

Bruce Guadalupe Elementary School  
Bruce Guadalupe Middle School

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Library Collection Development Policy



**What a school thinks about its library is a measure of what it thinks about education.**

- **Harold Howe, former U.S. Commissioner of Education**

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### **Bruce Guadalupe Mission Statement**

The mission of Bruce Guadalupe, as a nonsectarian, nonprofit, bilingual, community-based charter school, is to create an environment that fosters high expectations and excellence for all students. In addition to valuing the use of two languages and many cultures, Bruce Guadalupe will provide students with a clear sense of identity, a positive attitude towards learning and effective communication skills. Bruce Guadalupe will continue to encourage parental involvement as a vehicle for ensuring each student's success.

Bruce Guadalupe promotes and supports equal opportunity for all individuals regardless of race, color, ancestry, religion, gender, national origin, handicap, or age.

### **Bruce Guadalupe Library Media Center Mission Statement**

The library media program at Bruce Guadalupe is based on the concept of free access to information that reflects the cultural diversity and the pluralistic nature of a global society. This free access is available to all students and staff.

In support of this concept, the program seeks to foster inquiry and learning by enhancing the instructional program through information literacy. The ability to locate, evaluate, and apply information is necessary in order to be a productive citizen in our complex society. The library media center is the gateway to the array of information resources available.

The library media program is committed to the responsibility for ensuring that all students will become discerning information consumers and thereby perpetuate the goal of lifelong learning for every student.

### **United Community Center Mission Statement**

UCC provides services to Hispanics and near south side residents, of all ages, in the areas of education, cultural arts, recreation, community development and health and human services.

UCC assists individuals to achieve their potential by focusing on cultural heritage as a means of strengthening personal development and by promoting high academic standards in all of its educational programs.

## **Function of the Bruce Guadalupe Library Media Centers**

The function of the library media centers is to locate, gather, provide, and coordinate use of the school's learning materials in conjunction with the necessary technology required for the use of these materials.

The concept of the library media program is one which provides for instruction and service with emphasis on instructional development, information literacy, information retrieval, research, and resource sharing, so that students acquire and strengthen skills in reading, listening, observing, inquiry, generalizing, verifying, synthesizing, evaluating, and creatively organizing and communicating ideas.

## **SELECTION CRITERIA FOR LIBRARY MEDIA MATERIALS**

School library media specialists are responsible for the review, evaluation, and selection of the school library media collection. They are guided by the selection policy that embodies the philosophy and procedures set forth in national, state, and county documents. Library media specialists work cooperatively with administrators and teachers to provide resources that represent diverse points of view, stimulate growth in thinking skills, and promote the overall educational program. Library media collections are developed to meet both curricular and personal needs. To ensure that these needs are met, library media specialists apply selection criteria and use recommended selection tools. All purchases, including gifts, should meet the same selection standards.

This selection policy reflects the philosophy and goals of the school system and supports the principles of intellectual freedom described in [Information Power: Guidelines for School Library Media Programs](#), the [Library Bill of Rights](#) (ALA), [Students' Right to Read](#) (NCTE), and other [position statements on intellectual freedom](#) from the American Library Association and the American Association of School Librarians. Bruce Guadalupe complies with federal laws regarding Internet safety and protection by requiring a filtering proxy server on its network that is maintained by UCC.

### **\* Bilingual Education**

Bilingual education is a human and civil right. Students have the right to be educated in a manner that affirmatively acknowledges their native language abilities as well as ensuring their acquisition of English. Library media materials will support the goals and objectives of a bilingual curriculum.

### **\* Appropriate for recommended levels**

Library media materials should be accessible to students of varied abilities, and meet informational and interest needs of all students.

**\* Pertinent to the curriculum and the objectives of the instructional program**

Library media materials should be selected on the basis of assessed curricular needs. Materials should reflect the identified learning outcomes of the instructional program.

**\* Accurate in terms of content**

Library media materials should present facts in an objective manner. Authority of the author, organization, publisher/producer should be a consideration in selection. Materials concerning human development and family life should contain facts that are presented in a manner appropriate to the level of the students.

**\* Reflective of the pluralistic nature of a global society**

Library media materials should provide a global perspective and promote diversity as a positive attribute of our society. It is important to include materials by authors and illustrators of all cultures.

**\* Free of bias and stereotype**

Materials should reflect the basic humanity of all people and be free of stereotypes, caricatures, distorted dialect, sexual bias, and other offensive characteristics. Library materials concerning religious, social, and political content should inform rather than indoctrinate.

**\* Representative of differing viewpoints on controversial subjects**

Students have the right to information on both sides of a controversial issue. By having access to a variety of resources students will have the knowledge base to develop critical thinking and problem solving skills. The school library media center provides free and equitable access to all information.

**\* Appropriate format to effectively teach the curriculum**

Library media materials should be available in variety of formats, e.g., print, nonprint, electronic, multimedia, to meet the needs and learning styles of a diverse student population.

**\* Recent copyright date as appropriate to the subject**

Library media materials should be assessed for currency of the information as it relates to the content and purpose of the item.

**\* Acceptable in literary style and technical quality**

Literary quality, technical merit, physical arrangement, and aesthetic characteristics should be considered as integral components in the evaluation of all media formats.

**\* Cost effective in terms of use**

Library media materials should be evaluated for cost effectiveness in terms of accessibility, projected use, and durability.

**\* Appropriate for students with special needs**

Library media materials should be provided to meet curricular needs and the individual needs, interests, and learning styles of all students at all levels.

**IMPLEMENTING THE SELECTION POLICY**

The objective of the selection policy is to increase the awareness of educators of the many considerations one must apply when making decisions about information resources available to students and teachers. The rapid production of knowledge as characteristic of the "Information Age" brings with it many challenges. According to John Naisbitt, "we have for the first time an economy based on a key resource (information) that is not only renewable, but self generating. Running out of information is not a problem, but drowning in it is."

Library media specialists take leadership in communicating to the educational community the purpose and scope of the selection policy. The responsibility for coordinating the selection of library materials rests with the library media specialist who seeks faculty, student, and parent recommendations for purchase of library media materials. Favorable reviews from professional review journals and authoritative selection references should be used when developing library media collections. Wherever possible, direct examination of materials is advisable to ensure that they meet selection criteria. Library media materials listed in the Instructional Materials Catalog, the Periodicals Catalog, and the H.W. Wilson Catalog have been evaluated by school library media specialists and approved for purchase.

**Essential Curriculum and Collection Development**

The major emphasis of collection development should be to provide materials that meet curricular needs. To assess these needs, knowledge of the Essential Curriculum and access to these guides is important. It is recommended that a copy of each curriculum guide be housed in the library media center. The library media specialist needs to be familiar with changes and additions to the curriculum and how they effect collection development.

## **Teacher Recommendations**

Communication with teachers to assess curriculum needs and recommendations for purchase is an important part of the selection process. Since the library media collection is an integral part of the instructional and learning process, the strength and value of the collection are ensured when teachers are actively involved in the selection process. A sample form is included at the end of this document.

## **Student and Parent Recommendations**

Suggestions from students and parents are also an important part of the selection process. As students seek information for curricular purposes or use the library media center for personal interests, students and parents are encouraged to make recommendations of specific resources or subject areas where information is needed. A sample form is included at the end of this document.

## **Professional Review Journals**

The following online sources are recommended as tools to locate reviews. Most are considered professional review journals, e.g. *Booklist*, *Booklinks*, *Multicultural Book Reviews*, and *School Library Journal*; however, some are considered general popular review sources. Keep this in mind when using these sources. Many of the sources listed below are available for purchase in the *Periodicals Catalog*.

## **Review Resources**

- \* The ALAN Review
- \* Book Links
- \* The Book Report
- \* BookReview.com
- \* Booklist Online
- \* The BookPage
- \* BookWire
- \* Bulletin of the Center for
- \* Children's Books
- \* Caldecott Medal Home Page
- \* Carol Hurst's Children's Literature
- \* Children's Book Reviews
- \* Children's Books
- \* Children's Bookwatch
- \* Children's Literature Web Guide
- \* Coretta Scott King Award Home
- \* Education Review
- \* Educational Software Review
- \* Follett TITLEWAVE

- \* Library Talk
- \* Multicultural Book Reviews
- \* Newbery Medal Home Page
- \* Neverending Stories
- \* Notes from the Windowsill
- \* Pura Belpré Award Homepage
- \* School House Software Reviews
- \* Teen Hoopla Book Reviews
- \* Way Cool Software Reviews
- \* World of Reading (reviews by children)
- \* Young Adult Books

### **Core Collection Tools**

Core collection tools are authoritative selection references to help assess the quality of the media collection and the availability of resources from various publishers/producers. Unlike review journals that are published monthly/bi-monthly, core collection references are updated annually. The following core selection references are available from the LAMS Professional library or may be purchased locally:

- \* *Children's Catalog*
- \* *Elementary School Library Collection*
- \* *Junior High School Catalog*

### **Online Collection Development and Acquisitions**

Using technology to work effectively and efficiently is a goal of the BG Library Media Centers. Online ordering greatly reduces the volume of paperwork and ensures more timely delivery of goods, as well as savings to Bruce Guadalupe and UCC.

### **Vendor Catalogs**

Publisher and jobber catalogs can be useful in preparing orders and determining the availability of materials. The library media specialist should keep in mind that these are marketing tools, not selection tools. It is recommended that a Publisher & Producer file be kept only for those catalogs that are most useful and appropriate for the collection. Some catalogs list review sources, but they may not necessarily be positive ones. Also, some jobbers will prepare upon request subject specific bibliographies of materials, e.g., multicultural with reference to reviews. These lists can be used to facilitate preparation of purchase requisitions.

## **CONSIDERATIONS FOR SELECTION OF PRINT MATERIALS**

There are general selection criteria that apply to all library media materials. The following media formats require additional considerations.

### **Books**

Due to the high cost of materials, it is important to examine books with the following additional criteria in mind before purchasing:

- \* Illustrations and layout
- \* Type style and text density
- \* Paper quality
- \* Durability of bindings
- \* Readability and interests levels
- \* Indexing

### **Paperbacks**

Paperbacks are an inexpensive way to supplement the library media collection for duplication of titles, in-depth studies, special projects, and leisure reading. It is recommended that first copies of picture books be hardbacks.

When deciding whether to purchase paperback books or hardbound books consider the following:

- \* Curricular demand placed on these books in the individual school
- \* Use of these materials for research, independent reading, duplication of classics, and popular fiction
- \* Cost and use of paperback books as compared to the cost of hardback books

### **Periodicals**

Periodicals support the curriculum and provide leisure reading for students. Professional review journals and library periodicals for instruction may be considered for purchase. Consider access to full text online periodical databases, e.g., ASAP1 from Dialog Information Services.

### **Newspapers**

Newspapers may be ordered as needed. Consider access to full text online newspaper databases, e.g., *Milwaukee Journal Sentinel*, *New York Times*, *Washington Post*, *Los Angeles Times* from Dialog Information Services and the limited editions of the same titles on the World Wide Web.



## **Pamphlets**

Pamphlets that support the curriculum may be added to the collection. It is recommended that they be organized in an information file by subject rather than fully cataloged. Apply general selection criteria.

## **Reference**

Reference materials in both print and electronic formats provide comprehensive information in both general and subject-specific areas. They also serve as access tools to information from other sources including school, public, academic, and electronic collections.

The following points need to be considered:

- \* Cost effective in terms of projected use
- \* Authority
- \* Arrangement and indexing
- \* User-friendly

## **SELECTION OF NONPRINT INSTRUCTIONAL MATERIALS**

Bruce Guadalupe is responsible for establishing an Instructional Materials Evaluation Committee as set forth in this selection policy statement. It is suggested that part of the review process is an annual Instructional Materials and Technology Exhibit that would be held to showcase instructional materials for sale by various publishers/producers. The exhibit would be open to all teachers, students, and citizens interested in previewing instructional materials.

Bruce Guadalupe is responsible for establishing a Nonprint Evaluation Committee to preview and evaluate instructional materials that are being considered for inclusion in the Library Instructional Media Catalog. All materials listed in this catalog are approved for purchase.

### **Considerations for Selection of Nonprint Materials**

The criteria for selection of nonprint materials are essentially the same as for print materials. The quality of auditory and visual presentation should be considered as well as accuracy of information and the appropriateness of format.

Nonprint materials should:

- \* Promote instructional goals and support the curriculum
- \* Provide a variety of media formats to meet the needs of the curriculum
- \* Present content in appropriate format and acceptable technical quality.

- \* Avoid dense text and graphics

### **Considerations for Selection of Electronic Resources**

The criteria for selection of electronic resources are essentially the same as for print materials. Electronic resources such as CD-ROM, computer software, and online services provide greater access to information. Access to these fee-based database services should be 24-hours a day with remote access from home. Availability of network versions and site license agreements are also factors in selection.

Electronic resources should:

- \* Provide learner control through flexible pacing, variable difficulty, and optimal branching and linking
- \* Information is accurate and reliably maintained
- \* Organization, searching capabilities, and navigation tools enhance information retrieval
- \* Provide record keeping and management options, if applicable
- \* Provide readable text, attractive graphics, and an appealing layout
- \* Have easy-to-understand, comprehensive documentation.
- \* User friendly
- \* 24-hour access with remote connection from home

### **Access to Internet Resources**

Access to the Internet is a right and privilege granted to all students by Bruce Guadalupe. Through the annual notification process of the technology teachers, media specialists and / or school principals, parents or guardians will receive information on all behavior expectations, including appropriate and safe use of the Internet. Parents or guardians who DO NOT want their child to have access to Internet resources must submit a letter the school principal. Federal Telecommunications Policy defines use of the Internet for "educational purposes," outlines expectations for appropriate and acceptable use guidelines for school and office web publishing, and copyright compliance.

### **COLLECTION DEVELOPMENT**

The school library media program is an integral part of the instructional process. As part of the instructional process, the collection development is based upon the belief that all students, teachers, administrators, and support staff should have open access to all forms of information relevant to learning and teaching the curriculum. To ensure access to quality library media collections, a systematic process for assessing and building library media collections is essential.

Collection development is the ongoing process of identifying strengths and weaknesses of library media collections in terms of student needs. Collection development demonstrates that funds are being spent wisely and that library media collections meet the

informational needs of the curriculum as well as independent reading and viewing needs of students. The three components involved in the collection development process are:

### **Analysis of the School Community**

In order to be responsive to the unique needs of each school, a collection development process must be based upon an analysis of student needs at that particular school. There will be some similarities among library media collections across the county, but the profile provided by this analysis will ensure that the specific needs of each school are addressed.

### **Assessment of the Library Media Collection**

Collection assessment is needed to determine the quality of the existing library media collection. It is an organized method for collecting statistics on the age of the collection, the number of titles in the collection, and the ability of the collection to meet curricular needs.

### **Selection and Acquisition of Materials**

The selection and acquisition of new library media materials will be based upon the needs of each library media center as determined by the collection assessment process and upon the availability of funding by UCC and the Wisconsin Department of Public Instruction policy, i.e. Common School Funds, should be followed when selecting all library media materials.

## **MANAGING ORGANIZED COLLECTIONS FOR ACCESS**

Students and staff shall have access to "an organized and centrally managed collection of instructional materials and technologies." Bruce Guadalupe ensures by its policy that all materials will be cataloged and processed, U.S. MARC Records are made for all holdings, and these digital records are imported in school library automated catalogs and circulation systems.

## **ASSESSMENT AND INVENTORY PROCESS**

An essential step in collection development is assessment of the needs of the curriculum and student population with regard to library media resources. Library media specialists will develop yearly and long-range plans to assist in ongoing assessment.

Assessment of the collection includes taking inventory of existing materials, assessing materials in relation to needs of instructional units, and weeding outdated and inappropriate materials.

The inventory is a process by which holdings are checked against the automated cataloging system and the actual item to determine if the resource is still part of the

collection and still meets selection criteria. The objective of this inventory is to ensure that the automated cataloging system accurately reflects the collection that is the key access point for students and teachers to locate information within the library. This procedure should not disrupt the library media program as automation of school library holdings greatly speed up the process using the barcode scanning feature. An annual inventory is recommended, as the data is critical to making collection development decisions about the quality and quantity of the collection in meeting the needs of students and staff.

## **GIFTS AND DONATIONS**

Bruce Guadalupe welcomes gifts and donations, which are here considered in two categories:

### **Solicited Gifts**

- \* Donations should be chosen from the library's wish list maintained for this purpose. Other books or materials may be donated after consultation with the librarian to determine the library's needs.
- \* The librarian may decline Birthday Books that duplicate materials already in the library's collection or otherwise do not meet collection needs. Worn or obviously used books and most paperback books are not appropriate Birthday Book donations
- \* While the wishes and feelings of donors will be respected as much as possible, the final decision on acceptance and retention of donations, as with other donations and additions to the collection, rests with the librarian.
- \* Books often become worn and out-of-date over the years and may need to be discarded. The book donation will then be withdrawn from the library collection.

### **Unsolicited Donations**

- \* Unsolicited donations will be reviewed in light of the selection criteria listed above. Materials that do not meet these criteria will be offered to teachers for their classroom collections or donated to some other community organization.
- \* When possible, the librarian will inform donors of unsolicited material of this procedure, and will offer them the choice of keeping materials the library does not need.
- \* If an unsolicited donation is in new condition and constitutes an exceptionally valuable addition to the library collection, the librarian may acknowledge the donation with a bookplate and a written note.

## **INVENTORY PROCEDURES**

### **Weeding Library Media Materials**

A good collection development plan must include weeding. The process of weeding is a key part of assessing the collection. It helps keep collections relevant, accurate, and useful; and it facilitates more effective use of space in the library media center.

Library media materials should be weeded if they:

- \* Are in poor physical condition
- \* Have not been circulated in the last five years
- \* Are outdated in content, use, or accuracy (Copyright date should be considered; however, do not make a decision to weed based solely on the copyright date of the material. Some older material may be considered classic or may be of great historical value to your collection.)
- \* Are mediocre or poor in quality
- \* Are biased or portray stereotypes
- \* Are inappropriate in reading level
- \* Duplicate information that is no longer in heavy demand
- \* Are superseded by new or revised information
- \* Are outdated and unattractive format, design, graphics, and illustrations
- \* Contain information that is inaccessible because they lack a table of contents, adequate indexing, and searching capabilities
- \* Are not selected in accordance with general selection criteria

### **Withdrawing Library Media Materials**

Although the final decision to withdraw materials from the library media collection is one that is made by the library media specialist, subject area, grade level teachers, and other faculty members may be invited to review the items marked for withdrawal. Withdrawn materials may be distributed to classrooms, given to students, or discarded.

## **CONSIDERATION FILE**

Library media specialists should maintain a CONSIDERATION FILE for future purchases. This file should reflect school needs, staff recommendations, and reviews. Technology has greatly enhanced the efficiency of creating consideration files, e.g., Follett's Titlewave. For items not available book jobbers who have online ordering and collection development, create a database to input ordering information for resources which are recommended for purchase and to output a list of resources to order. Some suggested database fields are: Title, author, publisher, copyright, review source, price.

## **Rebinding Procedures**

The library media specialist can easily repair some books. If a book cannot be repaired locally, a decision must be made to rebind or reorder the book.

Rebinding is usually not an attractive or cost efficient option. Books that are rebound will have plain cloth covers without printed titles, illustrations, or book jackets. The best candidates for rebinding are expensive reference books and textbooks that are updated and expected to stay in the collection. Out of print books should be carefully evaluated as to their merit before rebinding. Books that have dirty, torn or brittle pages should be reordered and not sent for rebinding.

The cost of rebinding will be billed to the local school library. The total expenditure must be deducted from the next year's library materials allotment. Although the cost of rebinding varies yearly according to the bid price, an average book can be estimated at 25% of the replacement cost.

## **RECONSIDERATION OF INSTRUCTIONAL MATERIALS**

When a concern is expressed about instructional materials or library media resources, the library media specialist needs to consider both the citizen's "right" to express an opinion and the principles of Intellectual Freedom. School library media specialists support the right of students, parents, or legal guardians to reject the appropriateness of materials for themselves or their child/ward.

The Citizen's Request for Reconsideration of Instructional Materials form is used to notify Bruce Guadalupe of an objection to information resources available in the library media centers.

### **Responding to a Reconsideration Request**

- \* Listen calmly and objectively.
- \* Explain briefly selection criteria/procedures established by Bruce Guadalupe.
- \* Request the complainant to complete the Citizen's Request for Reconsideration of Instructional Materials form the complainant is responsible for sending the completed form to the appropriate office as indicated.
- \* Confer with the principal about the concern. Discuss the purpose and use of the resource, professional reviews, and the selection criteria/procedures. It is recommended that the item not be removed from the collection until the Materials Reconsideration Committee makes its decision.

The principal(s) will inform the library media specialist and complainant about the decision regarding the material reviewed for reconsideration.

**Reconsideration Form Only**

Bruce Guadalupe Community School  
1028 South 9<sup>th</sup> Street  
Milwaukee, WI 53204

Bruce Guadalupe Middle School  
920 South 9<sup>th</sup> Street  
Milwaukee, WI 53204

**CITIZEN'S REQUEST FOR RECONSIDERATION  
OF INSTRUCTIONAL MATERIAL**

Author: \_\_\_\_\_

Type of Instructional Material: \_\_\_\_\_

Title: \_\_\_\_\_

Publisher (if known): \_\_\_\_\_

Request initiated by: \_\_\_\_\_ Telephone: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Curriculum area and grade level of item: \_\_\_\_\_

Complainant represents: \_\_\_\_\_

Please circle: self      organization      other (identify organization or group)

1. To what in the item do you object? (Please be specific)

2. What do you feel might be the result of using this item?

3. For what age group would you recommend this item?

4. Do you feel there is any value in this item?

5. Did you examine the entire item? What parts?

6. Have you had an opportunity to discuss the proposed use of this item with a staff member?

\_\_\_\_\_ Date \_\_\_\_\_  
Signature of Complainant

**Please send this request to:**

Pasqual Rodriguez  
Executive Principal  
Bruce Guadalupe Middle School  
920 South 9<sup>th</sup> Street  
Milwaukee, WI 53204

**Or**

Santiago Navarro  
Principal  
Bruce Guadalupe Middle School  
920 South 9<sup>th</sup> Street  
Milwaukee, WI 53204

You will receive a response from: The Executive Principal or Principal



**FACULTY RECOMMENDATIONS FOR  
LIBRARY MEDIA CENTER MATERIALS**

**Form Only**

Teacher's Name \_\_\_\_\_ Date \_\_\_\_\_

Subject Area: \_\_\_\_\_ Grade Level: \_\_ Reading Level: \_\_

Curriculum Unit \_\_\_\_\_

Special Needs (Visually impaired, ESL, G/T):

Type of media requested, e.g., book, video, computer software, CD-ROM

Please list specific recommendations:

- \* Author
- \* Title
- \* Type of Media
- \* Publisher/Producer
- \* Copyright Date

Review Source (if known)

Please list specific recommendations:

- \* Author
- \* Title
- \* Type of Media
- \* Publisher/Producer
- \* Copyright Date

Review Source (if known)

**STUDENT and PARENT RECOMMENDATIONS FOR  
LIBRARY MEDIA CENTER MATERIALS**

**Form Only**

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

I would like materials on these subjects in the library media center:

I would like the following books in our library:

The library needs more information on the following subjects:

I would like to have the following nonprint or electronic resources in the library media center:

## **Appendix A**

### **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 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.

## **Appendix B**

### **DECLARACIÓN DE LOS DERECHOS DE LAS BIBLIOTECAS**

La Asociación de Bibliotecas de los Estados Unidos (American Library Association) afirma que todas las bibliotecas son foros abiertos para la información y las ideas, y que las siguientes normas básicas deben dirigir sus servicios.

I. Con el fin de satisfacer el interés de sus usuarios y darles acceso a todo tipo de información, toda biblioteca debe poner sus libros y otros recursos a la disposición de todos los integrantes de la comunidad a la cual sirve.

II. Toda biblioteca debe proveer información y materiales que representen todos los puntos de vista sobre temas históricos y de actualidad. Ningún material debe ser prohibido ni retirado de circulación por motivos doctrinarios o partidistas.

III. En su misión de proveer información sin restricciones, toda biblioteca debe enfrentarse a todo acto y tipo de censura.

IV. Toda biblioteca debe cooperar con todos los individuos y grupos interesados en oponerse a cualquiera restricción a la libre expresión y el libre acceso a las ideas.

V. No se le debe negar a ninguna persona el derecho de usar la biblioteca por motivos de origen, edad, antecedentes personales o punto de vista.

VI. Toda biblioteca que cuente con espacio disponible para exhibiciones o reuniones pœblicas, debe ofrecerlo en forma equitativa, sin tener en cuenta la creencia o afiliación de los individuos o grupos que soliciten su uso.

## **References**

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