

Kyle Public Library

# Collection Development Policy

**Kyle Public Library  
Collection Development Policy**

**I. Mission Statement**

The mission of the Kyle Public Library is to serve the community as a resource for informational, educational, recreational, and cultural enrichment by providing convenient access to books, periodicals, audiovisual materials, technology, information services, and quality programming. These services are provided for patrons of all ages and backgrounds to support literacy and knowledge.

**II. Purpose of the Collection Development Policy**

The purpose of the Collection Development Policy is to define the principles and criteria by which selection and retention of Kyle Public Library materials are made. It provides guidance to the Kyle Public Library Staff and serves to inform the public about the nature of the Kyle Public Library's collection and the motivation that drives collection decisions.

**III. Philosophy and Scope of the Collection**

The Kyle Public Library's collection serves the educational and recreational needs of the general public while reflecting the diversity of the community. It also takes a leadership role in collecting, preserving, and disseminating information of both current and historical interest on the Kyle area.

The Kyle Public Library Collection Development Policy is based on the following principles:

- A. Materials selected shall develop a well-rounded collection of current, high-quality items in a variety of formats to serve patrons in the best manner possible.
- B. The Kyle Public Library is committed to the free and open distribution of ideas and diverse opinions which shall be reflected in the library's collection and available to patrons who may form their own viewpoints.
- C. The Kyle Public Library does not, through material selection, imply agreement with the viewpoints of contents and materials within the collection.
- D. The Kyle Public Library upholds the right of all patrons to access information that may be considered controversial or unacceptable to others.
- E. The Kyle Public Library is dedicated to free and open use for all and shall not place restrictions on the use of the collection based on age, race, color, sex, national origin, educational background, religion, disability, or any other discriminatory criteria.
- F. Children shall be encouraged to develop a lifelong interest and enjoyment in reading and learning through a curated collection of materials which are also used in programs and services intended for children, parents, teachers, and other adults who work with children.

- G. Material for children and teenagers shall stimulate their interests, broaden their vision, facilitate reading skills, and enrich their educational needs.
- H. Responsibility for children's reading rests solely with their parent(s) or legal guardian(s), and the selection of materials shall not be constrained by the possibility that material may be considered inappropriate for children. The Kyle Public Library does not act *in loco parentis*.
- I. Lifelong learning for patrons of all ages shall be encouraged, and the collection shall include resources to assist them in achieving their educational and personal goals.
- J. The Kyle Public Library upholds the principles of the American Library Association's Library Bill of Rights (Appendix A), Freedom to Read Statement (Appendix B), Freedom to View Statement (Appendix C), Labeling and Rating Systems (Appendix D), and Access to Library Resources and Services for Minors (Appendix E), the Texas Library Association's Intellectual Freedom Statement (Appendix F), and the First Amendment of the Constitution of the United States (Appendix G), which protects the freedom of speech and the freedom to read, hear, and view.

#### **IV. Collection Development Criteria**

Materials are selected by one or more of the following criteria. An item need not meet all criteria for inclusion, but all new selections shall require at least two positive reviews from credible professional review sources, as outlined in Section V of this policy.

1. Popular and anticipated demand
2. Contemporary significance
3. Permanent value
4. Literary merit
5. Authority and reputation of the author, publisher, or producer
6. Evaluation in reputable review sources
7. Accuracy and currency of content
8. Receipt of, or nomination for, major awards or prizes
9. Suitability of physical form for library use
10. Relationship to the existing collection
11. Local emphasis
12. Cost and availability
13. Artistic and creative quality
14. Requests by patrons
15. Representation of diverse points of view

#### **V. Selection Tools**

Quality is pursued by applying professional discretion and publishing industry standards and through the use of appropriate selection aids. Professional resources utilized in the selection process include, but are not limited to, the following:

*Booklist*

*Bulletin of the Center for Children's Books*  
*Common Sense Media*  
*Horn Book*  
*Kirkus Reviews*  
*Library Journal*  
*New York Times Book Review*  
*Publishers Weekly*  
*School Library Journal*

## **VI. Responsibility for Materials Collection**

Ultimate responsibility for material selection and funding allocation rests administratively with the Kyle Public Library Director, who delegates to appropriately trained professional staff who make individual selection decisions.

## **VII. Electronic Materials**

Electronic materials are an essential part of modern libraries. Therefore, the Kyle Public Library recognizes the importance of providing digital materials and aspires to create a digital collection that complements and enhances the print collection. With the exception of the Texas Heritage Room, it does not seek to digitize existing material, but rather to obtain material in existing digital formats. Electronic materials shall be purchased in the most appropriate format currently available and as pricing permits.

While electronic materials are vital, a balance between print and electronic materials is key. For example, in reference, electronic databases are an essential part of the collection and take priority over print, yet a streamlined core collection of print reference materials nevertheless remains essential.

Conventional collection development policy and practices described in this document shall be applied to the selection and purchase of electronic resources, with additional criteria as follows:

1. Ease of use
2. Remote access potential
3. Licensing requirements
4. Ability to be hosted off-site
5. Hardware, software, networking, security, and authentication requirements
6. Consistent accessibility
7. Comparison of content with other available formats
8. Comparison of cost with other available formats
9. Inclusion in the Library catalog

## **VIII. Deselection Policy**

Deselection is the practice of culling books from the collection. The Kyle Public Library recognizes the importance of maintaining a collection of current, balanced, and useful materials; therefore, a periodic evaluation of the collection will be performed to remove or replace materials as necessary. Deselection helps utilize space, gives the Kyle Public Library a reputation for reliability by having an updated

collection, and culls materials in need of repair or replacement. Items dealing with local history or that are of historical value are an exception.

Materials will not be deselected or removed from the collection, nor will they be moved from one section to another, based on viewpoint or content alone.

The following guidelines shall serve as guidelines for deselection:

- A. Physical condition
  - a. Items are damaged, worn, dirty, brittle, tattered, contain discolored or missing pages, are poorly bound, etc.
- B. Appearance
  - a. Items are of dated appearance which discourages use
- C. Multiple volumes
  - a. Multiple copies of items no longer in demand
- D. Poor Content
  - a. Information is dated, inaccurate, or item is found to be poorly written
- E. Use
  - a. Items are no longer of interest to readers based on circulation statistics
- F. Obsolescence
  - a. Items containing subject matter no longer of current interest
  - b. Older or superseded editions

## **IX. Reconsideration of Library Materials**

The Kyle Public Library fully endorses the principles documented in the Library Bill of Rights and the Freedom to Read Statement of the American Library Association (available in the following pages). Materials available in the Kyle Public Library present diverse viewpoints, enabling patrons to make the informed choices necessary in a democracy. The Kyle Public Library also selects a wide variety of library materials that satisfy the diverse interests of our community. The Kyle Public Library upholds the right of the individual to access these resources, even though the content may be controversial, unorthodox, or unacceptable to some. The Kyle Public Library's varied collection is available to all; however, it is not expected that all of the collection will appeal to everyone.

A patron with a valid Kyle Public Library card who wishes to request the withdrawal or reclassification of materials currently owned by the Kyle Public Library is encouraged to discuss their concerns with the Kyle Public Library Director. The following steps will be used when a patron feels that further action is necessary to address concerns about a Kyle Public Library resource.

1. A concerned patron who is dissatisfied with earlier informal discussions will be offered a packet of materials that includes the Kyle Public Library's mission statement, selection policy, reconsideration form, and the Library Bill of Rights.

2. The patron is required to complete and submit the "Patron's Request for Reconsideration of Library Materials" form to the Kyle Public Library Director.
3. The Kyle Public Library Director with the Kyle Public Library Staff, will review the "Patron's Request for Reconsideration of Library Materials" form and the material in question, to consider whether its selection follows the criteria stated in the Collection Development Policy.
4. Within 30 business days, the Kyle Public Library Director will furnish a decision, in writing, to the concerned patron who requested the reconsideration, stating the reasons for the decision.
5. If the patron is not satisfied with the decision, a written appeal may be submitted within 15 business days to the Kyle Public Library Board. The Kyle Public Library Board will be informed of the Appeal through the Kyle Public Library Director. The Director shall provide the patron's "Patron's Request for Reconsideration of Library Materials" form, the furnished decision, and the patron's appeal.
6. If the Kyle Public Library Board plans to address the appeal at their board meeting, the individual will be notified, in writing, of when and where the meeting will be held by the Chair of the Kyle Public Library Board.
7. The Kyle Public Library Board reserves the right to limit the length of public comments.
8. The Kyle Public Library Board will review the appeal. The Kyle Public Library Board will then advise the Kyle Public Library Director, thereby giving the Director a chance to re-evaluate if the Board disagrees with the original decision. A final decision will be made by the Kyle Public Library Director in consultation with the Kyle Public Library Board within 30 days of the date the patron's appeal is received. The Kyle Public Library Board's decision is final. Once validated by the process, materials shall not be eligible for further re-evaluation as each challenged item has been through a rigorous review.

For the duration of this process, the material in question will remain in circulation in the Kyle Public Library collection.

#### **X. Donations Policy**

The Kyle Public Library accepts donations from the community. It maintains the authority to reject or accept donations and does not accept materials that are not outright gifts. All gifts of books and materials must be in usable physical condition, and materials selected for inclusion to the collection are subject to the same criteria as those applied to purchased materials described in the policy. Donated materials become the property of the Kyle Public Library and those not added to the collection shall be dispersed as deemed appropriate by the Kyle Public Library Director. The Kyle Public Library does not evaluate or appraise donations for tax purposes. For more information on criteria for condition of donations, refer to the Kyle Public Library Gifts Policy.

## 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 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.

## Appendix B

### 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:

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.

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.

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.

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.

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.

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.

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

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

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

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

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

## **Appendix C**

## 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 of the Constitution of the United States. In a free society, there is no place for censorship in any medium of expression. Therefore, these principles are affirmed:

1. To provide the broadest possible 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 another 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 content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudicing film, video, and other audiovisual materials on the basis of moral, religious, or political beliefs of the producer or filmmaker or on the basic 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 1989. Endorsed January 10, 1990, by the ALA Council.*

## Appendix D

### Labeling and Rating Systems

Libraries do not advocate the ideas found in their collections or in resources accessible through the library. The presence of books and other resources in a library does not indicate endorsement of their contents by the library. Likewise, providing access to digital information does not indicate endorsement or approval of that information by the library. Labeling and rating systems present distinct challenges to these intellectual freedom principles.

Labels on library materials may be viewpoint-neutral directional aids designed to save the time of users, or they may be attempts to prejudice or discourage users or restrict their access to materials. When labeling is an attempt to prejudice attitudes, it is a censor's tool. The American Library Association opposes labeling as a means of predisposing people's attitudes toward library materials.

Prejudicial labels are designed to restrict access, based on a value judgment that the content, language, or themes of the material, or the background or views of the creator(s) of the material, render it inappropriate or offensive for all or certain groups of users. The prejudicial label is used to warn, discourage, or prohibit users or certain groups of users from accessing the material. Such labels

sometimes are used to place materials in restricted locations where access depends on staff intervention.

Viewpoint-neutral directional aids facilitate access by making it easier for users to locate materials. The materials are housed on open shelves and are equally accessible to all users, who may choose to consult or ignore the directional aids at their own discretion.

Directional aids can have the effect of prejudicial labels when their implementation becomes proscriptive rather than descriptive. When directional aids are used to forbid access or to suggest moral or doctrinal endorsement, the effect is the same as prejudicial labeling.

Many organizations use rating systems as a means of advising either their members or the general public regarding the organizations' opinions of the contents and suitability or appropriate age for use of certain books, films, recordings, Web sites, games, or other materials. The adoption, enforcement, or endorsement of any of these rating systems by a library violates the Library Bill of Rights. When requested, librarians should provide information about rating systems equitably, regardless of viewpoint.

Adopting such systems into law or library policy may be unconstitutional. If labeling or rating systems are mandated by law, the library should seek legal advice regarding the law's applicability to library operations.

Libraries sometimes acquire resources that include ratings as part of their packaging. Librarians should not endorse the inclusion of such rating systems; however, removing or destroying the ratings—if placed there by, or with permission of, the copyright holder—could constitute expurgation (see "Expurgation of Library Materials: An Interpretation of the Library Bill of Rights"). In addition, the inclusion of ratings on bibliographic records in Library catalogs is a violation of the Library Bill of Rights.

Prejudicial labeling and ratings presuppose the existence of individuals or groups with wisdom to determine by authority what is appropriate or inappropriate for others. They presuppose that individuals must be directed in making up their minds about the ideas they examine. The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read or view.

*Adopted July 13, 1951, by the ALA Council; amended June 25, 1971; July 1, 1981; June 26, 1990; January 19, 2005; July 15, 2009.*

## **Appendix E**

### **Access to Library Resources and Services for Minors**

The American Library Association supports equal and equitable access to all library resources and services by users of all ages. Library policies and procedures that effectively deny minors equal and equitable access to all library resources and services available to other users is in violation of the American Library Association's *Library Bill of Rights*. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

Article V of the *Library Bill of Rights* states, “A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.” The right to use a library includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, apparent maturity, educational level, literacy skills, emancipatory or other legal status of users violates Article V. This includes minors who do not have a parent or guardian available to sign a library card application or permission slip. Unaccompanied youth experiencing homelessness should be able to obtain a library card regardless of library policies related to chronological age.

School and public libraries are charged with the mission of providing services and resources to meet the diverse interests and informational needs of the communities they serve. Services, materials, and facilities that fulfill the needs and interests of library users at different stages in their personal development are a necessary part of providing library services and should be determined on an individual basis. Equitable access to all library resources and services should not be abridged based on chronological age, apparent maturity, educational level, literacy skills, legal status, or through restrictive scheduling and use policies.

Libraries should not limit the selection and development of library resources simply because minors will have access to them. A library’s failure to acquire materials on the grounds that minors may be able to access those materials diminishes the credibility of the library in the community and restricts access for all library users.

Children and young adults unquestionably possess First Amendment rights, including the right to receive information through the library in print, sound, images, data, social media, online applications, games, technologies, programming, and other formats.<sup>1</sup> Constitutionally protected speech cannot be suppressed solely to protect children or young adults from ideas or images a legislative body believes to be unsuitable for them.<sup>2</sup> Libraries and their library governing bodies should not resort to age restrictions in an effort to avoid actual or anticipated objections, because only a court of law can determine whether or not content is constitutionally protected.

Article VII of the *Library Bill of Rights* states, “All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use.” This includes students and minors, who have a right to be free from any unreasonable intrusion into or surveillance of their lawful library use.<sup>3</sup>

The mission, goals, and objectives of libraries cannot authorize libraries and their governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents and guardians. As “Libraries: An American Value” states, “We affirm the responsibility and the right of all parents and guardians to guide their own children’s use of the library and its resources and services.”<sup>4</sup> Libraries and their governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Libraries and their governing bodies shall ensure that only parents and guardians have the right and the responsibility to determine their children’s—and only their children’s—access to library resources. Parents and guardians who do not want their children to have access to specific library services, materials, or facilities should so advise their own children. Libraries and library governing bodies should not use rating systems to inhibit a minor’s access to materials.<sup>5</sup>

Libraries and their governing bodies have a legal and professional obligation to ensure that all members of the communities they serve have free and equitable access to a diverse range of library resources and services that is inclusive, regardless of content, approach, or format. This principle of library service applies equally to all users, minors as well as adults. Lack of access to information can be harmful to minors. Libraries and their governing bodies must uphold this principle in order to provide adequate and effective service to minors.

<sup>1</sup> *Brown v. Entertainment Merchant's Association, et al.* 564 U.S. 08-1448 (2011).

<sup>2</sup> *Erznoznik v. City of Jacksonville*, 422 U.S. 205 (1975): "Speech that is neither obscene as to youths nor subject to some other legitimate proscription cannot be suppressed solely to protect the young from ideas or images that a legislative body thinks unsuitable for them. In most circumstances, the values protected by the First Amendment are no less applicable when government seeks to control the flow of information to minors." See also *Tinker v. Des Moines School Dist.*, 393 U.S.503 (1969); *West Virginia Bd. of Ed. v. Barnette*, 319 U.S. 624 (1943); *AAMA v. Kendrick*, 244 F.3d 572 (7th Cir. 2001).

<sup>3</sup> "Privacy: An Interpretation of the Library Bill of Rights," adopted June 19, 2002, by the ALA Council; amended July 1, 2014; and June 24, 2019.

<sup>4</sup> "Libraries: An American Value," adopted on February 3, 1999, by ALA Council.

<sup>5</sup> "Rating Systems: An Interpretation of the Library Bill of Rights," adopted on June 30, 2015, by ALA Council; amended June 25, 2019.

Adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991; June 30, 2004; July 2, 2008 *under previous name* "Free Access to Libraries for Minors"; July 1, 2014; and June 25, 2019.

## Appendix F

### 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 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.

*Created on March 15, 2010. Last updated June 12, 2013.*

## Appendix G

## First Amendment of the Constitution of the United States

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

*Ratified December 15, 1791.*

## Appendix H

### Kyle Public Library Patron's Request for Reconsideration of Library Materials

*The following form is for patrons to use when they wish to express concern over the content of an item in the library collection. Please answer all questions, attaching additional pages if necessary. Return to: Library Director, Kyle Public Library, 550 Scott Street, Kyle, TX 78640.*

1. Please provide your following information:

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

Library Card Number: \_\_\_\_\_

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

Telephone: \_\_\_\_\_

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

Date: \_\_\_\_\_

2. Are you representing yourself or an organization? If you represent an organization, what organization?

3. Please provide information about the item in question that concerns you.

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

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

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

Publisher: \_\_\_\_\_

4. Did you examine the material in full? If not, which part(s) did you examine?
5. To what in the work do you object? Please be specific. Cite pages or time stamps.
6. What do you feel might be the result of reading, listening, or watching this work?
7. Do you disapprove of the material in general, or feel it is inappropriate for a certain age?
8. Is there anything good about this material? What individuals or groups might find this item valuable?
9. Do you have a recommendation for an alternative or an addition that would better fit our collection related to this request?
10. Are you aware of any professional reviews of this material? If so, what is the source?
11. What is your desired outcome from this request?