

CITY OF COPPELL

LIBRARY OPERATING PROCEDURE

Cozby Library Guidelines 103	Issue Date: 04/28/1997
Collection Development Guidelines	Revision Date: 7/31/24

PURPOSE

The Cozby Library and Community Commons (“the Library”) strives to help citizens develop their talents, acquire knowledge, embrace their passions, and fulfill their dreams, and to provide an environment that cultivates curiosity, collaboration, and creativity. As part of this effort, the Library curates a collection of materials in a variety of formats covering a broad range of topics and perspectives, for the use and enjoyment of all citizens.

For the Library’s material collection to remain current, relevant, and useful to the community as a whole, Library staff must add and remove materials over time. Staff consider a range of factors and objective criteria in selecting materials for potential addition to or removal from the collection, in order to achieve the most well-rounded collection possible with finite physical space and budgeted funds. These guidelines establish the various factors that are considered in developing and maintaining the Library’s collection of materials.

SELECTION PHILOSOPHY

*The Five Laws Of Library Science*¹

1. *Books are for use.*
2. *To every person, his or her book.*
3. *To every book, its reader.*
4. *Save the time of the reader.*
5. *The library is a growing organism.*

The Library is dedicated to individual intellectual freedom; providing equal access to current information, learning materials, and opportunities for growth. Its material collection serves the needs and interests of all members of the community. The Library therefore has a responsibility to collect a variety of materials that reflect and serve the diversity of interests, experiences, beliefs, and opinions held by members the community in their personal pursuit of knowledge.

In doing so, it is inevitable that the Library’s collection will include materials that some may find personally disagreeable or offensive; but will not preclude staff from developing library

¹ SR Ranganathan, *The Five Laws Of Library Science*. Madras Library Association, 1931. Accessible via HathiTrust: [https://hdl.handle.net/2027/uc1.\\$b99721](https://hdl.handle.net/2027/uc1.$b99721)

collections. The First Amendment to the US Constitution protects every person's right to access knowledge.

The Library recognizes and affirms the right of parents and legal guardians to guide the reading, viewing, and listening choices of their own children. It also acknowledges that this right does not extend to other children or community members, therefore the basis of selection or exclusion does not include accessibility to minors as a criterion.

The presence or absence of materials in the Library is not to be construed as an endorsement or disapproval of their contents or creators by any member of the staff, the Library Board, or the City of Coppell. The Library will not label or identify materials to show approval or disapproval of the contents, nor will it hinder access to any material in the collection except for the purpose of protecting it from damage or theft.

To maximize the effectiveness of the collection, and the resources dedicated to its provision and maintenance, the Library will avoid duplication of resources intended for a limited audience (especially if they are more readily available to their intended users through other means), or whose purchase or maintenance costs are disproportionate to their anticipated usage.

The Library subscribes to the American Library Association's [Library Bill of Rights](#) and the [Freedom to Read Statement](#), the texts of which are attached as exhibits to these guidelines.

SELECTION RESPONSIBILITY

Library staff are responsible for selecting materials based on their knowledge of the community's needs and interests, and according to the purpose, philosophy, and criteria set forth in these guidelines. Ultimate responsibility for the collections curated by the Library rests with the Library Manager, who operates within the framework of policies periodically reviewed or recommended by the Library Advisory Board.

SELECTION CRITERIA

Library staff consider the following criteria in selecting materials for inclusion in the Library collection. A given material need not meet all of the criteria below in order to be included.

- The work, creator, subject, or genre associated with the material is of contemporary significance, popular interest, or enduring value, as evidenced by indicators such as:
 - circulation of similar works already in the Library collection
 - commercial sales of similar works
 - customer requests for the work or similar works
 - prevalence of the work, creator, subject, or genre in public discourse
- The work, author, or performer has received favorable attention by critics, reviewers, and/or the public.
- The author, performer, or other creator is recognized as an authority in the work's subject area or genre.
- The material would help serve a need or interest not currently met by existing collection materials or other similarly available resources.

- For informational materials, the work is accurate, objective, and comprehensive in topic treatment, and clear and logical in presentation. If a work becomes outdated or superseded, it may be removed from the collection and potentially replaced with a newer edition or resource on the same subject.
- The format of the material is suitable for use in the public library environment, i.e.:
 - durable enough to withstand repeated use
 - compatible with the library’s existing or planned technology
- The material is readily available for acquisition at a cost that is reasonable in light of its anticipated usage and/or any gaps it may help fill in the existing collection.

SOURCES CONSULTED IN THE SELECTION PROCESS

Librarians consult a wide range of selection aids and reference sources in the process of determining an item’s suitability for inclusion in the collection. These include core collection lists; subject bibliographies; reference bibliographies; professional review journals; local, regional, state, national, and global news sources; and other journals specific to particular subject fields. Some examples include:

- Kirkus Reviews
- Booklist
- Library Journal
- School Library Journal
- Voice of Youth Advocates (VOYA)
- New York Times Book Review
- Publisher’s Weekly
- Dallas Morning News

TYPES OF MATERIALS INCLUDED IN AND EXCLUDED FROM THE COLLECTION

Formats for materials suitable for the collection include, but are not limited to:

- books in print
- digital materials downloadable to personal devices (such as e-books and e-audiobooks)
- electronic resources and databases
- newspapers, magazines, and other periodical or serial resources
- government documents
- audiovisual materials (CDs/DVDs/Blu-Rays/VOX books)
- educational toys or games
- Adapted books (braille, reading assistance)
- International books & DVDs
- multipart kits to support learning activities
- objects or equipment that promote curiosity and exploration (e.g. “Library of Things”)

As referenced above, the Library avoids duplication of effort with more specialized library collections and avoids collecting materials whose cost and maintenance would not be justified by

anticipated usage. Some materials and formats not suitable for inclusion in the Library's collection include:

- School textbooks
- Homeschool curricula
- Technical manuals
- Academic works of a highly specialized nature
- Surplus copies of resources required for school assignments

LIBRARY DISPLAYS

The Cozby Library serves at the heart of the community by perpetuating a learning environment and promoting full and equal access to information. Part of the library's mission is providing a variety of displays, both physical and virtual, that inform and enrich the lives of people of all ages and backgrounds in the city of Coppell.

Library staff uses the following criteria in making decisions about display topics, materials, and resources:

- Community needs and interest
- Availability of display space
- Historical, cultural, or educational significance
- Connection to other community or national programs, exhibitions, or events
- Relation to library collections, resources, exhibits, and programs

In addition, the Library draws upon other community resources in developing displays, and may partner with other community agencies, organizations, or educational institutions to develop and present co-sponsored displays.

The Library will strive to include a wide variety of topics in library-initiated displays and exhibits, as well as offer displays that appeal to a range of ages, interests, and information needs. Library-initiated displays should not exclude topics, books, media, and other resources solely because they may be considered to be controversial. Acceptance of a display topic by the Library does not constitute an endorsement by the Library of the content of the display, or of the views expressed in materials on display.

CITIZEN REQUESTS

The Library welcomes materials suggestions from citizens, and seriously considers those requests according to the selection guidelines stated herein. However, the Library will not purchase materials that do not meet the stated selection guidelines. As an alternative, Coppell residents interested in accessing materials through the Library that have not been selected for inclusion may do so through Interlibrary Loan.

DONATIONS

Donations to the Library, in the form of materials or funds, are welcome. However:

- Donations are subject to the selection and maintenance guidelines as stated herein.
- The Library is under no obligation to accept a donation and may refuse any material that does not meet the collection development and maintenance standards set forth in these guidelines, or that is deemed not suitable for resale by the Friends of the Coppell Public Library (see RESOLUTION NO. 2013-0924.1).
- If a donated item is added to the collection, the Library reserves the right to decide how the item is to be displayed or housed, and how it may be accessed.
- The Library does not provide or maintain a record of donated items or their valuations.
- Donated materials not added to the collection are not returned to the donor.

The Library makes every effort to dispose of any donated materials it cannot use to the best advantage, such as through transfer to the Friends of the Coppell Public Library (who may sell or recycle them as per RESOLUTION NO. 2013-0924.1), distribution to other community organizations, or recycling. Unusable materials that cannot be disposed of in any of these ways may be discarded.

COLLECTION MAINTENANCE

Librarians periodically review and evaluate the collection to remove, bind, or repair items to maintain current, balanced, relevant, and attractive materials. Items may be withdrawn from the collection for one or more of the following reasons:

- poor physical condition
- information is dated or no longer accurate
- lack of circulation, indicating lack of citizen interest
- duplicates in excess of demand
- the item does not meet the selection criteria as stated herein
- the format is no longer widely used

Withdrawn items may be transferred to the Friends of the Coppell Public Library, who may sell or recycle them as per RESOLUTION NO. 2013-0924.1.

REQUESTS FOR RECONSIDERATION OF MATERIALS

Because tastes and opinions differ in a pluralistic society, some materials in the Library's collection may be offensive to some citizens. In our democracy the rights of free speech and a free press are incorporated into our basic system of law. As a result of that incorporation, the minority does not have the right to curtail free access to materials by the majority. Equally, the majority does not have the right to deny access to materials by the minority or by an individual. Under no circumstances will library materials be removed from the collection on demand. The controversial nature of materials is not sufficient reason to remove the item from the collection, without a formal review as described below.

To have a reconsideration request considered a person must:

- be a resident of Coppell
- be a registered borrower of the Library for 3 months or more.
- read or view the material in question in its entirety; decisions regarding the material's suitability for inclusion in the collection will be based on a consideration of the work as a whole, and not on any part(s) taken out of context.
- read these Collection Development Guidelines in their entirety
- complete a Request for Reconsideration of Library Materials form, available upon request. One request will be processed at a time in the order it is received.
- supply their full name and address; anonymous requests will not be considered

Upon receipt of the completed form, the Library Manager will form a committee of Library staff to review the request. No action will be taken regarding the material's inclusion in the collection prior to this review and it will remain in circulation. Upon completion of the review, the Library Manager will contact the requestor to report the committee's findings, their decision, and any resulting action that will be taken regarding the material in question.

The requestor may appeal the decision to the Library Advisory Board by notifying the Library Manager in writing of their desire for an appeal within 30 business days of the committee's decision. The request will be scheduled for hearing before the Library Advisory Board, allowing sufficient time for the Board to review the material and the request prior to the hearing. The Board will schedule the hearing and hear the subject request. After reviewing the request, the Board may by majority vote to determine whether the material to reconsider is not within the scope or tenor of the collection criteria, Library Bill of Rights, or Freedom to Read Statement and find that the staff decision was otherwise arbitrary and capricious. The Board's decision will be final.

The Library is not required to reconsider Library materials that have been the subject of a previous request for reconsideration.

Library Bill of Rights²

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.

² Source: <https://www.ala.org/advocacy/intfreedom/librarybill>

Freedom to Read Statement³

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

³ Source: <https://www.ala.org/advocacy/intfreedom/freedomreadstatement>

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.

A Joint Statement by:

[American Library Association](#)
[Association of American Publishers](#)

Subsequently endorsed by:

[American Booksellers for Free Expression](#)
[The Association of American University Presses](#)
[The Children's Book Council](#)
[Freedom to Read Foundation](#)
[National Association of College Stores](#)
[National Coalition Against Censorship](#)
[National Council of Teachers of English](#)
The Thomas Jefferson Center for the Protection of Free Expression



Request for Reconsideration of Library Materials

Name: _____

Street Address: _____ Coppel, TX 75019

Library Card Number: _____

Phone: _____

Email: _____

Format: Book Periodical Video Electronic Resource Other: _____

Title: _____

Author (if applicable): _____

Have you read, listened to, or viewed this material in its entirety? Yes No

Have you read the Library's Collection Development Guidelines in their entirety? Yes No

How did this material come to your attention?

What positive or negative reviews, by literary critics or others, have you found for this material?

In what way does this material fail to meet the criteria set forth in the Collection Development Guidelines?

What other material or resources would you recommend in place of the material in question, or to provide additional information or viewpoints on the subject?