

# CITY OF COPPELL

## LIBRARY OPERATING PROCEDURE

Collection & Electronic Resources 101	Issue Date: 04/28/1997
<b>Collection Development Guidelines</b>	Revision Date: <del>3/8/2018</del> <u>2/14/2019</u>

### POLICY

The Cozby Library and Community Commons, in the City of Coppell, Texas, is dedicated to free and equal access to information, learning materials, and leisure materials in various formats for the citizens of the community it serves. To reflect the diversity of the community, librarians select materials in a variety of traditional and electronic formats to meet the community's needs, within the constraints of budget and material availability. To aid in the selection of appropriate materials, librarians consult professional journals, maintain awareness of local, national, and international news, encourage suggestions and comments from library users, and attend library workshops and conferences. Librarians review and evaluate the collection on a regular basis to assess its condition, currency, and relevance to the community's needs. As a result of that evaluation, librarians add, retain or remove materials as appropriate.

### DEFINITIONS

Collection Development: the systematic review and evaluation of the collection by which the staff acquires, retains, and removes library materials to maintain an effective library collection

Materials Selection: part of the collection development process, this is the review and evaluation of materials available for acquisition by the library

Traditional Materials: tangible items such as books, newspapers, magazines, journals, and other printed matter. Also includes audio/visual materials such as audiobooks, DVDs, and multimedia kits

Electronic Materials: digital materials accessed through electronic means. This includes, but is not limited to, eBooks, the Internet, external databases and various internal networks, or such technology as may be commonly used at some future point in time

### RESPONSIBILITY/AUTHORITY

The library staff are responsible for the selection of materials. Ultimate responsibility rests with the Library Director, who operates within the framework of policies periodically reviewed or recommended by the Library Board and the City Manager under the direction of the City Council.

## STATEMENT OF SELECTION PRICIPLES

The Library has a responsibility to collect materials expressing a variety of views and opinions, some of which may be personally disagreeable or offensive to those making the selection decisions or to individual citizens. The presence or absence of materials in the Library is not to be construed as an endorsement or disapproval of their contents by any member of the staff, the Library Board, or the City of Coppell.

The Library subscribes to the American Library Association's *Library Bill of Rights*, the *Freedom to Read Statement*, and the Texas Library Association's *Intellectual Freedom Statement* (see attached exhibits).

The Library recognizes that many materials are controversial and may not be appropriate for all age levels. Parents and legal guardians assume responsibility for the reading/viewing/listening choices of their children, not library staff. The selection of materials will be according to the guidelines that follow and will not be hindered by the possibility that children may discover materials offensive to their parents. Further, the Library will not label or identify materials to show approval or disapproval of the contents, nor will it segregate an item from the collection except for the purpose of protecting it from damage or theft.

Since the Library functions as a center for life-long learning, it has materials to support learning through all the ages and phases of life, from young children to senior citizens. While we do select materials to support the educational process as much as possible, the Library's collection cannot and does not substitute for the specialized collections provided by school or college libraries, nor do we collect homeschool curricula. The Library makes no attempt to duplicate materials (such as textbooks) in those collections. In addition, the obligation to provide duplicate copies for students is primarily that of the college or school library. The Library cannot undertake meeting the demands of large class assignments.

## SELECTION OF MATERIALS

1. The purpose of the materials selection policy is to:
  - guide librarians in the selection of materials
  - inform the public about selection principles
2. Materials considered for the library's collection should be:
  - of contemporary significance, popular interest or permanent value
  - accurate and objective
  - comprehensive in depth of topic treatment
  - clear and logical in presentation
3. Materials meeting the criteria above should meet one or more of the following standards to be included in the library's collection:
  - the topic is of sufficient importance to be introduced to the collection or is relevant to the existing collection in that subject area
  - the author is recognized as an authority in that subject area

- the author, illustrator, editor, publisher, artist, and/or performer have an established reputation
  - the item is of local interest, or is of popular interest, as indicated by local and national bestseller lists or citizen requests
  - the cost of the material falls within the approved or amended budget
  - the format of the material is compatible with the library's existing or planned technology
  - the material is readily available for acquisition
4. Librarians use a wide range of selection aids to determine if an item is appropriate for the collection. These aids consist of, but are not limited to, core collection lists, subject bibliographies, reference bibliographies, professional review journals, and other journals appropriate to the subject field, as follows:
- *Kirkus*
  - *Booklist*
  - *Library Journal*
  - *School Library Journal*
  - *VOYA*
  - *New York Times Book Review*
  - *Publisher's Weekly*
  - *Dallas Morning News*
5. Formats for materials suitable for the collection include, but are not limited to:
- books
  - digital materials downloadable to personal devices
  - electronic resources and databases
  - periodicals/serials
  - newspapers
  - government documents
  - audio/visual materials (CDs/DVDs/Blu-Rays)
  - educational toys or games
6. Citizen requests: The Library welcomes materials suggestions from citizens, and seriously considers those requests according to the selection guidelines stated herein. However, the Library is not under any obligation to purchase a particular item if it does not meet the stated selection guidelines. Items not owned by the library can be requested by Coppell residents from other institutions through Interlibrary Loan.
7. Donations: Donations to the Library, in the form of materials or funds, are welcome. However, ~~all donations will be treated in the same manner as all other materials:~~
- ~~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 it deems not appropriate~~ 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 ~~a donated~~the item is to be displayed or housed, and how it may be accessed.
- ~~†~~The Library does not provide or maintain a record of item value(s) or a record of donated items.
- Donated ~~mm~~ materials not added to the collection are not returned to the donors.

The Library makes every effort to dispose of any donated materials it cannot use to the best advantage, such as through donation-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 ~~will~~may be ~~donated~~transferred to the Friends of the Coppell Public Library, who may sell or recycle them as per RESOLUTION NO. 2013-0924.1.

## REQUEST 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
- file a complete Citizen's Request for Reconsideration of Materials form, available upon request

- supply full name and address; anonymous complaints will not be reviewed

Upon receipt of the completed form, the Library Director will meet with staff to review the request. When that review is complete, the Library Director will contact the citizen to explain the results of the review. Should the citizen request further review, the Library Director will convene an ad hoc Materials Review Committee consisting of the Library Director, the Library Board, and other librarians as the Director deems appropriate. The decision of the Materials Review Committee will be final.

## EXHIBITS

The Library Bill of Rights

Freedom to Read Statement

Texas Library Association Intellectual Freedom Statement

Citizen's Request for Reconsideration of Materials Form

## **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.

Adopted June 19, 1939. Amended October 14, 1944; June 18, 1948;  
February 2, 1961, June 24, 1967, and January 23, 1980,  
inclusion of "age" reaffirmed January 23, 1996,  
by the ALA Council.

## **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 avoid the subversion of politics and the corruption of morals. We, as citizens 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 citizen, by exercising critical judgment, will accept 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 or unpopular with the majority, 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 it 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 the citizen. 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; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004 by the ALA Council and the AAP Freedom to Read Committee.

## **THE TEXAS LIBRARY ASSOCIATION INTELLECTUAL FREEDOM STATEMENT**

The Texas Library Association holds that the freedom to read is a corollary of the constitutional guarantee of freedom of the press. Freedom of choice in selecting materials is a necessary safeguard to the freedom to read, and shall be protected against extra-legal, irresponsible attempts by self-appointed censors to abridge it. The Association believes that citizens shall have the right of free inquiry and the equally important right of forming their own opinions, and that it is of the utmost importance to the continued existence of democracy that freedom of the press in all forms of public communication be defended and preserved. The Texas Library Association subscribes in full to the principles set forth in the LIBRARY BILL OF RIGHTS of the American Library Association, Freedom to Read Statement, and interpretative statements adopted thereto.

Adopted September 15, 1972  
by the TLA Council

Reaffirmed 1996 – 5<sup>th</sup> Edition  
by the TLA Council

Excerpted from the Intellectual Freedom Handbook of the Texas Library Association as found at  
[www.txla.org/intellectual-freedom](http://www.txla.org/intellectual-freedom)



## Request for Reconsideration of Library Materials

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Material:**    Book\_\_\_\_\_    Periodical\_\_\_\_\_    Media\_\_\_\_\_    Electronic Resource\_\_\_\_\_

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

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

1. How did this material come to your attention?
  
2. What do you object to in the material? (Please be specific)
  
3. What sections of the material did you read or view?
  
4. What positive or negative reviews, by literary critics or others, have you found for this material?
  
5. Do you think that people who want to read or see this material should be able to access it in the library? Please explain.
  
6. What material of equal quality would you recommend in its place?

