

**RIO RANCHO LIBRARY AND
INFORMATION SERVICES**

COLLECTION DEVELOPMENT

AND

MATERIALS SELECTION

POLICY

SEPTEMBER 2021

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Section I

The Libraries: Community Description, Purpose, and Goals

Community Description

The Rio Rancho Public Libraries consist of three locations: the Loma Colorado Main Library at 755 Loma Colorado Blvd NE, the Esther Bone Memorial Library at 950 Pinetree Rd SE and the “Quality of Life Center at Enchanted Hills.” The Rio Rancho Public Libraries serve the growing populations of Rio Rancho, Sandoval County, and other surrounding communities.

According to the United States Census Bureau, as of April 2020 the estimated current population of Rio Rancho is: 104,046

Age Group	2020 Census
Under 5 years	5.6%
Under 18 years	24.4%
Over 65 years	15.4%

Educational attainment of Rio Rancho residents as per the 2019 American Community Survey is as follows:

Population 25 years and over	102,218	%
Less than 9th grade	2,728	2.7%
9 th to 12 th grade, no diploma	4,615	4.5%
High school graduates, includes equivalency	26,993	26.4%
Some college, no degree	23,313	22.8%
Associate's degree	10,892	10.7%
Bachelor's degree	19,438	19.0%
Graduate or professional degree	14,239	13.9%

Percent high school graduate or higher		92.8%
Percent bachelor's degree or higher		32.9%

According to the 2019 American Community Survey, the ethnic makeup of Rio Rancho's population is as follows:

White	Hispanic or Latino (of any race)	Black/ African American	American Indian & Alaska Native	Asian	Some Other Race	Two or More Races
46.5%	43.7%	3.1%	3.4%	2%	0%	1.4%

According to the 2019 American Community Survey, the language makeup of Rio Rancho's population 5 years and older is as follows:

English	Spanish or Spanish Creole	Other Indo European Languages	Asian and Pacific Island Languages	Other Languages
79.3%	16.6%	0.7%	1.7%	1.8%

Purpose of the collection development policy

The Rio Rancho Public Libraries collection development policy purpose is to define for staff and the public the principals and protocols upon which our materials are selected and purchased; to provide consistent and realistic expectations based on funding, community needs, technology, and staff resources; and to protect intellectual freedom and prevent censorship while also allowing individuals a method to express their opinions and objections. It provides a framework for building and molding the collection into a body of work that meets the needs of its community and provides realistic expectations about the depth and scope of the collection.

Collection development priorities

The Rio Rancho Public Libraries will strive to provide a balanced collection that serves the literary and informational needs of its community, providing library materials in as many subject fields as possible within budgetary limitations. It will practice ongoing collection evaluation utilizing statistical tools such as circulation reports and turnover rates to regularly update print and online resources and enhance its collection and service to the public. It will provide library materials in a variety of formats that inform users of timely issues and timeless ideas; empower them to explore diverse opinions and conduct research on topics of interest; inspire them to learn, create, and discover; and entertain all ages seeking recreation and leisure. The Library will encourage and consider patron input regarding the collection and its development, providing a method for suggested purchases. It will support the Library Bill of Rights and the Freedom to Read statement.

SECTION II

Library Collections and Selection Decisions Statement

Descriptions of current collection

The Rio Rancho Public Libraries collection consists of books, media, digital materials, and other types of items. It is mostly a current collection driven by popularity. The collection provides a diversity of viewpoints as well as materials for all age groups.

Fiction and non-fiction titles make up the core of the library collection. They are represented in books, DVDs, audiobooks, and digital collections. Titles are generally selected with the recreational, educational, and practical needs of the community in mind. Many titles are written in series and these are maintained where possible. Patron suggestions are given serious consideration.

Also worth noting is the representation of large print, music CDs, Spanish language, graphic novels, newspapers and magazines, laptops, hotspots, and educational kits. All can be checked out.

Selection Decisions

The following criteria will be taken into consideration by selectors when selecting materials for the collection, regardless of the format. Certain criteria may apply more to one format or genre than another:

- quality of writing or production
- authority of author or producer
- accuracy
- authenticity
- comprehensiveness
- timeliness
- demand
- depth of treatment
- clarity
- presentation
- style
- suitability to the recreational, informational, and educational needs of the community
- need for the viewpoint or subject in the collection
- selector recommendations in conjunction with professional reviews
- patron recommendations

The following material will generally not be purchased for the collection:

- textbooks
- material that is professionally specific or esoteric

- obscene or pornographic material in which the obscenity or pornography is the sole purpose
- materials that are abridged

Selectors use their professional expertise to evaluate reviews from a wide variety of sources. Some of the more common are:

- Library Journal
- Booklist
- Publishers Weekly
- Kirkus
- School Library Journal
- The Horn Book Magazine
- New York Times Book Review
- magazines and newspapers
- publishers' and producers' catalogs

Gifts

Gifts (materials donated to the library) are subject to the selection criteria listed above and will only be added to the collection if needed to meet the circulation demand and to support collection development goals. Gift copies may replace existing worn out copies.

Collection Maintenance

Regular year-round weeding is necessary to keep the collection up to date and to ensure relevance to community needs.

Materials may be withdrawn based on these and other criteria:

- damage
- excess copies
- other titles in the subject area
- availability of newer or updated material on the subject
- circulation history

Withdrawn materials will be sent to the Sustainable Shelves program, this program gives credit to libraries for books that they can resell, and recycles materials they cannot. No materials will be held for or given to individuals.

Funding Sources

Funding for library materials purchased by the Rio Rancho Public Libraries include Sandoval County G.O. Bonds, State of New Mexico G.O. Bonds, monetary donations and various grants applied for and received by the library.

SECTION III

Description of Current Collection

All collections in the library, with the exception of Fiction and Biography, use Dewey Decimal Classification. Fiction collections are filed by author or main entry, and Biographies are filed by the last name of the subject.

Class 000 – Generalities

Class 100 – Philosophy and psychology

Class 200 – Religion

Class 300 – Social sciences

Class 400 – Language

Class 500 – Science

Class 600 – Technology

Class 700 – Arts & recreation

Class 800 – Literature

Class 900 – History & geography

Adult Collections

Fiction

Nonfiction

Reference

Biography

Large Print

Spanish

Graphic Novels/Comic Books/Manga

Magazines and Newspapers

DVDs

Music

Audiobooks

Periodicals

Children's Collections

Children's materials will complement but not substitute for those collections found at the schools.

Fiction

Easy (Picture Books)

Nonfiction

Biography

Homeschool

Spanish

Graphic Novels/Comic Books/Manga

Periodicals

DVDs

Music

Audiobooks

Teen Collections

Teen materials will complement but not substitute for those collections found at the schools.

Fiction

Nonfiction

Biography

Graphic Novels/Comic Books/Manga

Periodicals

Audiobooks

Digital Collections

The Libraries will offer online, digital, downloadable, and streaming formats for all ages. Digital content is available through the Rio Rancho Public Libraries' website and often through apps on mobile devices. Digital content includes:

- eBooks
- eAudiobooks
- eMagazines
- music

- videos
- digitized newspapers
- databases for educational, professional, and recreational purposes

Selection of these resources is based primarily on popularity, educational value, and patron requests.

Interlibrary Loans

For items that don't fit into the scope of our collection, the Libraries offer an interlibrary loan service, whereby almost any title can be obtained for a small fee paid by the patron. For more information, contact the Loma Colorado Main Library or Esther Bone Memorial Library.

SECTION IV

Request for Reconsideration and American Library Association Advocacy Statements and Policies

Requests for Reconsideration

Library patrons requesting reconsideration and removal of an item in the collection may submit a completed Request for Reconsideration form, which is available at either library location, at the end of this document, and on the library website. Administrative staff will review the request in relation to the library's mission and selection criteria and a reply will be sent to the library patron. The item in question will not be removed from the shelf during the reconsideration process.

American Library Association Advocacy Statements and Policies

Rio Rancho Public Libraries follows the American Library Association (ALA) *Library Bill of Rights*, *Freedom to Read Statement*, and *Freedom to View Statement*. These can be found at the following and at the end of this document:

- Library Bill of Rights
<http://www.ala.org/advocacy/intfreedom/librarybill>
- Freedom to Read Statement
<http://www.ala.org/advocacy/intfreedom/freedomreadstatement>
- Freedom to View Statement
<http://www.ala.org/advocacy/intfreedom/freedomviewstatement>

Library Bill of Rights

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

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

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

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

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

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

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

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

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

Inclusion of "age" reaffirmed January 23, 1996.

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. See the documents designated by the Intellectual Freedom Committee as [Interpretations of the Library Bill of Rights](#).

The Freedom to Read Statement

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

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

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

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

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

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our

democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

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

We therefore affirm these propositions:

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

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

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

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

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

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

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

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

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

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

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

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

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

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

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

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

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

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

Request for Reconsideration



755 Loma Colorado Dr. NE
Rio Rancho, NM 87124

Please complete this form and return it to a staff member. Date _____

Name _____ Phone # _____

Address _____

City _____ State _____ Zip _____

Email _____

Do you represent: yourself an organization? (check one)

What type of material or service are you commenting on?

- Book Magazine Library Program Movie
 Music CD Display/Exhibit Newspaper Audiorecording
 Slide Internet Resource/Site Other (brief description)

What item/program/display/exhibit are you commenting on?

If commenting on an item, what is the title and author/performer/producer?

If commenting on a program/display/exhibit what is the title and the date?

How did this title/event/display/program/exhibit come to your attention?

(Recommended by staff member, review, friend's recommendation, found on shelf, visited library, calendar announcement, publicity announcement, etc.)

Did you read or listen to the entire work, stay for the entire program, view the entire display? If not, which selection or part did you read or view?

What is it that you find objectionable? Please be specific; cite pages, excerpts, or scenes whenever possible.

Thank you for your comments. A member of our Administrative Staff will contact you regarding your concerns.

Please use the back of this page for further comments if necessary.