTIE*" (##/##/MUSTIE). The first numerical figure refers to the age of the book (by copyright date, not by date added to the Collection). The second numerical figure refers to the maximum amount of time the material has spent in the Library's Collection without circulating. Finally, the third part addresses the presence of negative factors (those of which fall under

the MUSTIE factors listed above). All three of these factors will influence the decision to withdraw or retain Library materials.

- For example, when following the Library’s outline of the Dewey Decimal System and coordinating MUSTIE guidelines (Appendix J), each Dewey class will have a corresponding MUSTIE figure. If the Dewey class has “10/3/MUSTIE” listed beside it, the book must be at least 10 years old, has not circulated within three years, and may (or may not) possess one or more of the MUSTIE factors.

D. Additional Weeding Considerations

If a material falls under any category of M.U.S.T.I.E., regardless of age or circulation, it is nonetheless considered a candidate for weeding and/or repurchasing. Furthermore, the person/persons weeding the collection should ultimately consider:

- Discontinuation of format/s---is the material available in a more modern format? Perhaps available for free on Project Gutenberg?
- Library space---how much shelf space is available? Are things easily found within the stacks? Does the current collection allow for easy browsing?
- Date---when was the item published? When was it added to the Library’s collection?
- Physical Condition---is the item worn, torn, dirty, warped, scratched, edited or marked on? Does its condition interfere with its use?
- Duplicate copies---is the same item available at the Main Library or Branch?
- Classes or sections with more books than needed on any one topic---are there numerous duplicate items in one section? Are they still as popular as they once were?
- Expense---can the item be replaced? If the item cannot be replaced would it benefit from rebinding?
- Shelf-time---how long has the item sat on the shelf without circulating?
- Relevance of the subject to the community---is the material of interest to the community as a whole? Does it have any relevance to the area the Library serves?
- Use in school curricula---is or has the item been assigned as required reading?

E. Exceptions to CREW/M.U.S.T.I.E.

In adherence with the CREW Manual, the Library will withdraw items following the guidelines set within the CREW/MUSTIE formula, *unless*:

- Items are used for in-house purposes or as a Reference source.
- Materials are considered an important resource or the material is the only one on that subject/field. Staff members reserve the right to make decisions as to whether or not the Library retains that item.
- Materials are local history items. These will be collected and maintained in the Indiana Room. Weeding is done sparingly in the Indiana Room, as most items have value within the local history they provide.
- Items are Periodicals or any non-indexed items, which are withdrawn from the collection after being in circulation for a three year period.

Inventory

A physical inventory will be performed every **five** years so that the Library keeps and/or maintains an accurate catalog of items held. The inventory also assists in making materials easier to find and/or obtain by Library patrons. Furthermore, carrying out weeding (continuously) as well as a physical inventory every five years supports the Library's reputation for accurate and up-to-date information and resources.

Statistics (Circulation Studies)

Maintaining statistics on collections (their circulation by user groups, subject areas, publication date, etc.) helps the Library identify the most used material groups and those that are less popular. These reports allow staff to analyze and document the varying areas of circulation, which could and should be used for redistribution or allocation of funds, and/or an adjustment in the Library's most recent Collection Development Plan.

Challenged Materials

The Jeffersonville Township Public Library supports the guidelines established by the American Library Association in its Library Bill of Rights, Freedom to Read Statement, and Freedom to View Statement, and considers all materials selected under this policy to be protected under the First Amendment of the United States Constitution. Nevertheless, the Library recognizes the right of individuals to question materials in the Library collection.

A formal process has been developed to assure that complaints and requests for reconsideration are handled in an attentive and consistent manner. The Library will carefully reevaluate an item when a Request for Reconsideration form (Appendix F) is submitted.

The request will be read, viewed, or listened to by the Collection Development Committee within 30 days. The committee's response and a recommendation for action will be sent to the Library Director. The Library Director will respond to the individual who submitted the "Request for Reconsideration" form and copy the committee and the Library Board of Trustees. The individual who submitted the Request for Reconsideration may appeal in writing the Director's response to the Library Board within 10 days after receiving the Director's response.

List of Appendices:

- Appendix A: [The American Library Association Bill of Rights](#)
- Appendix B: [The American Library Association Freedom to Read Statement](#)
- Appendix C: [The American Library Association Freedom to View Statement](#)
- Appendix D: Interpretations of the Library Bill of Rights
- Appendix E: Purchase Suggestion Form
- Appendix F: Request for Reconsideration of Library Material
- Appendix G: Donation Form
- Appendix H: [CREW Manual](#)
- Appendix I: JTPL's Strategic Plan: [2014-2016 Strategic Long Range Plan](#)
- Appendix J: Outline of Dewey Decimal System & MUSTIE Guidelines
- Appendix K: Weeding Schedule (Adult: Jeffersonville Location)
- Appendix L: Weeding Schedule (Juvenile & Young Adult: Jeffersonville Location)
- Appendix M: Weeding Schedule (Clarksville Branch Location)
- Appendix N: Indiana Room Collection Policy

Appendix A

The American Library Association's Bill of Rights

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

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

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

Appendix B

The American Library Association Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and

librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a

democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said.

Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

Appendix C

The American Library Association Freedom to View Statement

The **FREEDOM TO VIEW**, along with the freedom to speak, to hear, and to read, is protected by the **First Amendment to the Constitution of the United States**. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

Endorsed January 10, 1990, by the ALA Council

Appendix D

Interpretations of the Library Bill of Rights

Although the Articles of the *Library Bill of Rights* are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices.

Following are those documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights and background statements detailing the philosophy and history of each. For convenience and easy reference, the documents are presented in alphabetical order. These documents are policies of the American Library Association, having been adopted by the ALA Council.

Access for Children and Young Adults to Nonprint Materials: Library collections of nonprint materials raise a number of intellectual freedom issues, especially regarding minors. Article V of the Library Bill of Rights states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views."

Access to Digital Information, Services, and Networks: Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information. Libraries and librarians protect and promote these rights by selecting, producing, providing access to, identifying, retrieving, organizing, providing instruction in the use of, and preserving recorded expression regardless of the format or technology.

Access to Library Resources and Services Regardless of Sex, Gender Identity, Gender Expression, or Sexual Orientation: The American Library Association stringently and unequivocally maintains that libraries and librarians have an obligation to resist efforts that systematically exclude materials dealing with any subject matter, including sex, gender identity, or sexual orientation.

Access to Resources and Services in the School Library Media Program: The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

Challenged Materials: The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined materials selection policy in written form that reflects the Library Bill of Rights, and that is approved by the appropriate governing authority.

Diversity in Collection Development: Intellectual freedom, the essence of equitable library services, provides for free access to all expressions of ideas through which any and all sides of a

question, cause, or movement may be explored. Toleration is meaningless without tolerance for what some may consider detestable. Librarians cannot justly permit their own preferences to limit their degree of tolerance in collection development, because freedom is indivisible.

Economic Barriers to Information Access: A democracy presupposes an informed citizenry. The First Amendment mandates the right of all persons to free expression, and the corollary right to receive the constitutionally protected expression of others. The publicly supported library provides free, equal, and equitable access to information for all people of the community the library serves. While the roles, goals and objectives of publicly supported libraries may differ, they share this common mission.

Evaluating Library Collections: The continuous review of library materials is necessary as a means of maintaining an active library collection of current interest to users. In the process, materials may be added and physically deteriorated or obsolete materials may be replaced or removed in accordance with the collection maintenance policy of a given library and the needs of the community it serves. Continued evaluation is closely related to the goals and responsibilities of all libraries and is a valuable tool of collection development. This procedure is not to be used as a convenient means to remove materials presumed to be controversial or disapproved of by segments of the community.

Exhibit Spaces and Bulletin Boards: Libraries often provide exhibit spaces and bulletin boards. The uses made of these spaces should conform to the Library Bill of Rights: Article I states, "Materials should not be excluded because of the origin, background, or views of those contributing to their creation." Article II states, "Materials should not be proscribed or removed because of partisan or doctrinal disapproval." Article VI maintains that exhibit space should be made available "on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use."

Expurgation of Library Materials: Expurgation of Library Materials: Expurgating library materials is a violation of the Library Bill of Rights. Expurgation as defined by this interpretation includes any deletion, excision, alteration, editing, or obliteration of any part(s) of books or other library resources by the library, its agent, or its parent institution (if any).

Free Access to Libraries for Minors: Library policies and procedures that effectively deny minors equal and equitable access to all library resources available to other users violate the Library Bill of Rights. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

Importance of Education to Intellectual Freedom (New as of the 2009 ALA Annual Conference): Through education programming and instruction in information skills, libraries empower individuals to explore ideas, access, and evaluate information, draw meaning from information presented in a variety of formats, develop valid conclusions, and express new ideas. Such education facilitates intellectual access to information and offers a path to intellectual freedom. **Intellectual Freedom Principles for Academic Libraries:** A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community. The

purpose of this statement is to outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work.

Labeling and Rating Systems: Libraries do not advocate the ideas found in their collections or in resources accessible through the library. The presence of books and other resources in a library does not indicate endorsement of their contents by the library. Likewise, the ability for library users to access electronic information using library computers does not indicate endorsement or approval of that information by the library.

Minors and Internet Interactivity (New as of the 2009 ALA Annual Conference): The digital environment offers opportunities both for accessing information created by others and for creating and sharing new information. The rights of minors to retrieve, interact with, and create information posted on the Internet in schools and libraries are extensions of their First Amendment rights.

Library-Initiated Programs as a Resource: Library-initiated programs support the mission of the library by providing users with additional opportunities for information, education, and recreation.

Meeting Rooms: Many libraries provide meeting rooms for individuals and groups as part of a program of service. Article VI of the Library Bill of Rights states that such facilities should be made available to the public served by the given library "on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use."

Prisoners Right to Read: The American Library Association asserts a compelling public interest in the preservation of intellectual freedom for individuals of any age held in jails, prisons, detention facilities, juvenile facilities, immigration facilities, prison work camps and segregated units within any facility.

Privacy: Privacy is essential to the exercise of free speech, free thought, and free association. See also Questions and Answers on Privacy and Confidentiality.

Restricted Access to Library Materials: Libraries are a traditional forum for the open exchange of information. Attempts to restrict access to library materials violate the basic tenets of the Library Bill of Rights.

Services to People with Disabilities (New as of the 2009 Midwinter Meeting in Denver, CO): ALA recognizes that persons with disabilities are a large and often neglected part of society. In addition to many personal challenges, some persons with disabilities face economic inequity, illiteracy, cultural isolation, and discrimination in education, employment, and the broad range of societal activities. The library plays a catalytic role in their lives by facilitating their full participation in society.

The Universal Right to Free Expression: Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedoms of speech, press, religion, assembly, and association, and the corollary right to receive information.

Appendix E
Purchase Suggestion Form



Jeffersonville Township
PUBLIC LIBRARY

Didn't find what you were looking for?
Help us improve our collection.

Title: _____

Author: _____

Subject: _____

If we acquire this title, would you like to be notified?
Please include your name and phone number.

Name: _____

Phone: _____

Do you want it placed on reserve?

Yes _____ No _____

Appendix F
Request for Reconsideration of Library Materials

Jeffersonville Township Public Library
211 E. Court Ave.
Jeffersonville, IN 47131-1548
(812) 285-5630

Please print except for signature. Attach additional pages as necessary.

Patron Name (please print): _____

Address _____

Phone Number: _____

Email: _____

Do you represent an organization? Yes _____ No _____

If yes, what organization? _____

Material Type (*please circle one*):

Audiobook Book DVD Magazine Audio CD Videocassette Other

Author: _____

Title: _____

Call Number: _____

Copyright Date: _____

Barcode Number: _____

1. How did this material come to your attention?

2. Did you read/listen/view this material completely? Yes _____ No _____

- 3. In your view, what is the topic or theme of this material?**

- 4. What is your objection to the material? Be as specific as you can; list page numbers as appropriate.**

- 5. Did you find something good or worthwhile about this material? ____Yes ____No**

- 6. What age group do you think the material is appropriate for?**

- 7. What action would you like taken regarding this material?**

- 8. Are there other materials you recommend to provide additional information or points of view on this topic? (Attach another page as needed.)**

Your request will be read, viewed, or listened to by the Collection Development Team in a timely manner. The committee's response and a recommendation for action will be sent to the Library Director. The Library Director will respond to the "Request for Reconsideration" form and copy the Collection Development Team and the Library Board of Trustees. The individual who submitted the Request for Reconsideration may appeal in writing the Director's response to the Library Board within 10 days after receiving the Director's response. Thank you.

Appendix G
Donation Form

THE JEFFERSONVILLE TOWNSHIP PUBLIC LIBRARY
211 E. COURT AVENUE
P.O. BOX 1548
JEFFERSONVILLE, IN 47131



DOCUMENTATION OF GIFTS GIVEN TO THE LIBRARY

DATE RECEIVED _____ LIBRARY SITE: JTPL CLB

EMPLOYEE ACCEPTING DONATION _____

DONOR _____

STREET _____

CITY _____ STATE _____ ZIP _____

NOTE NUMBER OF ITEMS OR AMOUNT OF GIFT TO THE LIBRARY

HARDBACK BOOKS _____ PAPERBACK BOOKS _____

MAGAZINE _____ OTHER _____

COMMENTS REGARDING GIFT _____

GIVE A COPY OF THIS RECEIPT AND THE DONATION TO THE DEPARTMENT MANAGER;
PLACE A COPY IN THE BUSINESS OFFICE BASKET; RETURN A COPY TO THE DONOR.

Appendix J

The Dewey Decimal System & Corresponding MUSTIE Weeding Formulas

000 Generalities (CREW Guideline: 5/X/MUSTIE)

000 Computers (CREW Guideline: 3/X/MUSTIE)

010 Bibliography (CREW Guideline: 10/3/MUSTIE)

020 Library & information sciences (CREW Guideline: 10/3/MUSTIE)

030 General encyclopedic works (CREW Guideline: 5/X/MUSTIE)

040 Special topics (CREW Guideline: 5/X/MUSTIE)

050 General serials & their indexes (CREW Guideline: 5/X/MUSTIE)

060 General organizations & museums (CREW Guideline: 5/X/MUSTIE)

070 New media, journalism, publishing (CREW Guideline: 5/X/MUSTIE)

080 General collections (CREW Guideline: 5/X/MUSTIE)

090 Manuscripts & rare books (CREW Guideline: 5/X/MUSTIE)

100 Philosophy & Psychology (CREW Guideline: 15/5/MUSTIE)

110 Metaphysics (CREW Guideline: 15/5/MUSTIE)

120 Epistemology, causation, humankind (CREW Guideline: 15/5/MUSTIE)

130 Paranormal phenomena (CREW Guideline: 10/3/MUSTIE)

140 Specific philosophical schools (CREW Guideline: 15/5/MUSTIE)

150 Psychology (CREW Guideline: 10/3/MUSTIE)

160 Logic (CREW Guideline: 10/3/MUSTIE)

170 Ethics (moral philosophy) (CREW Guideline: 15/5/MUSTIE)

180 Ancient, medieval, oriental philosophy (CREW Guideline: 15/5/MUSTIE)

190 Modern western philosophy (CREW Guideline: 15/5/MUSTIE)

200 Religion (CREW Guideline for all 200s: 10/3/MUSTIE)

210 Natural theology

220 Bible

230 Christian theology

240 Christian moral & devotional theology

250 Christian orders & local churches

260 Christian social theology

270 Christian church history

280 Christian denominations & sects

290 Other & comparative religions

300 Social Science (CREW Guideline: 5/2/MUSTIE)
310 General statistics (CREW Guideline: 2/X/MUSTIE)
320 Political science (CREW Guideline: 5/3/MUSTIE)
330 Economics (CREW Guideline: 3/3/MUSTIE)
340 Law (CREW Guideline: 5/2/MUSTIE)
350 Public administration (CREW Guideline: 5/3/MUSTIE)
360 Social problems & services (CREW Guideline: 5/3/MUSTIE)
370 Education (CREW Guideline: 10/3/MUSTIE)
380 Commerce, communications, transport (CREW Guideline: 5/3/MUSTIE)
390 Customs, etiquette, folklore (CREW Guideline: 10/3/MUSTIE)

400 Language (CREW Guideline for all 400s: 10/3/MUSTIE)
410 Linguistics
420 English & Anglo-Saxon languages
430 Germanic languages (German)
440 Romance languages (French)
450 Italian, Romanian, Rhaeto-Romanic
460 Spanish & Portuguese languages
470 Italic languages (Latin)
480 Hellenic languages (Classical Greek)
490 Other languages

500 Natural Science & Mathematics (CREW Guideline: 5/3/MUSTIE)
510 Mathematics (CREW Guideline: 10/3/MUSTIE)
520 Astronomy & allied sciences (CREW Guideline: 5/3/MUSTIE)
530 Physics (CREW Guideline: 5/3/MUSTIE)
540 Chemistry & allied sciences (CREW Guideline: 5/3/MUSTIE)
550 Earth sciences (CREW Guideline: X/3/MUSTIE)
560 Paleontology & Paleozoology (CREW Guideline: 5/2/MUSTIE)
570 Life sciences (CREW Guideline: 7/3/MUSTIE)
580 Botanical sciences (CREW Guideline: 10/3/MUSTIE)
590 Zoological sciences (CREW Guideline: 5/3/MUSTIE)

600 Technology (applied sciences) (CREW Guideline: 5/3/MUSTIE)
610 Medical sciences (Medicine, Psychiatry) (CREW Guideline: 5/3/MUSTIE)
620 Engineering (CREW Guideline: X/2/MUSTIE)
630 Agriculture (CREW Guideline: 5/3/MUSTIE)
640 Home economics & family living (CREW Guideline: 5/3/MUSTIE)
650 Management (CREW Guideline: 5/3/MUSTIE)
660 Chemical engineering (CREW Guideline: 5/3/MUSTIE)
670 Manufacturing (CREW Guideline: 10/3/MUSTIE)
680 Manufacture for specific use (CREW Guideline: 10/3/MUSTIE)
690 Buildings (CREW Guideline: 10/3/MUSTIE)

700 The Arts (CREW Guideline: X/3/MUSTIE)
710 Civic & landscape art (CREW Guideline: X/3/MUSTIE)
720 Architecture (CREW Guideline: X/3/MUSTIE)
730 Sculpture (CREW Guideline: 5/3/MUSTIE)
740 Drawings & decorative arts (CREW Guideline: X/3/MUSTIE)
750 Paintings & painters (CREW Guideline: X/3/MUSTIE)
760 Graphic arts (Printmaking & prints) (CREW Guideline: 5/3/MUSTIE)
770 Photography (CREW Guideline: 5/3/MUSTIE)
780 Music (CREW Guideline: X/3/MUSTIE)
790 Recreational & performing arts (CREW Guideline: 10/3/MUSTIE)

800 Literature & Rhetoric (CREW Guideline for all 800s: X/3/MUSTIE)
810 American literature in English
820 English literature
830 Literature of Germanic language
840 Literatures of Romance language
850 Italian, Romanian, Rhaeto-Romanic Literatures
860 Spanish & Portuguese literatures
870 Italic literatures (Latin)
880 Hellenic literatures (Classical Greek)
890 Literatures of other languages

-
- 900 Geography & History (CREW Guideline: 5/2/MUSTIE)**
910 Geography & travel (CREW Guideline: 3/2/MUSTIE)
920 Biography, genealogy, insignia (CREW Guideline: 10/3/MUSTIE)
930 History of the ancient world (CREW Guideline: 10/3/MUSTIE)
940 General history of Europe (CREW Guideline: 10/3/MUSTIE)
950 General history of Asia (Far East) (CREW Guideline: 10/3/MUSTIE)
960 General history of Africa (CREW Guideline: 10/3/MUSTIE)
970 General history of North America (CREW Guideline: 10/3/MUSTIE)
980 General history of South America (CREW Guideline: 10/3/MUSTIE)
990 General history of other areas (CREW Guideline: 10/3/MUSTIE)
-

Additional Materials (ADULT Collection):

- **Fiction (CREW Guideline: X/2/MUSTIE)**
 - **Graphic Novels (CREW Guideline: X/1/MUSTIE)**
 - **Periodicals (CREW Guideline: 3/X/X)**
 - **Government Documents (CREW Guideline: 3/2/X)**
 - **Film Formats (DVD, Blu-Ray, and VHS) (CREW Guideline: 2/1/X)**
 - **Audio Formats (Music and Audiobooks) (CREW Guideline: X/2/X)**
 - **Local History (CREW Guideline: X/X/X)**
-

Additional Materials (YA and JUVENILE Collections):

- **Easy Readers (CREW Guideline: X/2/MUSTIE)**
 - **Picture Books (CREW Guideline: X/2/MUSTIE)**
 - **Juvenile Fiction (CREW Guideline: X/2/MUSTIE)**
 - **Young Adult Fiction (CREW Guideline: 3/2/MUSTIE)**
 - **Juvenile & Young Adult Non-Fiction (Use Adult Dewey Guidelines)**
-

Appendix K

Weeding Schedule: Adult (Jeffersonville Location)

Month	Category	Subcategory
January	Non-Fiction	Dewey: 000s - 200s
February	Non-Fiction	Dewey: 300s – 400s
March	Non-Fiction	Dewey: 500s – 600s
April	Non-Fiction	Dewey: 700s – 800s
May	Non-Fiction	Dewey: 900s
June	Large Print	
July	Audiobooks, Graphic Novels, Reference Items	
August	Fiction	Authors: A-L
September	Fiction	Authors: M-Z
October	Mystery	
November	Paperbacks (All)	
December	Sci-Fi, Western, Short Stories	

Appendix L

Weeding Schedule: Juvenile & Young Adult (Jeffersonville Location)

Month	Category	Subcategory
January	JE & JE Reader	Authors: A-L
February	JE & JE Reader	Authors: M-Z
March	Special Collections, Parent, T	
April	Sci-Fi & Mystery	
May	Juvenile & YA Fiction	
June	*	*
July	*	*
August	Audiobooks, Graphic Novels, Reference Items	
September	Paperbacks (All) & A/V Materials (DVDS, CDs, etc.)	
October	Non-Fiction	Dewey: 000s – 400s
November	Non-Fiction	Dewey: 500s – 700s
December	Non-Fiction	Dewey: 800s – 900s

* Summer Reading

Appendix M

Weeding Schedule: Adult, Juvenile & YA (Clarksville Branch Location)

Month	Category	Subcategory
January	Non-Fiction	Dewey: 700s - 900s
February	Juvenile & Young Adult	Fiction, JE Readers & Graphic Novels
March	Juvenile & Young Adult	JE, T & Special Collections
April	Juvenile	Non-Fiction
May	A/V Materials (DVDS, CDs, Audiobooks, etc.)	
June	*	*
July	*	*
August	Fiction	Adult & Young Adult
September	Mystery, Western, Sci-Fi, Short Stories & Paperbacks	
October	Large Print	
November	Non-Fiction	Dewey: 000s – 300s
December	Non-Fiction	Dewey: 400s – 600s

* Summer Reading

Appendix N

Indiana Room Collection Development Policy

The Jeffersonville Township Public Library's Indiana Room attempts to maintain a comprehensive collection of local history materials. This includes collecting published and unpublished materials available on the history of Jeffersonville, Clark County, and other neighboring counties. The collection also provides local works, such as family histories, relating to Clark County genealogy. The Indiana Room will collect and maintain records pertaining to Jeffersonville and Clark County; this includes information concerning local government, businesses, homes, schools, churches, community organizations, families, and individuals. Additionally, reference works on Indiana history, genealogy, and other materials relevant to the development and/or history of Clark County will be collected.

In the interest of serving the local community, the Library will purchase or actively solicit donations of materials pertaining to Clark County; this includes materials pertaining to the life and biographies of notable Clark County residents or natives. In addition, the Indiana Room will gladly receive donations of materials that pertain to Clark County's Native American heritage, American historical items related to Southern or Southeastern Indiana, and U.S. military history. Items donated that are either hard to store or of marginal historical value may be refused.

Selection Criteria

The following criteria are used to select items for inclusion in the Indiana Room archives and reference collections:

- Relevance to the history of Jeffersonville, Clark County, and surrounding areas
- Authenticity of the record
- Suitability of the subject to the Indiana Room collection
- Non-duplication of materials within the collection (unless widely used or valued by the Library and/or community)
- Quality of the physical form of the material
- Ease of use for patrons
- Cost to preserve, store, and/or process the material
- Security requirements to store and/or display the item
- Restrictions placed by donor

Gifts

Records are accepted in all forms excluding artifacts and materials in obscure or inaccessible formats, such as 35mm slides, 8mm film reels, and the like. If accepted into the collection, photographs and documents may be removed from their frames.

The Library reserves the right to refuse an offered gift or material donation. For example, the Library may decide to not accept items which show damage from mold, mildew, water, insects, smoke, or dirt. Mold, insects, and the smell of smoke have the ability to migrate to and damage other materials in the collection. The Library may also choose to not accept items or materials which it cannot properly store, display, or otherwise care for.

Selection Tools

Traditional selection resources are of help in finding general items which pertain to a department's collection. Indiana Room staff will actively scan genealogy and history journals and websites for book reviews and advertisements. Staff will also actively solicit flyers from pertinent publishers. Lists of prospective purchases will be checked against the Indiana Room collection and its on-order list to avoid duplication.

Donations to the Collection

The Library welcomes donations to the Indiana Room's genealogy and local history collection. Each donation to the Library's Indiana Room collection will be recorded in a donor file that will contain a copy of the deed of gift, all correspondence, and memoranda. The deed of gift documents the donation of property (and copyright, if appropriate) to the Library and is signed by the donor. The deed of gift includes a complete description of the donated item and information regarding its past ownership. The deed of gift also establishes conditions (if any) governing the transfer of title from the donor to the Library, and specifies any restrictions placed by the donor on public access to the donated item. Once the deed of gift has been signed by the donor, the donated item becomes the property of the Jeffersonville Township Public Library. The Library does not borrow materials from individuals or organizations for temporary use in the Indiana Room.

The Library wishes the public to have access to all materials in the Indiana Room collection. Materials which have restrictions placed upon them limiting such access may be accepted, but only when the restrictions are reasonable and deemed necessary to protect the legitimate rights and interests of the donor. Any restrictions will be recorded in the deed of gift and will be adhered to by the Library.

Once a donation has been made, the Library reserves the right to decide how the donated item will be displayed or stored, how the item may be used by the public, and how long the item will be retained. Materials in the Indiana Room may be scanned and placed online for viewing, may be moved from the Indiana Room to another section of the Library, may be sold, or may be transferred to another Library.

Access

The Indiana Room is open to the public during normal Library hours. For the purpose of encouraging collaboration amongst researchers, patrons are requested to sign in when using the Indiana Room.

Researchers are allowed to photocopy from the collection, but should be aware of the provisions of Section 108 of the United States Copyright Law. Researchers may make these photocopies themselves; however, Library staff may refuse to allow photocopying of rare or fragile materials. In these instances, users may be permitted to photograph materials using cameras or mobile devices as long as the flash is disabled.

Library staff will not perform extensive research for patrons, but will assist as needed. For those materials for which the Library owns the copyright, permission must be obtained and credit listed before material may be published by a third party.

Maintenance of the collection

The Genealogy and Local History Librarian will be responsible for the Indiana Room's collection, and will supervise and control the storage, access, and preservation of its materials.

Where appropriate, materials are archived in acid-free folders, enclosures, and containers. Significant attention will be given to the environmental quality within the Indiana Room and its archives, following standards recommended by the Society of American Archivists.

The Genealogy and Local History Librarian will conduct a periodic review of the materials held in the Indiana Room and may select items for removal based on condition and suitability to the collection. Unique items that are in disrepair will be preserved by whatever means necessary, including binding, rebinding, encapsulation, microfilming, photocopying, or digitization.

References

- Albitz, Becky and Christine Avery... *Rethinking Collection Development and Management*. Santa Barbara, CA: Libraries Unlimited, 2014.
- American Library Association. *The American Library Association Bill of Rights*. 19 June 1939. Web. 23 January 1980.
- American Library Association. *The American Library Association Freedom to Read Statement*. 25 June 1953. Web. 30 June 2004.
- American Library Association. *The American Library Association Freedom to View Statement*. February 1979. Web. 10 January 1990.
- Hibner, Holly, and Mary Kelly. *Making a Collection Count: A Holistic Approach to Library Collection Management*. Cambridge, UK: Chandos Publishing, 2013.
- Jeffersonville Township Public Library. *Strategic Long Range Plan 2014-2016*. 29 January 2014. Web. 21 August 2014.
- Johnson, Peggy. *Fundamentals of Collection Development and Management*. Chicago, IL: ALA Editions, 2014.
- Larson, Jeanette. *Crew: A Weeding Manual for Modern Libraries*. Texas State Library and Archives Commission. 25 September 2012. Web. 21 August 2014.